

May 2
2014

10th Annual
CUNY
CUE
Conference

Learning Inside and Outside the Classroom

Keynote Speaker
Dr. George D. Kuh

LaGuardia
Community
College

Acknowledgments

The 10th Annual CUNY Coordinated Undergraduate Education (CUE) Conference has been made possible by support from University Dean Lucinda Zoe and the CUNY Office of Academic Affairs. The staff of LaGuardia's Center for Teaching and Learning--Ali Abdallah, Mikhail Valentin, Mercedes del Rosario, Ellen Quish, Sada Jaman, Michele Piso, Josephine Corso, Shaheda Yeasmeen, Stephanie Nival, Aarkieva Smith, and Judit Torok, helped to prepare for today's events. Special thanks to Priscilla Stadler and Ros Orgel for going above and beyond. Teresa Saljanin and Gisella Contreras of LaGuardia's IT department, and Bernard Polnariiev and Danielle Insalaco-Egan, LaGuardia's CUE representatives, provided key support. Provost Paul Arcario and Dean Bret Eynon offered critical guidance in the creation of today's theme and program. We received nearly 170 conference proposals. The task of determining which to include was difficult and painstaking. The following LaGuardia staff and faculty helped to shape the program with their careful, thoughtful evaluations.

Rajendra Bhika
Porter Brannon
Renee Butler
Clarence Chan
Justin Rogers-Cooper
Milena Cuellar
Andrea Francis
Carolyn Henner-Stanchina
Demetrios Kapetanakos
Rosana Keshawarz
Karen Miller
Preethi Radhakrishnan
Reine Sarmiento
Joan Schwartz

<http://laguardia.edu/cueconference2014/>

#cuecon2014

@laguardiacc

Welcome!

Welcome to LaGuardia Community College and the 10th Annual CUE Conference. We are thrilled to host this event and bring together colleagues from all over CUNY for a full day of presentations and rich discussions.

Our choice of a theme for this year's conference—"Learning Inside and Outside the Classroom"—emerged directly from work we are all doing across the university. Over the course of the day you will have the chance to hear about efforts which approach student learning from many directions, extending beyond the curricular center of academic skills and content knowledge and outward into integrative connections which bind skills and content to lived experience, to culture and language, to place and family and the work environment. Moving our students across the finish line of graduation—the underlying goal for all of us—means engaging all these dimensions of their existence. The cognitive, the emotional, and the experiential all contribute to how we learn, to how knowledge and skills generate critical judgment and the capacity to lead a successful life. How can we organize our work to capture and strengthen these connections, and thereby strengthen our students' chances for success? Our conference theme poses that fundamental question. Today's presentations will provide many possible answers.

To engage the "whole student" requires the whole campus, and this is a goal we are pursuing with a special focus at LaGuardia. Collaboration across divisions is the essence of this work, whether between academic departments and co-curricular programs, or between continuing education and credit-bearing programs, or the collaborative work of developing strong advisement and counseling capacity. Today's program features examples of such initiatives from both the Central Office and from many CUNY campuses.

Finally, we are fortunate to have as our keynote speaker an educator who has advocated for the whole student for decades, and whose work helped to pioneer an understanding of how a whole campus can build integrative models of postsecondary education. In more recent years, Dr. George D. Kuh's work on high-impact educational practices, on outcomes assessment, and on evaluating student engagement has deeply affected thinking and policy across the higher education landscape. That influence will be evident in many of today's presentations.

Again, welcome to LaGuardia and enjoy the day!

Howard M. Wach
Assistant Dean of Academic Affairs
Director, LaGuardia Center for Teaching and Learning
LaGuardia Community College

Keynote Speaker: George D. Kuh

What Matters to Student Success: The Promise of High-Impact Practices

George D. Kuh, Adjunct Professor, University of Illinois
Indiana University Chancellor's Professor Emeritus
Director, National Institute for Learning Outcomes Assessment

Creating the conditions that foster success in postsecondary education is more important than ever. Much progress has been made during the past two decades in engaging students in purposeful activities inside and outside the classroom to promote educational attainment. Despite the documented effectiveness of active, collaborative, and problem-based learning, learning communities, theme-based residences, service learning, and other experientially-based programs and practices, too often these and related practices are underutilized. In this session I will review what matters to student success, examine some key indicators of quality such as student engagement, and illustrate the kinds of policies and “high impact” practices that channel student and institutional effort toward educationally purposeful activities and often boost the performance of historically underrepresented students and the less well-prepared.

Biography

George Kuh is Adjunct Professor of Education Policy at the University of Illinois, Chancellor's Professor of Higher Education Emeritus at Indiana University (IU), and director of the National Institute for Learning Outcomes Assessment (NILOA). George founded IU's Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) and related instruments for law students, beginning college students, and faculty. At Indiana University, he served as chairperson of the Department of Educational Leadership and Policy Studies (1982-84), Associate Dean for Academic Affairs in the School of Education (1985-88), and Associate Dean of the Faculties for the Bloomington campus (1997-2000). George has 375 publications and has made several hundred presentations on topics related to institutional improvement, college student engagement, assessment strategies, and campus cultures. His recent books include *Student Success in College: Creating Conditions That Matter* (2005, 2010), *Piecing Together the Student Success Puzzle: Research, Propositions, and Recommendations* (2007), *High Impact Practices* (2008), and *Ensuring Quality and Taking High-Impact Practices to Scale* (2013). George received the B.A. from Luther College, M.S. from St. Cloud State University, and Ph.D. from the University of Iowa.



10th Annual CUNY CUE Conference

Learning Inside and Outside the Classroom

Friday, May 2, 2014

Schedule Overview

8:00 am - 8:45 am	Registration and Breakfast	Main Theater Lobby
9:00 am - 10:30 am	<p>Plenary Session</p> <p>Greetings and Introduction</p> <p>Dr. Gail O. Mellow, President LaGuardia Community College</p> <p>Dr. Frank Sanchez Vice Chancellor for Student Affairs The City University of New York</p> <p>Keynote Presentation</p> <p>Dr. George D. Kuh “What Matters to Student Success: The Promise of High-Impact Practices”</p>	Main Theater
10:45 am - 11:45 am	Concurrent Session 1	See Schedule
12:00 pm - 1:00 pm	Concurrent Session 2	See Schedule
1:00 pm - 2:00 pm	Lunch	E Building Atrium
2:15 pm - 3:15 pm	Concurrent Session 3	See Schedule
3:30 - 4:30 pm	Concurrent Session 4	See Schedule
4:30 pm	Reception	E-Building Atrium

Learning Inside and Outside the Classroom

LaGuardia Community College/CUNY

Concurrent Sessions

10:45 am - 11:45 am

Solo Sessions

The Whole Student: Learning Within and Beyond the Classroom

Room E-500 | Conference Track: Bridging Cognitive and Affective Learning

Marisa Klages-Bombich, Bret Eynon, Danielle Insalaco-Egan, Justin Rogers-Cooper (LaGuardia Community College)

How can outcomes assessment support a campus-wide focus on the whole student? How might a campus use assessment to highlight the value of co-curricular learning and its linkages to academic learning and success? What would assessment look like if it sought to link the cognitive and the affective dimensions of learning to integrate knowledge, skills, and dispositions?

Leveraging Synergistic Effects to Improve First Year Student Success

Room M-135 | Conference Track: First-Year Programming

Yelena Bondar, Giulia Guarnieri, Jeanine Kelley-Williams, Francisco Legasa, Nancy Ritze (Bronx Community College)

The First-Year Seminar at Bronx Community College is a holistic introduction to college life. It emphasizes general education proficiencies through academic content utilizing high impact practices. This session will address the interplay of the five program components (faculty, peer mentors, advisors, curriculum, and programming) and discuss the benefits this synergy offers to students.

Making Transfer Connections: ePortfolio and Transfer in Education Programs at LaGuardia Community College, Queensborough Community College, and Queens College

Room M136 | Conference Track: Encouraging Transfer: Curricula and Support Services

Michelle Fraboni and Helen Johnson (Queens College), Brian Kerr and Anita Ferdenzi (Queensborough Community College), and Mercedes del Rosario, Michele Malone, Burcin Ogrenir, Judit Torok, and Howard Wach (LaGuardia Community College)

LaGuardia, Queens, and Queensborough are using the connective power of ePortfolio to support two major goals: first, to create stronger connections between faculty and staff at participating colleges; and second, to use those connections to improve students' learning at all three colleges, as well as enhance their ability to move smoothly toward timely completion/ attainment of the bachelor's degree and teacher certification.

Scaling Up High-Impact Practices in the Community College

Room E-242 | Conference Track: Bridging Cognitive and Affective Learning

Jo Pantaleo, Jane E. Hindman, Elisabeth Lackner, Arlene Kemmerer, Cris DiMeo, Mary Bandziukas (Queensborough Community College)

Queensborough Community College is scaling up the delivery and assessment of high-impact practices through its Freshman Academies model. Attendees at this session will take away strategies for both implementing and researching high-impact practices as a method for helping underrepresented students.

Concurrent Sessions

10:45 am - 11:45 am

Achieving the Dream: Redesigning Academic Advising

Room M-137 | Conference Track: Advisement and Student Support Services

Porter Brannon, Michael Rodriguez, Frantz Louis (LaGuardia Community College)

How can effective partnership between Academic Affairs and Student Affairs lead to an increase in student satisfaction, retention and graduation rates? Come discover how LaGuardia Community College used data from their 3-year institutional analysis to create an advising continuum that begins at the first point of contact with a prospective student and moves through the student's journey towards graduation.

Combined Session**How CUNY Students Create and Negotiate Learning Spaces**

Room M-138 | Conference Track: Bridging Cognitive and Affective Learning

Maura Smale (New York City College of Technology), Mariana Regalado (Brooklyn College)

As commuters, CUNY undergraduates employ various strategies to find time and space to be students. While students' constraints may be invisible to faculty and staff, they may affect engagement in students' academic work. We interviewed CUNY students to learn how they study in various locations. Knowledge of the student experience outside the classroom can inform strategies to increase student success.

Seeing Our Students as Researchers

Room M-138 | Conference Track: Bridging Cognitive and Affective Learning

Helen Georgas, Mariana Regalado (Brooklyn College)

How do undergraduate students at CUNY approach research when their professors are not around? Gaining insight into how our students do research is essential for faculty who strive to increase students' success. Presenters will share their research findings from two in-depth, qualitative studies that explored student research behaviors at CUNY in both small picture and big picture ways.

Combined Session**Connecting the Dots: Using Collaborative Learning Inside and Outside of the Classroom to Bridge Affective and Cognitive Learning in Gateway Math Courses**

Room MB-77 | Conference Track: Bridging Cognitive and Affective Learning

Marina Nechayeva (LaGuardia Community College)

This talk will present the results of investigating the impact of collaborative learning when teaching elementary statistics. It will address the role of collaborative work integrating affective learning into elementary math courses, and discuss characteristics of, and ways to build, good study groups and good assignments and online tools that support collaborative learning and methods of assessing its effectiveness.

Learning Inside and Outside the Classroom

LaGuardia Community College/CUNY

Concurrent Sessions

10:45 am - 11:45 am

“I’m Not a Math Person”: Making Quantitative Reasoning Accessible, Applicable, and Relevant to Students in the Humanities, Arts, and Social Sciences

Room MB-77 | Conference Track: Bridging Cognitive and Affective Learning

Briana Young, Alla Chavarga, Graciela Elizalde-Utnick (Brooklyn College)

Colleges seldom aim to develop numeracy skills across the course curriculum, favoring the teaching of quantitative reasoning (QR) primarily in STEM courses alone. We present activities geared towards developing QR skills in non-quantitative fields, with a focus on using quantitative information as the basis for written argument. These activities foster the understanding of numerical data through contextual problem-solving exercises.

Combined Session

Retention of Students through Active Engagement: Assessing Five Years of In Gear at Baruch College

Room MB-73 | Conference Track: Advisement and Student Support Services

Adam Joncich (John Jay College), Phillip Hogue and Serena Abraham (Baruch College)

Baruch’s In Gear Program is a ten-week mandatory retention program, designed for reinstated students in their first reentry semester. We will be presenting survey data, as well as quantitative direct measures of effectiveness comparing students who participated in the In Gear session sequence to a matched group of probation students who entered Baruch on probation.

Teaching Young Adult Men

Room MB-73 | Conference Track: Bridging Cognitive and Affective Learning

Daryl Lucas (LaGuardia Community College)

The CUNY Fatherhood Academy at LaGuardia Community College/CUNY strengthens fathers and families and promotes responsible fatherhood and economic stability by connecting young fathers to services on a college campus. This workshop will introduce the CUNY Fatherhood Academy with a focus on instructional design.

Combined Session

How Do We Prepare Our Students for the Future? The New Professionals Program and ePortfolio at Queens College

Room E-107 | Conference Track: Capstone Courses and Career Preparation

Rachel Stern-Lockerman, Denise Miller (Queens College)

The New Professionals Program seeks to prepare students for the professional marketplace with skills-building workshops, lectures and more. Students are assigned industry professionals who mentor them as they enter the professional world. Students in the New Professionals program also develop professional ePortfolios as they grow and learn, adding experiences and examples that showcase their newly developed polished image.

Concurrent Sessions

10:45 am - 11:45 am

The Class as a 'Micrography' of the Professional Space: Teamwork and Professional Portfolio Curation

Room E-107 | Conference Track: Capstone Courses and Career Preparation

Loukia Tsafoulia, Severino Alfonso (New York City College of Technology)

This presentation emphasizes the importance of capstone courses and career preparation and touches upon ways of connecting our students to the outside world. The main focus is to analyze ways of integrating and exhibiting knowledge acquired by the students through the use of digital online platforms in the classroom as well as the creation of a portfolio of selected work.

Combined Session**Service Learning Reconsidered**

Room E-111 | Conference Track: Co-curricular Learning: Experiential and Service

Presenters: Regina Lehman, Kevin Jordan (LaGuardia Community College)

Service learning is designed to integrate community service with academic instruction and student reflections. This presentation will examine the role of service learning from the unique perspective of Occupational Therapy Assistant student engagement in service activities within the New York State Occupational Therapy Association. Student ePortfolio reflections discuss professional identity development and the connections between academic and co-curricular learning.

Engaged in a Living Laboratory: Revitalizing High Impact General Education at a 21st Century College of Technology

Room E-111 | Conference Track: Co-curricular Learning: Experiential and Service

Karen Goodlad, Jonas Reitz (New York City College of Technology)

Engaging faculty in general education reform requires innovation. Through the use of high-impact practices and interactive exercises, the Brooklyn waterfront has become our living laboratory. Both full-time and adjunct faculty are working together to revitalize general education. Facilitators will discuss initiatives to engage faculty while participants consider strategies for addressing challenges associated with incorporating general education at their campus.

Combined Session**Client Relations: Media Production and Real World Experience with Service Learning**

Room E-251 | Conference Track: Co-curricular Learning: Experiential and Service

Eileen White, Mary Bandziukas (Queensborough Community College)

In an increasingly visual society, the ability to get a message through the digital clutter to an intended audience has become a highly desired skillset. Producing media for someone else is ideally addressed by service learning

Learning Inside and Outside the Classroom

LaGuardia Community College/CUNY

Concurrent Sessions

10:45 am - 11:45 am

in the media production classroom where students work with an actual client, providing students with important life experience in a supportive and collaborative environment.

Learning Inside and Outside the Classroom with the Ethnic Media Collective

Room E-251 | Conference Track: Faculty-Student Collaborations

Anais Cisco, Nicole Bugarin, Chad Scantlebury, the Ethnic Media Collective, Roopali Mukherjee, Ellen Scott (Queens College)

The *Ethnic Media Collective* is a student club bringing together a diverse group of budding media-makers committed to collective filmmaking and scholarly exchange on contemporary racism, sexism, and class inequality. As the Collective's faculty co-advisors, we prioritize faculty-student collaboration, bridging in-class learning with hands-on creative work outside the classroom, and connecting students' lived experiences with their intellectual development as student educators.

Combined Session

Targeting Emotional Intelligence Skills in a Teacher Education Course

Room E-265 | Conference Track: Bridging Cognitive and Affective Learning

Burcin Ogrenir (LaGuardia Community College)

This presentation will discuss some strategies and techniques facilitating the use and learning of emotional intelligence skills implemented in a teacher education course, including role plays, motivational talks, visualization, and building safe relationships.

Enhancing Students' Internal and External Skill Sets

Room E-265 | Conference Track: Bridging Cognitive and Affective Learning

Les Gallo-Silver, Michael Weiner, Damien Pratt, Stanley Bussey (LaGuardia Community College)

This presentation focuses on a new method of teaching crisis intervention that addresses the student's inner emotional life, the stressors of their chosen profession, methods of self-care, and developing a fluid and flexible professional skill set. Student free writes and videos will be reviewed.

Combined Session

Co-teaching the Liberal Arts Capstone Course at LaGuardia Community College

Room E-255 | Conference Track: Capstone Courses and Career Preparation

Charles Keller, Emily Cohen (LaGuardia Community College)

We have designed and are currently teaching a novel, co-taught, interdisciplinary capstone course for Liberal Arts majors entitled "Lab Life" at LaGuardia Community College. We will discuss how a co-taught, interdisciplinary approach, encompassing biology and anthropology, can improve the capstone experience as well as unique challenges we have faced along the way.

Concurrent Sessions

10:45 am - 11:45 am

Integrated Dystopias: Teaching an Interdisciplinary Capstone to Guttman's Inaugural Class

Room E-255 | Conference Track: Capstone Courses and Career Preparation

Alia Tyner, Karla Fuller, Lori Ungemah (Guttman Community College)

In 2013, Guttman Community College entered its second year, adding a brand-new capstone course for liberal arts and sciences majors. Based on the theme of dystopias and zombies, three faculty members designed a course integrating sociology, biology and English to apply the knowledge students' gained to the promise and challenges of a new world and the problems of this one.

Combined Session**Digital Ethnography: Using Virtual Learning for Undergraduate Research**

Room E-258 | Conference Track: Faculty-Student Collaborations

Chet Jordan, Austin Ochoa (Guttman Community College)

Guttman Community College (CUNY) is dedicated to innovative undergraduate experiences. This presentation will highlight a shared research endeavor conducted by a member of Guttman's faculty and a first-year student. The student researcher is conducting a nine-month ethnographic study in the multi-user virtual environment, Second Life. This presentation will illustrate the trajectory of this sustained undergraduate research project. The faculty member and the student will share their perspectives on the relationship and the anticipated results of the study.

Teaching in a Third Space: A (Re)Consideration of Teacher-Student Collaboration

Room E-258 | Conference Track: Faculty-Student Collaborations

Maria Jersey, Habiba Boumlik, Ruhma Choudhury, Leigh Garrison-Fletcher (LaGuardia Community College)

As teachers of LaGuardia's ESL, Modern Language, and Education courses, we grapple with the challenges of designing curricula that build on our students' rich linguistic, cultural, and literacy resources as well as their varied educational experiences. Seeking to cohere learning inside and outside the classroom, we (re)consider our teacher-student collaborations through the context of an educational third space.

Concurrent Sessions

12:00 pm - 1:00 pm

Solo Sessions

A Comprehensive, Integrative and Multidimensional Assessment of Team-Based Learning at Brooklyn College as an Evidence-Based Model

Room E-500 | Conference Track: Bridging Cognitive and Affective Learning

Sharona Levy, Michael Ayers, Jerry Mirotnik, Ashley Polokowski (Brooklyn College)

To accurately assess the effectiveness of a pedagogical approach, the assessment must be multidimensional and integrative to capture the full range of experiences across affective and cognitive domains. The Brooklyn College Team-Based Learning Initiative's research team will share its experiences, assessment tools, and approach to meeting the challenge of crafting an effective and comprehensive evaluation of Team-Based Learning (TBL).

Developing College Skills in Introductory College Courses by Integrating High School Trends

Room M-135 | Conference Track: First-Year Programming

Nelson Nunez Rodriguez, Azizi Seixas, Kate Wolfe, Antonios Varelas, Sarah Brennan, Jacqueline DiSanto, Ernest Ialongo (Hostos Community College), Bethany Antonelli (F. Douglass Academy III), Christine Cortez (KIPP High School), John Heneghan (F. Douglass Academy III), Kristina Miceli (F. Douglass Academy III), Mary Carmen Irizarry-Santos (International High School), Julissa Soriano (F. Douglass Academy III), Suleika Dotel (World View High School), Marc Newman (World View High School), Lisa Castillo, Sharae Brown (Graduate NYC!, CUNY Central Office)

A seminar with faculty from Hostos Community College and Bronx high schools unravels freshman expectations and preparation upon entering college. Seminar outcomes expose dissimilarities between freshman course faculty expectations and the academic foundation students bring to college. This Graduate NYC!-funded initiative sheds light on the need for cross-institutional dialogue among faculty to empower student transition from high school to college.

Collaborating for College Readiness: A Communities of Practice Model for Curricular Revision

Room E-111 | Conference Track: First-Year Programming

Nate Mickelson (Guttman Community College), Curtis Kendrick (CUNY Central Office of Students Affairs), Leanne Ellis (NYC Department of Education), Alison Lehner-Quam (Lehman College), Carl Andrews (Bronx Community College)

This presentation outlines a model for curricular revision that brings together high school and college faculty and librarians in workshops focused on the transition to college. Discussions of common goals and challenges in the area of information literacy and teaching practices serve as a foundation for revising high school curricular units and enhancing high school and college instructional strategies.

Concurrent Sessions

12:00 pm - 1:00 pm

Non-credit to Credit: the Past, Present... and Future

Room M-136 | Conference Track: Bridging Cognitive and Affective Learning

Jane MacKillop, Ann E. Feibel, Reine Sarmiento (LaGuardia Community College)

Six years ago we discovered that 20% of incoming degree-seeking students at LaGuardia (freshmen and transfer) had graduated from the many workforce development and pre-college programs in LaGuardia's Division of Adult and Continuing Education. We are now creating deliberate pathways from workforce training into credit-bearing coursework. This workshop looks at the process and impact of non-credit to credit transitions on the college and on individuals.

Developing the Whole Learner: Integrating Curricular, Co-Curricular, and Experiential Learning

Room E-258 | Conference Track: First-Year Programming

Laura M. Gambino, Ariana Gonzalez-Stokas, Chet Jordan, Randy Moore, Danny Ambrose (Guttman Community College)

Guttman Community College's First Year Experience is designed to increase student success by focusing deliberate attention on students' academic and dispositional skills. The FYE integrates curricular, co-curricular, and experiential learning. ePortfolio provides students the opportunity to connect their experiences into an integrative whole. Examples of Guttman's first year experience model, challenges faced, and lessons learned will be shared.

Alignment for Success: Academic Affairs and Student Affairs Transform the Culture at LaGuardia

Room E-242 | Conference Track: Bridging Cognitive and Affective Learning

Paul Arcario, Michael Baston (LaGuardia Community College); Comment: George Kuh

LaGuardia's "Alignment Initiative" has joined Academic Affairs and Student Affairs in a more powerful partnership to foster student success. Drawing on extensive data collection showing fragmentation in services offered by these divisions, the initiative has fostered several joint projects, including redesign of both academic advisement and the first-year experience. Data, processes to foster change, and implementation challenges will be presented.

Concurrent Sessions

12:00 pm - 1:00 pm

Combined Session

Flipping the Classroom: One Size Does Not Fit All

Room E-255 | Conference Track: Bridging Cognitive and Affective Learning

Wendy Ford, Christina Manzo, Nina Sarkar (Queensborough Community College)

Instructors are implementing flipped classrooms in several different ways and there is no one size that fits all. We discuss strategies used by three Queensborough Community College instructors, and propose a new instructional model for a flipped class. We propose to statistically measure the effectiveness of a flipped class compared to a traditional class.

Getting Outside of the Online Classroom with ePortfolio

Room E-255 | Conference Track: Advisement and Student Support Services

Jennifer Sparrow, Sarah Morgano (CUNY School of Professional Studies)

This presentation will discuss several dimensions of ePortfolio use within fully online degree programs: how ePortfolio fosters a sense of community; ePortfolio in faculty development to build a community of practice; ePortfolio as a component of new-student orientation; ePortfolios for integrative learning in courses and programs; online ePortfolio showcases to highlight exemplary student work; and ePortfolio for graduating seniors.

Combined Session

Undergraduate Research (UR) as a High Impact Practice: Integrating Research into the Curriculum

Room MB-73 | Conference Track: Capstone Courses and Career Preparation

Maria Mercedes Franco, Nidhi Gadura, Georgina Colalillo (Queensborough Community College)

Presenters will discuss the process of institutionalizing Undergraduate Research (UR). Those teaching research intensive courses will share their projects, challenges, and implementation successes. Important questions will be addressed: How can we expose more students to UR? What kind of training and support is needed for integrating research experiences into regular courses? How can we assess the impact of UR across disciplines?

Student-Faculty Collaboration in Liberal Arts Scholarship: The Challenges and Surprises of the Harry Watkins Diary Project

Room MB-73 | Conference Track: Faculty-Student Collaborations

Naomi Stubbs, Medeli Tavarez (LaGuardia Community College)

Opportunities for students in the Liberal Arts to collaborate with faculty on scholarship are not as common as they are for the sciences, yet such work can benefit faculty and students alike. This presentation highlights the ways in which students and faculty at three CUNY campuses have collaborated with the Harry Watkins Diary Project.

Concurrent Sessions

12:00 pm - 1:00 pm

Combined Session**Engaging Students in Global Learning: Knowledge, Skills, and Dispositions**

Room MB-77 | Conference Track: Co-curricular Learning: Experiential and Service

Meg Tarafdar, Lampeto (Bette) Efthymiou (Queensborough Community College)

This session will present a framework for engaging students in global learning inside and outside the classroom. By exploring diverse issues within their local, regional, and global communities, students attain the knowledge, skills, and dispositions necessary for global learning. Presenters will share learning activities that are designed to prepare students for their participation in the Salzburg Global Citizenship-Study Abroad Program.

Making Global Politics “Real”: Connecting Community College Students with the United Nations and NGOs through Creative Partnerships

Room MB-77 | Conference Track: Co-curricular Learning: Experiential and Service

Bojana Blagojevic, Clark Soriano (LaGuardia Community College)

The presenters will discuss their partnership to expand learning about global politics by connecting community college students to international organizations and individuals with professional and personal experiences in the field of global affairs. Some of their initiatives include: cross-class learning and teaching exchanges, student interviews with UN staff, classes at UN premises with senior UN officials, panel discussions, etc.

Combined Session**Planning to Educate the Whole Student at Queens College**

Room E-251 | Conference Track: Co-curricular Learning: Experiential and Service

James Stellar, Naveen Naqvi (Queens College)

We will present Queens College’s plan to increase experiential education to complement the academic program and enhance student success after graduation. The plan begins with a first year 20-hour experience for freshman and transfer students, features a scaffolded approach of escalating activities, and uses reflective elements to integrate the experiences with the student’s major.

Collaborative Research and Experiential Learning: Measuring Academic Achievement and Student Development across Disciplines

Room E-251 | Conference Track: Co-curricular Learning: Experiential and Service

Isabella Lizzul, Rose Marie Äikäs, Elizabeth Di Giorgio, Sebastian Murolo, Lana Zinger (Queensborough Community College)

Panelists will provide research measuring academic achievement, personal growth, and civic engagement across five disciplines through Service Learning with Hour Children, an organization that provides services to families

Learning Inside and Outside the Classroom

LaGuardia Community College/CUNY

Concurrent Sessions

12:00 pm - 1:00 pm

of incarcerated and formerly incarcerated women. Through interviews, presentations, demonstrations, and an art project, students in Health Education, Criminal Justice, Massage Therapy, Business, and Art applied skills to re-establish family bonds following incarceration.

Combined Session

CUNY Justice Academy Fosters Sense of Community Between Colleges and Ease of Transfer

Room E-107 | Conference Track: Encouraging Transfer: Curricula and Support Services

Cassandra Evans, Ray Bartholomew, Chris Gavin, Jennifer Hernandez (John Jay College of Criminal Justice)

The CUNY Justice Academy (CJA) is a transfer-focused collaboration that links selected associate degree programs at six CUNY community colleges to baccalaureate degree programs at John Jay College of Criminal Justice. Students are provided with an array of skills both inside and outside of the classroom through curricular development, academic advisement, and support at John Jay.

Welcome to Queens: Extending a Hand to New Transfer Students

Room E-107 | Conference Track: Encouraging Transfer: Curricula and Support Services

Thomas Szlezak, Alyson Spurgas (Queens College)

This presentation will outline a new mid-semester event series at Queens College dedicated to speaking directly with transfer students about available resources and opportunities while facilitating early connections with other Queens College students.

Combined Session

Improving Self-regulating Skills by Implementing ePortfolio and Peer Mentoring

Room M-138 | Conference Track: Bridging Cognitive and Affective Learning

Maria Entezari, Dionne Miller (LaGuardia Community College)

The importance of self-regulation and self-efficacy beliefs in improving student performance has been reported by several researchers including ourselves. This workshop provides information on the identified areas of self-regulation in which students need to improve their skills and on several strategies that were implemented in human biology courses to help students improve these skills as well as their perceived self-efficacy.

Student Support: Embedded Course Tutors for Technology, Research, ePortfolio and Content

Room M-138 | Conference Track: Advisement and Student Support Services

Stephen Powers, Molaven Duarte, Jeremy Torres, Fannis Castillo, Francisco Gil (Bronx Community College)

The Instructional Technology Tutor Program (ITTs) was designed to assist faculty and students in online and technology-enhanced courses. All phases of the program, including funding sources and training, will be

Concurrent Sessions

12:00 pm - 1:00 pm

discussed by Dr. Stephen Powers, a professor in Education and Reading at Bronx Community College who has worked on the project since its inception. The ITTs will discuss their role in student support and mentoring.

Combined Session**Engaging with Diverse Perspectives: A Key Role for Faculty and Student Affairs Professionals**

Room M-137 | Conference Track: Bridging Cognitive and Affective Learning

Rosemary Talmadge (LaGuardia Community College)

Much of what we know about the impact of campus diversity on student learning has been shaped by large scale studies at four-year institutions. To bring community college student voices to the center of this important conversation, the researcher employed hermeneutic inquiry. Strategies for engaging students in the research will be shared, as well as students' stories about their interactions with diverse peers and viewpoints.

Inquiry, Solidarity, and Equity in Community College Research Groups

Room M-137 | Conference Track: Bridging Cognitive and Affective Learning

Lara Beaty, Tomoaki Imamichi (LaGuardia Community College)

Community college students typically have fewer opportunities to participate in undergraduate research, but the potential benefits are valuable because they can strengthen tenuous connections to academia. Research groups were formed with the goals of providing social support, investigating a genuine problem that students can collaboratively use their experiences to understand, and an open-ended activity that nurtures a hybrid of everyday and academic discourses.

Combined Session**Designing and Implementing the First Year Seminar for Business at LaGuardia Community College**

Room E-265 | Conference Track: First-Year Programming

Rajendra Bhika, Andrea Francis (LaGuardia Community College)

The presenters will share information and engage attendees in a conversation about the goals, design process, implementation, assessment plans, and professional development for LaGuardia's new, credit-bearing First Year Seminar for Business. This mandatory course introduces students to the business discipline and integrates ePortfolio to link curricular, co-curricular, and advisement efforts to help students explore opportunities for academic, professional, and personal success.

Learning Inside and Outside the Classroom

LaGuardia Community College/CUNY

Concurrent Sessions

12:00 pm - 1:00 pm

Combining Three Disciplines to Create a Course in Ecofeminism: Developing the Whole Student by Promoting Cognitive, Emotional, and Experiential Learning

Room E-265 | Conference Track: Co-curricular Learning: Experiential and Service

Karen Steinmayer, Julie Trachman (Hostos Community College)

This interdisciplinary course, combining feminist theory, environmental psychology and biology, will integrate academic achievement with development of the “whole” student. Students will attain substantive knowledge in these fields; improve critical thinking and problem solving skills; connect their affective and sensory experience to course material; and provide community outreach via service learning and an on-line forum. Ongoing learning will be assessed.

LUNCH in the E-Building Atrium

1:00 pm - 2:15 pm

Concurrent Sessions

2:15 pm - 3:15 pm

Solo Sessions

CUNY Service Corps - Experiential Learning and Faculty Engagement Strategies

Room E-500 | Conference Track: Co-curricular Learning: Experiential and Service

Rachel Stephenson (CUNY Central Office), Noel Blanchet (John Jay College), and Kimberly Chu (Borough of Manhattan Community College)

The CUNY Service Corps has prioritized the use of experiential learning strategies in an ongoing student support program, and program staff are working closely with the student affairs division, academic departments, and faculty to integrate academic learning into the Service Corps experience. Join this workshop to explore these experiential learning and faculty engagement strategies.

Meeting the Needs of the Whole Student: COSA's Quality Indicator System

Room E-242 | Conference Track: Advisement and Student Support Services

Frank D. Sanchez, Laurie Beck, Elliott Dawes, Betty Pearsall (CUNY Central Office of Student Affairs)

The Central Office of Student Affairs is becoming an evidence-based organizational system. COSA's quality indicator system (QIS) works with COSA directors and campus-based councils. This commitment to evidence-based practice will lead to the development of measures of high quality and impact. Ultimately, QIS will identify high impact practices with regard to the services and programs provided to students by Student Affairs.

Concurrent Sessions

2:15 pm - 3:15 pm

Extending the Community of Learners at a Commuter College: City Tech's OpenLab

Room M-135 | Conference Track: Faculty-Student Collaborations

Maura Smale, Jody Rosen, Jenna Spevack, Karen Goodlad, Jonas Reitz, Anna Matthews (New York City College of Technology)

It can be challenging for commuter students to find and sustain connections with one another, faculty, and their own learning. OpenLab — a digital platform for students, faculty, and staff — provides a space for the City Tech community to work together, experiment, and innovate. This panel will discuss use of the OpenLab to enhance and extend learning on campus and beyond.

ePortfolio and the First Year Experience

Room E-111 | Conference Track: First-year Programming

Bret Eynon (LaGuardia Community College), Kevin Jordan (LaGuardia Community College), Jordi Getman-Eraso (Bronx Community College), Laura M. Gambino (Guttman Community College)

How can ePortfolio support student learning in a first year experience? What does a first year student ePortfolio look like? LaGuardia, Bronx, and Guttman Community Colleges offer students a first-year experience with ePortfolio as a central part of the curriculum. Presenters from each institution will share their FYE approach and the role ePortfolio plays in shaping student learning.

Promoting Student Success through a Peer Mentorship Model

Room M-137 | Conference Track: First-Year Programming

Cicely Horsham-Brathwaite, Keshia Cameron, Kiran Persad, Ebele Onichie (York College)

The York College Undergraduate Fellows Program is a comprehensive peer mentoring program and enhanced academic opportunity for motivated emerging leaders. Fellows serve as peer mentors to first-year students registered for our Success in College course. This interactive presentation will focus upon the intersection between engaging students in the classroom through a peer mentorship model while simultaneously encouraging professional development and collaboration between Fellows and faculty.

Combined Session**Hostos Media Design Immersions: High-impact Learning through Cross-Cultural Work Exposure**

Room E-265 | Conference Track: Co-curricular Learning: Experiential and Service

Sarah Sandman, Catherine Cannon (Hostos Community College)

Hostos Media Design Immersions offer students professional, collaborative, and cross-cultural experiences outside of the classroom and have yielded public-facing media projects such as billboard designs on Madison

Learning Inside and Outside the Classroom

LaGuardia Community College/CUNY

Concurrent Sessions

2:15 pm - 3:15 pm

Avenue, a series of educational games, the publication of a text book, a multimedia exhibition at a world renowned cultural institution and a short film and screening at a local Bronx gallery.

Theatre Arts and the Whole Student: Bridging the Gap to Maximize Student Achievement

Room E-265 | Conference Track: Faculty-Student Collaborations

Ryan McKinney, Paul Ricciardi, Thomas Rothacker (Kingsborough Community College)

This panel will highlight various projects within Kingsborough's theatre program that focus on bridging the gap between "learning inside and outside of the classroom." The cornerstone of this initiative is students' rigorous efforts to attend and present at the Kennedy Center American College Theatre Festival (KCACTF), participation in the theatre program production season, and a new theatre making/service learning initiative.

Combined Session

Preparing Future Teachers Through Collaborative Education Practices

Room E-251 | Conference Track: Capstone Courses and Career Preparation

Bede McCormack, Michele de Goas-Malone (LaGuardia Community College)

This presentation describes the design of a Childhood Literacy capstone teacher education course that pushes students to link various domains of prior knowledge and learning while engaging in higher order thinking skills and practical fieldwork experience. The presenters will make suggestions for integrating cross-program and inter-college curricula, and demonstrate how institutional collaborations can lead to successful student career outcomes.

Sharing Family Artifacts to Bridge Cognitive and Affective Learning in a Community College Course on Early Childhood Curriculum

Room E-251 | Conference Track: Bridging Cognitive and Affective Learning

Kirsten Cole (Borough of Manhattan Community College)

This presentation will address the use of a Family Artifact Project Assignment, used in a community college course on early childhood education curriculum. Analysis of students' reflective response papers suggests that the assignment provided an affective learning experience that bridged students' cognitive understandings of the role of culture and family in the early childhood classroom.

Concurrent Sessions

2:15 pm - 3:15 pm

Combined Session**Reading: Metacognitive Approaches in the CUNY Start Program**

Room MB-73 | Conference Track: Bridging Cognitive and Affective Learning

Sarah Eisenstein (CUNY Central Office)

This workshop will provide a framework to help students use metacognition to address affective challenges, as well as gain control over their reading processes. During the workshop, faculty will engage in metacognition to surface their own strategies for difficult texts, and then learn about metacognitive logs, a tool used in the CUNY Start Program for students to monitor their comprehension while flexibly integrating new strategies.

Integrating Learning Domains: Productive Persistence and Academic Rigor in LaGuardia's Bridge to College and Careers Program

Room MB-73 | Conference Track: Bridging Cognitive and Affective Learning

Jason Guzman, Viktoriia Dudar, Christina Stang (LaGuardia Community College)

This interactive session is a chance to explore the use of strategies to support productive persistence in the academically rigorous Bridge to College and Careers Program at LaGuardia. Attendees will complete a hands-on activity and receive a sample lesson plan and productive persistence reference guide developed by the Bridge program staff.

Combined Session**The Co-Curricular Transcript - "You Complete Me": Documenting the Total Student Experience**

Room M-136 | Conference Track: Co-curricular Learning: Experiential and Service

Marva Craig, Annette Bhatia (Borough of Manhattan Community College)

The Co-Curricular Transcript (CCT) at BMCC allows students to officially document their co-curricular learning experiences outside of the classroom. This session will review the grassroots approach used by the Division of Student Affairs to get campus-wide buy-in for the CCT. The presenters will discuss various marketing and assessment strategies used to increase both participation and the effectiveness of the program.

Connecting Co-Curricular Activities to Class and Beyond

Room M-136 | Conference Track: Co-curricular Learning: Experiential and Service

Tomo Imamichi, Lara Beaty, Bojana Blagojevic, Robin Kietlinski, Stefanie Sertich, Nichole Shippen (LaGuardia Community College)

In this workshop, a multi-disciplinary panel of research group and club mentors and members will explore various co-curricular organizations and the different interests and benefits they offer.

Concurrent Sessions

2:15 pm - 3:15 pm

Combined Session

Digital Storytelling for Student Survivors of Domestic Violence (and their Allies)

Room E-255 | Conference Track: Co-curricular Learning: Experiential and Service

Vanessa Bing, Joanna DeLeon, Hara Bastas (LaGuardia Community College)

Domestic and intimate partner violence affects many LaGuardia students, impacting their ability to concentrate and learn. LaGuardia's Women's Center and Center for Teaching and Learning have partnered to offer the Violence Intervention Partners (VIP) Digital Storytelling workshops. This innovative, cross-divisional project provides support for students learning the power of using storytelling and technology to address personal and social issues.

The Digital Poem Initiative

Room E-255 | Conference Track: Co-curricular Learning: Experiential and Service

Severino Alfonso, Loukia Tsafoulia (New York City College of Technology)

The presentation emphasizes the importance of co-curricular learning as a practice in educating the “whole student” connecting language, digital art and design. The presentation addresses learning practices that promote academic success and encourage students to pursue careers that require interdisciplinary collaboration between the Liberal Arts and STEM fields.

Combined Session

Implementing High Impact Practices in ESL and Developmental Courses

Room M-138 | Conference Track: Co-curricular Learning: Experiential and Service

Jennifer Maloy, Marisa Berman, Julia Carroll, Cheryl Comeau-Kirschner, Susan Hock, Kerri-Ann Smith (Queensborough Community College)

This presentation will highlight the unique challenges—and possibilities—of implementing High Impact Practices (HIPs) in developmental and ESL courses at QCC. Presenters will describe recent HIP projects they have completed in their courses, including service learning, diversity and global learning, and utilizing third space theory. They will discuss the obstacles they faced, detail the collaborations that emerged, and document the successes of the projects.

Expanding the World of BCC CLIP Students

Room M-138 | Conference Track: Faculty-Student Collaborations

Ellen Balleisen, Jason Davis (Bronx Community College)

At Bronx Community College, faculty, staff, and students participate in a variety of activities to inform CUNY Language Immersion Program (CLIP) students about majors, course requirements, Pathways, honors programs, financial aid, student services, and special programs. The presenters will illustrate how to organize these activities and will discuss how to get students involved in college activities.

Concurrent Sessions

2:15 pm - 3:15 pm

Combined Session**Supporting the “Whole Student” in a Team Teaching Environment for Foreign Trained Nurses**

Room MB-77 | Conference Track: Encouraging Transfer: Curricula and Support Services

Magda Kieliszek, Kyaw Naing (LaGuardia Community College)

The presenters will discuss a grant-funded National Council Licensure Examination (NCLEX) Preparation Program and the strategies it uses to prepare foreign trained nurses for the NCLEX. The training uses a team-teaching approach in which nursing faculty, ESOL instructors, and educational case managers work together to create an effective learning environment and high support system for the students.

Bringing Theory Into Practice

Room MB-77 | Conference Track: Co-curricular Learning: Experiential and Service

Renee Wright, Margaret Alexander, Claudette Mc Farquhar (York College)

As nursing faculty, we develop nurses who can act as educators, researchers, and policy makers. A group of nursing faculty created an elective course in which students interacted with an underserved community and identified their unique health needs. This experience widened the student nurses' experiences and assisted them in making an impact upon health care far beyond the classroom.

Combined Session**Is the College Classroom the Best Place for Developmental Students to Learn?**

Room E-107 | Conference Track: First-Year Programming

Michael Reiner (Queensborough Community College)

Based on Virginia Tech's “Math Emporium” model of instruction, developmental education outside of the traditional classroom may provide one avenue for improving student skills and knowledge in remedial courses. Alternative teaching methods to help under-prepared students achieve during their first year in college are necessary to address this growing crisis in higher education.

Are We Learning English or Math? Creating Learning Opportunities across Institutional Divisions

Room E-107 | Conference Track: Bridging Cognitive and Affective Learning

Milena Cuellar, Cynthia Casey (LaGuardia Community College)

We show how we used discussion boards and wikis to link ESL students with elementary algebra and statistics students, connecting cognitive and academic learning inside and outside the classroom. We share examples of students' anxiety about math and their work online, and we discuss how that work helped them deepen math and English learning. We reflect on our own success, setbacks, and plans.

Learning Inside and Outside the Classroom

LaGuardia Community College/CUNY

Concurrent Sessions

2:15 pm - 3:15 pm

Combined Session

City as Classroom: Urban Studies and Experiential Education

Room E-258 | Conference Track: Co-curricular Learning: Experiential and Service

Laura Tanenbaum, David Bimbi, Arianna Martinez (LaGuardia Community College)

We discuss the role of LaGuardia's unique Urban Studies program in implementing experiential, student-centered education in a variety of disciplines and the program's work to create an interdisciplinary intellectual and pedagogical community on our campus.

Design Students Promote a Community Project: a Case Study

Room E-258 | Conference Track: Co-curricular Learning: Experiential and Service

M. Genevieve Hitchings (New York City College of Technology)

Design education at the college level can provide students with opportunities to work effectively in collaboration with faculty on projects for actual clients that deal with pressing social issues. You Are Never Alone, a worker training center located in Rockaway Park, Queens was in need of an identity design. The project turned out to be an ideal service learning challenge.

Concurrent Sessions

3:30 pm - 4:30 pm

Solo Sessions

"Unpacking Home": Bridging Service Learning and Devised Theatre

Room E-242 | Conference Track: Co-curricular Learning: Experiential and Service

Stefanie Sertich and Steven Hitt (LaGuardia Community College), Ryan McKinney (Kingsborough Community College)

Two community colleges partner to create a service-learning project/devised theatre piece. We will discuss the process of "Unpacking Home," an empathetic journey of understanding homelessness in NYC. Hear how the students from these colleges volunteered in homeless shelters and created a theatre piece based on their experiences. A 20-minute documentary with students testimony will be shared.

Understanding and Responding to Disruptive and or Disturbing Behavior In and Out of the Classroom

Room M-135 | Conference Track: Bridging Cognitive and Affective Learning

Regina Varin-Mignano, Renee Fuseyamore, Brian Goldstein, Toni Foy (LaGuardia Community College)

Using the health and wellness lens, this session is designed to help participants recognize and manage behavior before the behaviors escalate and become disruptive and/or disturbing. Our goal is to present a hands-on

Concurrent Sessions

3:30 pm - 4:30 pm

workshop where participants will learn the principles of Emerging Aggression through interactive dialogue, video vignettes, and role play. Participants will come away with an understanding of their role in assessing and managing individuals who may exhibit disturbing and/or disruptive behavior. Participants will have opportunities to: understand the relationship between stress and change in behavior, identify the signs of behavior that may be indicative of deeper underlying mental health concerns, and understand the difference between aggressive and assertive behavior.

ePortfolio as Catalyst for Holistic Learning

Room E-500 | Conference Track: Bridging Cognitive and Affective Learning

Bret Eynon, Danielle Insalaco-Egan, and Judit Torok (LaGuardia Community College), Laura Gambino (Guttman Community College)

ePortfolio helps students succeed in college and construct new identities as learners and professionals. A new website, "Catalyst for Learning: ePortfolio Resources and Research," shows how ePortfolio is used by students, faculty, advisors, and assessment leaders. Evidence from a constellation of campuses documents increases in retention and graduation and reveals the ways ePortfolio advances powerful processes of integrative self-authorship.

A Cross-CUNY Collaboration to Assess the Impact of Service-Learning on Community College Students

Room E-262 | Conference Track: Bridging Cognitive and Affective Learning

Sharon Ellerton (Queensborough Community College), Sandy Figueroa (Hostos Community College), Peter Fiume (Kingsborough Community College), Debra Greenwood (Borough of Manhattan Community College)

The impact of service learning (SL) was researched at four CUNY Community Colleges. A common research protocol was developed, faculty members at each campus were trained in service learning, and each incorporated this methodology with best practices, into their courses. Results support the hypotheses that community college service learners exhibit academic and general objective gains similar to those seen at baccalaureate granting institutions.

Combined Session**Collaborative Interventions in a First Semester Writing Seminar**

Room MB-73 | Conference Track: First-Year Programming

Ana Vasovic, Joshua Wilner, Alyssa Yankwitt, Svetlana Bochman, Isabel Mendoza (City College of New York)

City College has an innovative first year writing seminar (FIQWS) in which several departments collaborate to educate the whole student. In addition to its academic goals, this six-credit team-taught course also helps address other issues in freshman learning such as time management, attendance, and academic integrity. This

Learning Inside and Outside the Classroom

LaGuardia Community College/CUNY

Concurrent Sessions

3:30 pm - 4:30 pm

presentation will illustrate how a well-developed support network based on collaboration of FIQWS faculty with the general education office, advisement offices, writing center, and the library provides a range of support services to first year students.

To the Classroom and Beyond

Room MB-73 | Conference Track: Advisement and Student Support Services

Alexandra Pyak, Michael Gillespie, Courtney Fusco (Borough of Manhattan Community College)

What happens outside the classroom is as important as what happens inside the classroom. Getting students to comprehend the connections and utilize the resources available is challenging. The Freshman Learning Academy has developed a collaborative approach which encourages personal and academic development. This session will describe how the FLA creates a developmental multi-faceted model of student advising and support services.

Combined Session

Fostering Affective and Cognitive Learning: Using E-Portfolio in Foreign Language Classes

Room E-251 | Conference Track: Bridging Cognitive and Affective Learning

Elena Borelli, Giulia Guarnieri (Bronx Community College)

The presentation addresses the use of ePortfolio in foreign language courses, stressing how this tool is very useful in fostering metacognitive and affective learning, and enhancing both proficiency in the target language and enjoyment on the part of the students.

Connecting the Study of Language and Business: The Luce World Pathways Heritage Language Scholars Program

Room E-251 | Conference Track: Co-curricular Learning: Experiential and Service

Hector Fernandez, Tomonori Nagano, Angela Wu (LaGuardia Community College)

The presenters will discuss the particulars of the Luce World Pathways Heritage Scholars Initiative while demonstrating how the program has facilitated students' integrative learning through a mix of curricular and co-curricular events, providing program participants with a solid foundation in workplace etiquette, entry level career tools, enhanced heritage language skills, and increased cultural understanding and awareness.

Concurrent Sessions

3:30 pm - 4:30 pm

Combined Session**Using Cogenerative Dialogue in the Informal Learning Environment**

Room M-136 | Conference Track: Co-curricular Learning: Experiential and Service

Manny Lopez (Stella and Charles Guttman Community College)

Epistemologically all action is learning, even that taking place in the informal learning environment. Recognizing the value of teaching and learning outside of the classroom, I am exploring cogenerative dialogue (or cogen) as an informal learning activity with small groups at a community college. Traditionally used to focus on classroom instruction, I'm adapting cogen to informal learning spaces, such as clubs and student government as the area of inquiry.

"You HAVE to Give Me a Better Grade or My Life is OVER!!" - and Other (More Subtle) Signs of a Student in Distress and Ways to Refer for Counseling

Room M-136 | Conference Track: Advisement and Student Support Services

Lily Hung (Borough of Manhattan Community College)

Whether it's the dramatic meltdown or someone just distracted and unfocused, we've all met students that may benefit from counseling. But when and how do we suggest a student visit (gasp!) the Counseling Center? This session outlines the retention benefits of counseling, practical suggestions to spot distressed students, and ways to approach the referral without you or the student feeling (too) uncomfortable.

Combined Session**Professional Communications for the Real World**

Room M-137 | Conference Track: Capstone Courses and Career Preparation

Jane Cleland (Lehman College)

In the new Lehman College English Department minor, the Program for Professional Communications, the capstone course empowers students to apply professional communications best practices by researching, writing, and presenting complex, discipline-specific content to various audiences in multiple media. This presentation describes the instructional design and curriculum development processes, including creating a rubric that assesses communications based on outcomes.

Learning to Listen In and Out of the Classroom

Room M-137 | Conference Track: Bridging Cognitive and Affective Learning

Patricia Sokolski (LaGuardia Community College)

We spend 45 to 55 percent of our time listening, more than we spend reading, writing, and talking combined (Wood, 2014). This presentation will highlight the principles of mindful listening and provide strategies to encourage students to become mindful and effective listeners.

Concurrent Sessions

3:30 pm - 4:30 pm

Combined Session

Literature and Life in the Lower East Side Tenements

Room M-138 | Conference Track: Bridging Cognitive and Affective Learning

Mark Schiebe (Queensborough Community College)

This presentation will discuss the work my American Literature students produce when they are asked to draw connections between their reading of classic works on tenement life and their visit to (and investigation of) a tenement building constructed in 1863.

Re-memembering History: Bridging Cognitive and Affective Learning in the Classroom and Beyond

Room M-138 | Conference Track: Bridging Cognitive and Affective Learning

C. Christina Lam and Kyoko M. Toyama (LaGuardia Community College)

This workshop will examine the collaboration between academic and counseling faculty to develop curriculum and pedagogies that work together to re-member the Japanese-American internment experience during WWII through a reading of John Okada's *No-No Boy*. Participants are invited to address and share the importance of cross-disciplinary work, extra-curricular activities, and social justice learning via multiple learning methodologies.

Combined Session

Beyond the Classroom: Personal Growth, Marketability, and the Social Work Curriculum

Room E-258 | Conference Track: Bridging Cognitive and Affective Learning

Justine McGovern (Lehman College)

This paper argues that a social work education transcends classroom learning by nurturing emotional development, and extends benefits beyond the academic experience into the workplace. The field's signature pedagogy, rooted in process-based problem solving, uses tools such as reflective writing, process recordings, and field learning, to foster personal growth and social mobility.

Community, Careers and Curriculum Connections

Room E-258 | Conference Track: Co-curricular Learning: Experiential and Service

Elyse Zucker, Lizette Colón, and Lisanette Rosario (Hostos Community College)

Our Hostos panel, an English professor, counselor, and career services director, will discuss ways they implement service learning to address South Bronx needs including hunger, access to healthy food and work-related career preparation. Through projects partnered with such organizations as Grassroots Environmental Education or City Harvest, we offer stimulating curriculum and career skills to students while enriching the community.

Concurrent Sessions

3:30 pm - 4:30 pm

Combined Session**City as Teacher: Engaging the Local for Enhanced Learning**

Room MB-77 | Conference Track: Co-curricular Learning: Experiential and Service

Dahlia Elsayed, Jayashree Kamble, and Sarah Midkiff (LaGuardia Community College)

City as Teacher is an interdisciplinary panel presentation that examines integrative learning methods that connect to students' lives and environment. We discuss strategies for a student-centered pedagogy that looks locally and pulls from prior and intrinsic knowledge, and present ideas for co-curricular activities that contextualize learning and more successfully position students for real-world readiness.

Thinking about Feeling: Using Critical Pedagogy in an Interpersonal Relations Classroom

Room MB-77 | Conference Track: Bridging Cognitive and Affective Learning

Karen Winkler (Hostos Community College)

This presentation will discuss the use of critical pedagogy in an Interpersonal Relations class to help students deepen compassion for self and others as they explore what they believe in, feel uncertain about, and want to learn. By acknowledging affect in the classroom, the environment can become what psychoanalyst Donald Winnicott calls a "potential space" where thinking about emotion can emerge.

Combined Session**Balancing Act: On Wholes, Parts, and the Transformation of the Individual Student within a Dual Enrollment Culture**

Room E-265 | Conference Track: First-Year Programming

Matthew Cotter (Bronx Community College)

This presentation endeavors to better understand how dual enrollment programs like College Now might best benefit from and achieve the learning outcomes associated with the implementation of Bronx Community College's First Year Seminar program (FYS).

Reshaping a Summer Immersion Program: The Companion for the First Year at City Tech

Room E-265 | Conference Track: First-Year Programming

Laurie Aguirre, Jennifer Sears, and A.E. Dreyfuss (New York City College of Technology)

The First Year Programs at New York City College of Technology provide The Companion for the First Year at City Tech to first-year summer immersion students to address their transition into college life with confidence and belonging. The presentation will illustrate how The Companion's resources can be used as a text, a workshop series, and a teaching approach.

Concurrent Sessions

3:30 pm - 4:30 pm

Combined Session

Innovative Strategies to Enhance Faculty-Student Collaborations & Integrate Undergraduate Research at Hunter College

Room E-107 | Conference Track: Faculty-Student Collaborations

Rachel Verni (Hunter College)

Research experiences that involve one-on-one support and mentoring from faculty can have a transformative effect on students' professional and personal lives. Hunter College has expanded undergraduate research opportunities and enhanced support for faculty-student collaboration through multiple initiatives, including the Science Mathematics Opportunities Network, the Undergraduate Research Initiative, an annual Undergraduate Research Conference, and Presidential funding initiatives for research experiences.

Students' Research Experience

Room E-107 | Conference Track: Faculty-Student Collaborations

A. Lucia Fuentes, Maria Entezari (LaGuardia Community College)

A dimension of research which is rarely experienced by undergraduate students is witnessing and partaking in the rich, dynamic interaction which occurs between closely collaborating researchers. We engaged in the development of a research project and involved students in every discussion. Here we present an anecdotal account of the response to this experience, from both the students' and researchers' perspectives.

Combined Session

Connecting Students and Biology through the Lived Experience

Room E-255 | Conference Track: Bridging Cognitive and Affective Learning

Preethi Radhakrishnan, Thomas Onorato (LaGuardia Community College)

Bridging the gap between cognitive and affective learning is less common in the sciences where both faculty and students are driven by information-dense assignments. This proposal will showcase two different approaches, which stress the importance of a shift in focus on content-heavy assignments to assignments, where students connect with Biology through lived experience in order to foster life-long learning.

Case Studies in Building Technology: Teaching Outside the Classroom

Room E-255 | Conference Track: Bridging Cognitive and Affective Learning

Jason Montgomery (New York City College of Technology)

At City Tech's Department of Architectural Technology, we have instituted place-based learning through a series of case studies in our first year Building Technology courses. In addition, some of the case studies also function as academic service learning projects. The case studies take the students to a number of sites where they study buildings through first hand experiences.

Concurrent Sessions

3:30 pm - 4:30 pm

Combined Session

ePortfolios and Peer Mentoring—Putting the Whole in Holistic

Room E-111 | Conference Track: Advisement and Student Support Services

Mercedes del Rosario, Pablo Avila, and Sada Hye Jaman (LaGuardia Community College)

This presentation explores how two transformative and holistic educational models in the forms of ePortfolios and peer-mentoring are used hand-in-hand to provide LaGuardia students a means to construct and make meaning of their own learning.

Academic Peer Instruction: Benefits to Tutors

Room E-111 | Conference Track: Co-curricular Learning: Experiential and Service

Andi Toce, Svetoslav Zahariev, Joyce Zaritsky, Edward Bagley (LaGuardia Community College)

Academic Peer Instruction (API) has long presented evidence that our peer tutoring program substantially improves students' performance in "high risk" or difficult courses. However, little has been reported on the benefits tutors receive. Based on two surveys, this talk will focus on answering the following question: "What are the specific benefits to our students who serve as API tutors?"

The LaGuardia Center for Teaching and Learning

The LaGuardia Center for Teaching and Learning is a hub for professional innovation, reflection, collaboration and transformation. Engaging the collective expertise of LaGuardia faculty and colleagues across the U.S., the Center provides professional development opportunities that support effective, student-centered pedagogies and scholarly approaches to teaching.

Through workshops, forums, mini conferences, informal discussions and sustained seminars, faculty develop innovative strategies for examining and advancing student learning. Activities explore a spectrum of pedagogical topics: integrative learning, basic skills education in mathematics, learning communities, inquiry learning, effective uses of digital technologies, critical literacies, the scholarship of teaching and learning, holistic assessment, and ePortfolio. Building capacities across the college, our mission is to promote a dynamic, supportive culture of learning for students and faculty at the college and beyond.

The Center received the Hesburgh Certificate of Excellence for the Enhancement of Undergraduate Education Center in 2004. Since 1999, the Center has received Title V and FIPSE grants to support our work with faculty, staff and students. The Center publishes *In Transit: The LaGuardia Journal on Teaching and Learning*. In 2005 the Center hosted the first CUNY-wide General Education conference - the predecessor of the CUE conferences - with Professor Lee Knefelkamp of Teachers College, Columbia University, presenting the keynote address on integrative learning.

To learn more about the LaGuardia Center for Teaching and Learning, visit <http://laguardia.edu/ctl/> .

