



## 2018 Faculty Symposium

August 14, 1:00-4:00 pm

### Regnier Center

#### **1:00-1:50 pm**

*Shadows of Doubt: Thornton Wilder and the creation of Alfred Hitchcock's American Gothic*, Danny Alexander, Professor, English

In the midst of a string of films overtly addressing World War II, including four propaganda shorts, Alfred Hitchcock chose to work with Thornton Wilder on his fifth American film, *Shadow of a Doubt*. Hitchcock said that he chose Wilder because of the director's fondness for *Our Town*, which certainly makes sense for the development of Hitchcock's most detailed portrait of small-town America. However, what deepens the significance of this collaboration are Wilder and Hitchcock's shared fascination with (and compassion for) the shadows of the American psyche. Analysis of play and film further shade our understanding of this collaboration and the way Wilder and Hitchcock manage to transform a portrait of American innocence into haunting social, cultural and political commentary.

*Impact of Proctored and Unproctored Exams on Online Student Success and Study Strategies: Literature Overview and Study Design*, Heather Seitz, Professor of Biology

Enrollment in online courses has increased steadily over the past decade. With pressure to offer more sections and difficulty in managing proctored environments with distance students unproctored exam formats are becoming more viable. In this session I will explore the literature on student success and academic dishonesty in unproctored exam environments and provide opportunity for dialogue on this important topic. An overview of my educational research project to study this topic will also be provided.

*Learning Strategies: Over 30 years of College Success!*, Valerie Mann, Associate Professor, College Success

The Learning Strategies Department has been a part of academic support for JCCC students for over three decades. Recent research shows the effects of academic strategies training on the long and short-term success of students who take the elective COLL 176 course.

*Functional Foods and Bioactive Compounds, An Introduction into the "Flipped-Format" of Human Pathophysiology*, Jennifer Menon Parker, Associate Professor Anatomy/Physiology

We begin with an explanation of what the current definition is of functional foods and bioactive compounds. Then expand on how to introduce these actively researched topics into a "flipped-format" human pathophysiology course. Then wrap up by explaining why this type of engagement is important to student learning.

**2:00-2:50 pm**

*How Can We Promote the Transfer of Learning by Our Students across Contexts?*, Ted Rollins, Professor, English

To what extent can students “transfer” or apply their writing knowledge and skills from one context (such as a composition course) to another (such as a course in their major or a writing project for their profession)? What does a “teaching for transfer” pedagogy—one designed to foster the application of writing knowledge and skills by our students—involve? During this presentation I will use key findings from my semester-long research project as well as my efforts to implement that research in my writing courses to help answer these important questions. Finally, I will propose some pedagogical strategies that we can implement to help our students make important connections as writers who negotiate a variety of contexts within and outside of the classroom.

*Best Practices in the Active Learning Classroom*, Faith Jacobsen, Associate, Professor, Science, Amanda Glass, Assistant Professor, Science, Lori Slavin, Professor, Science

Science faculty members discuss tips and best practices for using the new active learning classrooms on campus. Discussion will include how to use the classroom for both a lecture and a flipped classroom environment. We will consider what has worked well for our students in the active learning classroom for effective engagement.

*Integrating Critical Thinking into Your Course Content*, Dr. Kay King, Professor, Administration of Justice

Research suggests successfully integrating critical thinking into specific course content requires purposeful planning. This session will discuss the current literature on critical thinking and explore how it can be adapted to existing pedagogy.

*Homeschooling and the Educational Rights of Children: The Case of Kansas*, Dennis Arjo, Professor, Philosophy & Religion

In the context of liberal political philosophy, debates about religious education have typically focused on tension between the interests of the state—and its recognized need to accommodate the diverse views of a religiously pluralistic population—and the rights of parents to raise their children according to the parents’ religious convictions. Recently the terms of this debate have been complicated by two developments, one theoretical and the other empirical. This paper examines the practical ways in which the interests and educational rights of children might be understood and protected in this changing landscape.



**3:00-3:50 pm**

*Highlights and Invitation to participate in the Community College Research in Education and Scholarly Teaching (CCREST) Initiative for STEM faculty, Jean Ann Vickers, Professor of Biology and Heather Seitz, Professor of Biology*

In this session we will share the highlights of the first year of the CCREST initiative. STEM faculty at community colleges across the region are involved in learning more about high impact practices in higher education and then developing a research question that aligns with the needs of students in their own classroom. National experts are a part of the training for this program and continual community and financial support is offered throughout the program. We will highlight the work that was done this past year and share opportunities for participation in the next program year.

*Poetry Meditations: A Mindful Response to Negative Headlines, Beth Gulley, Professor, English*

Do you find yourself becoming more and more anxious whenever you turn on the news? Does the stress of everyday life keep you from concentrating? In this session, the presenter will share her own journey through distracting headlines to a positive, mindful response in meditative poetry. In addition, she will briefly discuss ideas and strategies for mindful creative responses. In the end, participants will be invited to transform negative headlines into positive written reflections.

*Sunflower, Kristy Howell, Sustainability Educator*

Join Center for Sustainability staff to learn more about successes in the Sunflower Program - JCCC's student-backed, funded sustainability-related curriculum enhancement project. We will talk through some of our student and faculty experiences, examine metrics for the long-running program, and discuss how faculty can get involved.