Teaching and Learning NEWSLETTER

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FOR MORE DATES, GO TO OUR PROFESSIONAL DEVELOPMENT ACTIVITES CALENDAR!
Hostos Social Network Launch!
A new website for the Innovators Chase Game
By: Kate Lyons

The Office of Educational Technology has launched a new website, including a new look and feel for the EdTech Innovators Chase game. Faculty and staff can earn points and badges by participating in brown-bag discussions, workshops and other events hosted and co-hosted with the EdTech Office and the Center for Teaching and Learning. And then, at the end of each semester, those with the most points are honored at EdTech’s Innovation Celebration.

For more information about the Innovation Chase game, including the list of ways to earn points, visit the website at: http://commons.hostos.cuny.edu/achievements/. There are two ways to win—either by accumulating the most points each semester (and winning a participation prize), or by becoming one of the top “knowledge winners” and having the most overall points. Prizes include plaques, mugs, power banks, and other technology accessories.

Trying new ideas and new technology is both challenging and rewarding, and having a community of colleagues on campus who are trying out some of the same ideas can be helpful. The idea behind the Innovation Chase is not only to reward faculty members who venture outside their comfort zones and take risks, but also to bring together the community of innovators. Take a moment to look at the list of current winners on the Participation Leaderboard, and you’ll see the people who are also interested in trying out new ideas. Come to the Innovation Celebration each semester to talk with our current innovators, and with the EdTech and CTL faculty and staff members, and you’ll find an inspiring, exciting community. We hope to see you in-person at the Innovation Celebration and to see your name on the leaderboard.
MEET OUR CTL STAFF!

Cynthia Jones began her tenure at Hostos Community College in 1977 as an adjunct in the English Department teaching ESL reading courses of beginning, intermediate, and advanced levels. She was appointed as a full-time Lecturer in 1981 and has taught the full range of English course offerings. Cynthia Jones earned a Master of Arts in Curriculum and Teaching from Teachers College, Columbia University and received a Bachelor of Arts in Early Childhood, Elementary Education, and Reading from Adelphi University. Cynthia has been called an “Hostos lover” because of her love for its mission; she proudly and passionately embraces that name.

Carlos Guevara holds bachelor’s and master’s degrees in Computer Science from CUNY & NYU Poly and is currently pursuing a doctorate degree in Instructional Technology at Teachers College, Columbia University. With over 15 years of experience in Higher Education, Carlos currently works at Hostos Community College, CUNY, as Director of the Office of Educational Technology and Co-Director of the Center for Teaching and Learning. Carlos is also Chair of the HEO Organization at Hostos and President and Founder of the Ecuadorian Youth Organization and Ecuadorian Scholars Fund.

Luz Rivera holds a B.S. degree in Computer Information Systems from Lehman College and an associate’s degree from Hostos Community College, CUNY. She joined CTL in 2014. Prior to joining the center, she worked in the Education department as a College Lab Technician. She supports all center initiatives and activities, and she participates in special projects to improve the center’s effectiveness. Committee member: CTL Advisory Council, & General Education.

Itzel Ortega Mendez has been a College Assistant with The Center for Teaching and Learning, as well as a collaborator with The Office of Academic Affairs, since September 2014. Itzel started her career at Hostos Community College as an intern with the At Home at College program in 2013. She is currently in the final year of her associate’s degree at Hostos Community College studying Office Technology.

Yeily Peña has been a student at Hostos Community College since 2014. She started volunteering at CTL in February 2016. Yeily has been a College Assistant with The Center for Teaching and Learning since May. Yeily graduated with her associate’s degree in Office Technology at Hostos Community College in February 2017.
INNOVATION AT HOSTOS
New Methods are Coming!

The CTL and Ed-Tech team are exploring the impact of new technology such as virtual reality in education!
“...I’ve come to believe that the true measure of our commitment to justice, the character of our society, our commitment to the rule of law, fairness, and equality cannot be measured by how we treat the rich, the powerful, the privileged, and the respected among us. The true measure of our character is how we treat the poor, the disfavored, the accused, the incarcerated, and the condemned.”

–Bryan Stevenson, *Just Mercy: A Story of Justice and Redemption* (18)

Stevenson’s book is being read throughout our college and has generated mindful conversations led by faculty, staff, and students, film screenings with follow-up discussions, and student presentations.

Faculty, staff, and students participated in the November 2016 launching of “Hostos Reads: Books in Common, Books in Community” by engaging in a discussion about their vision of a “just society.”
As a follow-up to the active participation of Hostos faculty, staff, and students, the Center for Teaching and Learning, in collaboration with other initiatives, is planning future proceedings. Spring 2017 promises opportunities for an array of activities such as workshops, curricular integration, and semester-long showcases. Please stay alert and review the Center for Teaching and Learning’s calendar of events.
Agnes Beaumont was a woman who lived in seventeenth-century England and who is worthy of an introduction to the modern reader. She is not nearly as well-known as Jane Austen or the Brontë sisters, but in the fall of 2015, while on sabbatical, I began to contribute to the case that she is significant in her own right through my scholarship. Beaumont wrote one major text in her life. It was aptly titled, *The Narrative of the Persecutions of Agnes Beaumont*. It was not a page turning novel, an insightful essay, or a lyrical poem. Rather, it belongs to a class of writing popular in seventeenth-century England called life writing or spiritual autobiography. I chose to take up Agnes Beaumont as the subject of my studies over the course of my sabbatical for several reasons, the first of which is that her story, while removed from us by centuries, is fascinating.

Agnes Beaumont claims a page in history today mainly because of her connection to the more well-known John Bunyan. She was not his colleague or affiliate; she was a member of his Baptist congregation. The key moment in their lives together that sets her narrative into play is that she rides to church on horseback with him one night. This may seem like the most insignificant interaction that could possibly take place between a man and a woman, but in 17th century England, this was town gossip. Enough of town gossip to set Beaumont's life into complete disruption and despair. As we learn in the text, Beaumont's father had forbidden her to go to this church gathering because he is not fond of Bunyan and his beliefs. He finally gives his approval when he knows a trusted neighbor will take her. Unfortunately, the neighbor never shows up. As Beaumont is waiting in desperation to go, Bunyan happens to ride by. After much pleading and negotiating, he reluctantly agrees to take her to church. We are given insight into the woman Beaumont was when people begin to stop and stare and she reflects in her text, “But to speak the truth…my heart was puffed up with pride, and I began to have high thoughts of myself, and proud to think I should ride behind such a man as he was” (Beaumont 44).

This quote illustrates the other aspect of this text that interested me so much. Beaumont’s text has been criticized for being a failed spiritual autobiography in that it does not focus on her move from feeling like she is damned to knowing she is saved. My article argues that this text is incorrectly classified as a spiritual autobiography. Beaumont knows from the very beginning of this text that her God, “In trials and temptations he never left me without his teaching and comforting presence” (Beaumont 37). She is saved from the moment the text begins. My article argues that this text is less concerned with the state of her soul and more concerned with how the trials of the world interfere with her spiritual pursuits.

It is almost illogical to our minds in the 21st century, but this ride on horseback results in her father throwing her out of his house and Beaumont spending a night in the cold darkness praying for his forgiveness. Once achieved, he dies and she is charged with his murder. All of this happens as a result of a ride on horseback with John Bunyan. Beaumont’s text provides the reader with front row seats to one woman’s struggle in choosing between her faith.
and her father. To whose authority will she yield? To obey her father and refuse to attend Bunyan’s services would jeopardize her soul. To obey her God and continue to attend services against her father’s wishes would jeopardize her entire station in her society. She would be homeless, penniless, and forced into service. Beaumont’s narrative shows us a seventeenth-century woman with no network on which to rely. Her only recourse, her only champion is God.

While Beaumont makes reference to the divine throughout her narrative, her text really tells the tale of her life and what happens to a young woman in 17th century England when her beliefs are in opposition to the beliefs of her father. It details the few options that were available to her when she is thrown out of her father’s house. It throws into sharp relief the limited world in which Beaumont and women like her lived. God appears over and over in her text, because her only recourse, the only access to power she could possible invoke, was her undeterred dedication to God.

While Beaumont’s story unfolded hundreds of years ago, it is worthy of study because her tale, while removed from us in time, resonates in many ways with the struggles and choices that many of us are asked to make in our lives. The limitations placed on her simple movement from point A to point B within her community also echo the struggles faced by women in many parts of the world today where things as basic to us as driving are controversial. Beaumont made choices that would upset her family, that would cause conflict in her domestic life, but she made them because she decided they were the right decisions to make for her. Beaumont’s text is the story of how a young woman navigates the conflict between her domestic comfort and her spiritual peace.

During my sabbatical, I presented a portion of my article the 2015 East Central Society for Eighteenth-Century Studies. I am currently refining the manuscript to be considered for publication.

Works Cited

Do you wish you had another means to receive formative feedback from students, increase student participation, and/or track student progress in your classes? You may be familiar with the Clickers response system, the electronic device you put in your hand, but you may not be familiar with Plickers. Plickers response system is similar to the Clickers response system in that a multiple choice (MC) or True/False (TF) question is asked, and the responders select an answer, while remaining anonymous to the class. The initiator, or instructor, however, does see individual answers.

I have been using Plickers for two years now at Hostos in my Physical Education classes. As is the case with any new pedagogical tool, it took me quite a while to become comfortable with, and then grow wise in its use, implementation, and practicality. The actual computer set-up is beyond the scope of this brief article, but suffice it to say that all that is needed is what appears to be a QR code (it looks more like a Rorschach Test) on an 8” x 11” piece of paper that the instructor provides for each student, and the instructor’s electronic device, i.e. cell phone or iPad. More specifically, the instructor registers on the free website, creates classes, creates students within those classes, and creates a library of questions to ask students (Figure 1). The instructor prints out the QR sheets containing student numbers (without names) assigned by Plickers and MC or TF answer choices. The instructor provides a MC or TF question either verbally, or by placing the question on the board. I write out the daily question on the board for students, who read it along with the day’s lesson plan as they enter class. Following the physical exercise section of class, I announce that it is Plickers time. They pull out their own individual sheet, which is attached to their personal fitness packets/log sheets. They hold it up facing me, and I scan it with my iPhone and receive immediate notification of how many and who answered correctly and incorrectly (See Figure 2). Once this is done I indicate the correct answer, and either discuss why, or discuss the incorrect answers, or both. Often a student will volunteer to explain the answer.

Figure 1
Teacher-created questions (with answer choices) in Plickers library
When students come for an office hour visit for any reason, I often bring the Plickers app up on the computer to see their answers during the semester. Their answers, both correct and incorrect, are reviewed. Students love seeing the color-coded data (Figure 3). Students ended up enjoying it more than I anticipated.

*Figure 2* From Plickers website

![Image of Plickers app with color-coded data](image)

*Figure 3* Display on computer of a class’s answer to a Plickers question

In response to seeing that students seemed to be fascinated by its use, and to inform my own teaching, I decided to conduct a student survey in all of my classes on Plickers. Questions, with response choices on a Likert-type scale, were:

**Question 1:** How easy was it to give your answer using Plickers?
- Not easy
- Fairly easy
- Pretty easy
- Very easy

**Question 2:** How time efficient was using Plickers for the class?
- Not efficient
- Could improve
- OK
- It was quick.

**Question 3:** Prof. Gosset reviewed answers after getting the class responses. How much did Plickers help your learning?
- Not at all
- A little
- A good amount
- A lot

**Question 4:** Did you enjoy using Plickers?
- No, not at all
- Nothing special
- It was ok.
- A lot of fun

The results were as follows:

**Question 1:** 3.36  **Question 2:** 3.54  **Question 3:** 3.20  **Question 4:** 3.31
The best part was that never in my wildest dreams could I imagine the optional student comments. The following is a full list of comments, verbatim.

“It was very helpful with the time efficient.”

“It was my first experience using this in class, a great way to efficiently get scores. It was fun, too.”

“Good way to learn about what you know.”

“Plickers helps me learn more about volleyball.”

“I never used Plickers before. I think it’s a good idea to use Plickers, it was helpful to me.”

“I wish every class would use these instead of quizzes.”

“I like the Plickers. It’s fun, it’s effective, it’s so easy. It’s the first time I ever done Plickers.”

“Great system to see who is actually grasping material and also a good way to focus on certain topics.”

“It made the class more efficient especially since it is a short amount of time.”

“It’s a great way to help the students engage.”

“Never heard of Plickers until coming to this class. It was a fun experience.”

“Cool new component. Use it more to get better feedback.”

“Interesting.”

“It was good and different method, because it takes short time to know all the answers and we have more time to discuss the answers. Good idea, Professor.”

“Plickers is really fun and easy activity and at the same time it helps us to learn a lot more.”

The following comment came from an individual in my Volleyball class (where it is challenging to find a way to visually show the question), as this student discussed it with me.

To be honest, I can only speak for myself, but I feel like actually seeing, reading the questions will be more effective to embed the information into my brain.

It is evident to me that my use of Plickers has been successful. There is a website for it and several Youtube videos as well. The system and its computer application are continually evolving. For example, an instructor can now download/import a spreadsheet to insert names for classes, rather than needing to type each one in (as I did my first couple of years), and I can also now create a question on the iPhone in addition to having created them on the computer.

The possibilities for using Plickers are limitless. Any subject or course, from Math to Languages and Sciences to Nursing can find practicality. As an example, in addition to using Plickers in my activity and fitness courses, I now use it in my PED 201 (WI) Foundations of Physical Education, Exercise Science, & Sport course. The students have found a way to store or attach the Plickers sheet to their notebook. The question has been written on the board prior to their entrance. Within five minutes of class beginning, I read the question and they choose their answer. This provides a great review, with the formative feedback mentioned, and becomes their “attendance” for arriving at the beginning of class.

The QR code sheet can be attached to a student’s book, inside a binder/notebook, or on a folder. The sheets are available in different sizes, from index card size to 8” x 11”.

Instructors….find your own uses for it and take advantage of the novelty, ease, and effectiveness of the system!

References

I have been fortunate enough to teach community-college students for the past seventeen years. As I complete my fifth year as an Assistant Professor at Hostos Community College, I would like to share my ideas about teaching and being the best faculty member I can be for our students. I have always been passionate about educating students, not just about psychology, but about being a successful college student and using knowledge gained to navigate life. Every semester I ask myself how I can improve. Here are some of my thoughts on being an effective teacher.

**Limit prejudgments:** First, as a social psychologist, I try very hard to get to know my students and not prejudge them. As human beings we have a tendency to categorize others, which leads to stereotypical beliefs. Most people hold onto stereotypes tightly, and, only when we finally pay attention to stereotype-busting information, we still maintain them by seeing this individual as an exception, which allows us to judge this person more accurately while holding onto the stereotypical belief. I have heard disparaging remarks about our students’ abilities and I refuse to believe these vast overgeneralizations. I have, and have always had, high expectations of my students and communicate that to them. I believe that any student who follows my structured course can be successful. I will not lower my standards because I teach at a community college in the South Bronx. Of course students vary in terms of preparedness for college, effort, and ability, but, if we work with our students, we can bring so many more of them along and foster success. Awareness is the key to avoiding relying on stereotypes.

**Find your teaching style:** I started teaching as a graduate student, first teaching a lab, filling in for the faculty I was working for as a TA, and ultimately my own classes once I received my master’s degree. I started out as an extremely shy college and graduate student. I was so shy I could not give presentations without intense anxiety. The only way I was able to be a better student and teacher was to stop allowing myself to avoid that which scared me. As an undergraduate I found many ways to avoid taking a public-speaking course. I did graduate with a BA without a speech course. But as I progressed in graduate school, I realized I must accept challenges in this arena, even small ones at first. It took me a long time to feel comfortable in the classroom and find my own style/voice (although I am still shy, mostly in my personal life). As a novice instructor I lectured all the time! Now I find myself seeking new ways -- even after 17 years-- to challenge and excite my students about psychology. Now I incorporate many in-class activities designed to have students see that they must read in order to be able to get past memorization and develop skills in analysis and application. I have many more written assignments than I used to and I have developed...
a capstone assignment that gives students an opportunity to see what it’s like to do research like a social psychologist does. The more comfortable you are in your skin as faculty, the more students will see that you care about their learning and them.

**Be firm:** Being wishy-washy helps no one (in my opinion). Students may take advantage of an instructor who is not consistent, does not have firm deadlines, and bends to the will of every student. While teaching in Seattle, we had a Human Relations course that many adjuncts tried to teach in a less than firm manner. This course was required for mainly culinary arts students who tended to band together as they took classes as a cohort throughout their program. None of the faculty ever wanted to teach that course twice. They asked me to do it, and I agreed, using the same approach in every class, firm and consistent. I had little to no problems in teaching this course. At the beginning of the semester I am very firm, maintain a consistent response based on what is in my syllabus, while still trying to draw students in and foster motivation to do the required work. I stick to my syllabus. I use a lot of structure, which I believe helps students stay focused and knowledgeable about how the course works. Great faculty can differ in their views about how much structure is needed just as students vary in the degree of structure they prefer. Firmness is helpful and it is not rigidity. *This is different from being responsive to extraordinary circumstances; it makes sense to work with students whose lives are difficult and each of us has to decide what shape that responsiveness takes.*

**Share:** One of the most important aspects of teaching and learning is to learn from others. Of utmost importance to me is the time and ability to share with my colleagues. What works in the classroom? What doesn’t work? Of course, these vary by faculty member. Once the semester gets going it may be hard to find the time and place for this but every time it happens I find it so beneficial. I find group work in the classroom in applying and discussing concepts to be very valuable. It also helps students’ memories work better, both discussing and applying knowledge are forms of elaborative rehearsal which helps students understand better and move information to long-term memory much more quickly than rote memorization. Sharing in the classroom is important. Students do not enter college as blank slates, their lives thus far inform their choices and their interpretation of events. Their prior learning can be effective when used to begin lessons or apply concepts. Life experiences matter to us all. We can and, at times, should share some of our life experiences with students to aid their understanding and help them dispel stereotypes they may have about you. I use one exercise early on in the semester in my social psychology where students have to guess personality characteristics about myself. I always reassure them I will not disapprove of any of their answers (an important step). Most of them would never say I am shy! They are often surprised that I do not fit neatly into their stereotype of most teachers. Who would think I have a tattoo or have done karaoke? *Sharing is a helpful strategy for us and for our students to develop.*

So these are a few ideas I have. I am happy to share specific exercises I use with anyone. Wherever we are in our careers, we can learn so much from our students and our colleagues. Let’s keep this in mind as we prepare to move into this new semester.
Hostos Teaching Institute Workshops

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<tr>
<th>Presenter</th>
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<th>Description</th>
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<tbody>
<tr>
<td>George Rosa, Karen Steinmayer, Kate Wolfe, &amp; Julie Trachman</td>
<td>Using online Tools to Develop Intellectual and Practical Skills Level 2: How to help students organize media production teams</td>
<td>This workshop continues the coverage of building online learning communities as a way to enhance student critical thinking and quantitative reasoning skills. The focus of this workshop will be hands-on activity, with special emphasis on how Panopto, the video recording and media repository application in Blackboard, and blogs can be used to engage students by creating “breakout rooms” where student groups administer their own presentation collection. Other online tools will be discussed, including Collaborate Ultra, Content Collection and Goals Performance.</td>
<td>2/17/2017 10:00am – 1:00pm FDR</td>
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<td>Nelson Nuñez-Rodriguez, Antonio Varelas, &amp; Jacqueline DiSanto</td>
<td>SoTL/IRB Level 3: Preparing your SoTL Project for Piloting and IRB Certification</td>
<td>Participants have been preparing to pilot their interventions in the Spring 2017, based on crafted research questions developed during Fall 2016 SoTL workshops. This session will hone research methodologies and discuss best ways to align research purposes with methodologies and expected outcomes to document change. The conversation will explore ways to enhance the pilot experience as a path to creating and submitting a proper request for IRB approval.</td>
<td>2/24/2017 10:00am – 1:00pm FDR</td>
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<td>Jacqueline Disanto, Sandy Figueroa, Carlos Guevara, Diana Macri, &amp; Antonios Varelas</td>
<td>Peer Review Level 2: Interpreting the Form</td>
<td>This workshop will focus on the peer observation form and how to use it effectively in face-to-face, asynchronous, and hybrid observations. This will be an interactive workshop; participants will be sent a blank observation form to review before the workshop.</td>
<td>3/3/2017 10:00am – 1:00pm FDR</td>
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### Hostos Teaching Institute Workshops

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| David Dos Santos & Amy Ramson   | Tools for 21st Century Learners Level 3: Panopto and Video Lectures | In this third of four Tools for 21st Century Learners: An intro to Academic Technologies sessions, we will be covering Google Drive, YouTube, and diving further into the Panopto platform with Professor Amy Ramson. We will also review best practices for creating slideshow presentations for classroom use.  
9:30am - 10:00am Breakfast  
1:00pm - 2:00pm Lunch  
Note: This workshop is the third of four parts in the Tools for 21st Century Learners track; the fourth part will be offered on April 7, 2017. In order to receive a certification for this track, you must attend all sessions. | 3/10/2017  
10:00am – 1:00pm  
FDR            |
| Sandy Figueroa, Elisabeth Tappeiner, & Iber Poma | Team-Based Learning Level 3: Demonstration Lessons | Workshop members will present their Team-Based Learning Unit lesson to the participants for their critique and suggestions.  
9:30am - 10:00am Breakfast  
1:00pm - 2:00pm Lunch  
Note: This workshop is the third of four parts in the Team-Based Learning track; the fourth part will be offered on May 5, 2017 at MBCC CUNY CUE Conference. In order to receive a certification for this track, you must attend all sessions. | 3/17/2017  
10:00am – 1:00pm  
FDR            |
| Nelson Nunez-Rodriguez, Jacqueline Disanto, Antonios Varelas | SoTL/IRB Level 4: Getting Ready to Implement an IRB-Certified SoTL Project | Participants will discuss the progress of their Spring 2017 interventions as a tool to shape future interventions considering observed findings, intended outcomes, and IRB requirements. The session will devote time to composing a complete narrative according to IRB requirement and creating a timeline for implementing an IRB-approved project during Fall 2017.  
9:30am - 10:00am Breakfast  
1:00pm - 2:00pm Lunch  
Note: This workshop is the fourth of four parts in the SoTL/IRB track. In order to receive a certification for this track, you must attend all sessions. | 3/24/2017  
10:00am – 1:00pm  
FDR            |
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<tr>
<td>David Dos Santos &amp; Ruben Worrell</td>
<td>Tools for 21st Century Learners Level 4: ePortfolios and Mobile Learning</td>
<td>In this final of four Tools for 21st Century Learners: An intro to Academic Technologies sessions, we will be exploring the Digication ePortfolio platform for students and faculty with Professor Ruben Worrell. We will also discuss mobile learning by diving in head first with Blackboard Collaborate.</td>
<td>4/7/2017 10:00am – 1:00pm FDR</td>
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<td>David Dos Santos</td>
<td>Digital Storytelling Level 3: Video Editing</td>
<td>In this third of four Digital Storytelling sessions, we will be exploring the possibilities of Youtube’s online video editor. We will also begin to explore Universal Design models such as the ADDIE model and Backward Design and how we can apply them to our courses.</td>
<td>4/21/2017 10:00am – 1:00pm FDR</td>
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<td>David Dos Santos</td>
<td>Digital Storytelling Level 4: Whiteboard Animation</td>
<td>In this final of four Digital Storytelling sessions, we will be exploring Moovly, one of the top whiteboard animation apps. We will also continue our exploration of Universal Design by taking a close look at Bloom’s taxonomy.</td>
<td>5/12/2017 10:00am – 1:00pm FDR</td>
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“Constantly demonstrating relevance, making connections to interesting ideas and information, and inspiring study remain some of the most important strategies a professor can adopt” (Jose Antonio Bowen, Technology for Engagement (Chapter 6 in Teaching Naked: How Moving Technology Out of your College Classroom will Improve Student Learning).

“. . . one of our main invitations to others, then, is to keep this dialogue going, not only by continuing to work with students studying teaching and learning but also to investigate more deeply this co-inquiry as a process. What does this co-inquiry look like when it works well? And how do we know? (Carmen Werder and Megan M. Otis, editors; Not the Conclusion, Engaging Student Voices in the Study of Teaching and Learning.

How are you engaging and sustaining student voices? During this session we will collaborate and discuss specific strategies utilized to engage and sustain student learning and our teaching. Be prepared to share at least one activity that you consider incorporates the spirit of the above quotes.

12:30pm-1:00pm -Lunch

Note: This workshop is the second of two parts in the Student Engagement track. In order to receive a certification for this track, you must attend all sessions.

I will submit a proposal to the CUNY CUE Conference in conjunction with Professor Sharona Levy to present the collaboration of Hostos and Brooklyn College on Team-Based Learning. At lunch or a designated time at the CUE Conference, the two colleges will brainstorm next steps for the collaboration for the fall 2017/spring 2018 academic year on Team-Based Learning.

Note: This workshop is the fourth of four parts in the Team-Based Learning track. In order to receive a certification for this track, you must attend all sessions.
SPRING 2017 PROFESSIONAL DEVELOPMENT ACTIVITIES

FEBRUARY

TO REGISTER GO TO: WWW.HOSTOS.CUNY.EDU/FACULTYDEVELOPMENT
SPRING 2017 PROFESSIONAL DEVELOPMENT ACTIVITIES

MARCH
# SPRING 2017 PROFESSIONAL DEVELOPMENT ACTIVITIES

**APRIL**

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| 4/3 3:30p.m. - 4:30 p.m.  
"God's Heroine: Suffering and Spectacle in The Narrative of Agnes Beaumont, 1614"  
(Fabrizio) A-130 | 4/4     | 4/5       | 4/6       | 4/7  
10:00am - 1:00pm  
Tools for 21st Century Learners Level 4: ePortfolios and Mobile Learning  
(Dos Santos & Worrell) FDR |
| 4/10            | 4/11    | 4/12      | 4/13      | 4/14                |

**SPRING BREAK**

| 4/17            | 4/18    | 4/19  
12:30pm - 2:00pm  
Common Reading Series  
(Jones) A-130 | 4/20  
2:00pm - 4:00pm  
Assessment Strategies for the Flipped Classroom  
(Online) | 4/21  
10:00am - 1:00pm  
Digital Storytelling Level 3: Video Editing  
(Dos Santos) FDR |
9:00am - 5:00pm  
Bronx EdTech Showcase  
@Bronx Community College |

TO REGISTER GO TO: WWW.HOSTOS.CUNY.EDU/FACULTYDEVELOPMENT
SPRING 2017 PROFESSIONAL DEVELOPMENT ACTIVITIES

MAY

TO REGISTER GO TO: WWW.HOSTOS.CUNY.EDU/FACULTYDEVELOPMENT
Upcoming Conferences on Teaching and Learning

JANUARY 2017

19
4th Annual Conference on Community College Excellence, “Bridging the Gap: Evidence-Based Practices.”
Bronx Community College, Bronx, NY
https://bcc-cuny.digication.com/

FEBRUARY 2017

23-26
International Center for Academic Integrity (ICAI) International Conference;
San Juan, Puerto Rico
http://www.academicintegrity.org/icai/events-1.php

MARCH 2017

2-3
New York Regional ePortfolio Conference, Pace University, One Pace Plaza, New York City
http://macaulay.cuny.edu/eportfolios/rebundling17/

APRIL 2017

28
Bronx EdTech Showcase 2017, Bronx Community College, Bronx, NY
http://cuny.is/bronxedtech

MAY 2017

5
CUNY CUE Conference 2017, Borough of Manhattan Community College, New York, NY
http://www bmcc.cuny.edu/cue/

For more upcoming Call for Papers and Conferences across the world, visit our Hostos website at:
www.hostos.cuny.edu/ctl/resources/upcoming-conferences/

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