

# BENCHMARK FRIDAYS SCHEDULE OF EVENTS

## SEPTEMBER 25, 2009 – Active and Collaborative Learning

8am – 4pm (see schedule below)

Baxter Hood Center

Starla Ewan will present three unique presentations on the topic of Active and Collaborative Learning and host a Q&A session at the end of the day.

*“I was so impressed with the wonderful teaching tips and student activities this speaker presented at the annual workshop for Nurse Aide Training Coordinators and Instructors on April 22, 2009. She was a dynamic speaker, held the audience on every word, and made it fun to learn such wonderful student engagement techniques.”*

Linda Bolick

York Tech, CE HHS

8:00 am – 8:15 am	Intro of CCSSE – An Explanation of how and what our data reveals about this benchmark
8:15-10am Session I	Students are Not Pets, but They are Trainable (class strategies and teaching tips)
10:15am-12pm Session II	Teaching Through the Backdoor (lesson plans)
12-1pm	Lunch break
1-2:45pm Session III	If These Students Would Only Study (students’ study skills)
3-4pm	Q&A

To learn more about Ms. Ewan go to <http://www.starlasteachtips.com/index.html>.

---

## October 9, 2009 – Student Effort

### Time:

9:30 - 11:00am

and

1:30 - 3:00pm

### Room:

L-113

## E is for Effort----

“What Role Does Faculty Play in **Student Effort?**”

We may sometimes ask ourselves if effort begets effort, if encouragement promotes effort, and if we, as instructors, acknowledge effort. Effort is a positive behavior. Do we consider some of the questions CSSEE asks about our students? Do our students sometimes come to class without completing the reading, attend a tutoring session, prepare two or three drafts, read books for personal pleasure, or work on projects which require integrating various sources?

Such behaviors and efforts definitely contribute to learning, and we, as instructors, need to offer our students tools to help them succeed.

The benchmark on Friday, October 9, focuses on Student Effort. Following a few anecdotes, questions, and stories, there will be some role-playing by different instructors, an excerpt from a *Dead Poets' Society*, as well as a break-out session in groups to explore what we do across the curriculum with student effort. After the conversations, we will wrap up the program with suggestions and questions.

For additional information, please contact Martha Macdonald or Ginger Dewey.

---

## **October 23 - Student /Faculty Interaction - "Woodstock to Wikis"**

Location - TBA

Time: 9:00 am – 11:00 am

Role play with multi-age Student Family: 55 year old; 30 year old; 19 year old

9:00 am – 9:15 am	Intro of CCSSE – An explanation of how and what our data reveals about this benchmark
9:15 am – 9:30 am	General information will be presented regarding the different generations and how they learn and interact;
9:30 am – 10:00 am	<b>Scenario 1:</b> Advising role play using a multiage family; will discuss ways to decrease anxiety of the student; how to provide a welcoming environment for meeting with the students; how to be support of their various career decisions; the importance of knowledge of the college's support service of the members of the student family will be addressed according to their learning styles and backgrounds (Advisor: <b>Patricia Hovis</b> )
10:00 am - 10:15 am	Break
10:15 am – 10:45 am	<b>Scenario 2:</b> Student family attend classroom; teacher: <b>John Mc Gill</b> ; John will demonstrate how to interact with and teach to a multi-age group of students in the classroom; he will address each of their different learning styles; he will demonstrate the importance of the use of appropriate language when addressing each age group; <b>Denise Every</b> will address the issues of D2L for students with various backgrounds
10:45 am – 11:00 am	Summary and question and answer segment; Facilitator: <b>Jane Fleischer</b>

---

## **Student Success by Universal Design: Support for Learners**

**Sally Scott, Ph.D.**

**Friday, November 6, 2009**

**9am – 12noon**

**Hood Center**

**Universal Design** (UD) is a standard of usability for everyone. By definition, UD is the creation of products and environments meant to be usable by all people, to the greatest extent possible, without the need for adaptation or specialization. The intent of UD is to simplify life for everyone by making products, communications and the built environment more usable by as many people as possible at little or no extra cost.

True UD is unobtrusive, even invisible. If you've ever been through an automatic door, you've experienced a version of Universal Design. A ramp or curb cut is just as welcome to someone with a baby stroller as it is to someone in a wheelchair.

"We" have created the handicap and disability for many people. The handicap is the structure itself. The disability comes from dealing with it. In addition to access and inclusion, UD brings with it an extra margin of safety. However, UD isn't about ramps and grab bars, although devices such as these remain necessary for assistance.

Participants in this workshop will examine the who, what, why, and how of bringing UD to our campus. Promoting inclusive ways of thinking and acting involves campus-wide change and thus maximizing success for all students.

The workshop will be presented and facilitated by Sally Scott, Ph.D. Dr. Scott is the Director of Disability Services and Associate Professor of Special Education at University of Mary Washington in Fredericksburg, VA. She is the co-director of Project LINC, a three-year federally-funded project to collaborate with faculty in infusing Universal Design for Instruction in foreign language classrooms. She previously served as the co-director of the Universal Design for Instruction Project at the University of Connecticut and is the former editor of the *Journal for Postsecondary Education and Disability*. Her expertise and research interests include the areas of postsecondary disability services, Universal Design, adolescents and adults with learning disabilities, transition, and online teaching and learning.

---

## **November 20 – Academic Challenge**

Location - TBA

Time: TBA

On this benchmark Friday a group of York Technical College faculty will discuss and demonstrate how they incorporate academic challenge into the courses they teach. The Community College Survey of Student Engagement describes academic challenge in terms that are complementary to the concepts of critical thinking. Accordingly, the activities on this benchmark Friday will highlight how the college's model of critical thinking and the corresponding rubric can be used in support of the concept associated with academic challenge. Faculty will also have opportunities to share ideas on other approaches that can be utilized to address this benchmark.

Specific details on the times and locations of sessions will be released at a later date.

**Come join us!!!!**