
Flex into Spring: March 8, 2018

Build Your Professional Development Toolkit

ATTENTION: Please register for your Flex Day workshops online by Monday, March 5 at: <https://surveys.smccd.edu/n/flexdaymarch818.aspx>

Thematic Key to Workshops:

- Teaching, Learning, & Student Success
- Health, Wellness, & Safety
- Online Education, Technology, & Software
- Policies, Procedures, & Miscellaneous Topics

Morning Activities

- 7:45 – 8:30** ● Light continental breakfast and coffee/tea service.—**Bldg. 4, Rm. 4-180**
- 8:30 – 10:00** ● All-College Event —**Bldg. 4, Rm. 4-180**
“**Introduction to Online Educational Resources and the Faculty Perspective**” (Keynote: Una Daly, Director of CCCOER [Community College Consortium for Open Education Resources]; Faculty Panel: Bridget Fischer, Art; Adam Windham, Physics; Rick Hough, Math; Dr. John Calavitta, English; Krista McClain, Psychology)
Textbook affordability is an issue that affects student success. California’s community colleges have begun to explore how to offer courses that use low-cost materials (ZTC) or open educational resources (OER). OER refers to educational materials that include permission for anyone to use, modify and share at no cost. Open education is an attitude, a practice, and a method of teaching that inspires inquiry, equal access to course materials, and sharing lessons and materials with the wider community. Skyline College faculty have begun to intentionally choose OER or ZTC materials for their courses. During this all-college event, you will learn more about the open education movement, the benefits of OER for students and educators, and the influence on student success. The second portion of the workshop will include a panel of Skyline College faculty who will share their experiences with researching, adopting, and creating OER or ZTC materials for their courses. Learn about both successes and challenges with implementation of OER.
- 10:10 – 11:10** ● “**Showcase Your Awesomeness**” (John Ulloa, History)—**Bldg. 6, 6-206**
This workshop offered by the Community of Practice, Transformative Teaching and Pedagogy. The purpose of this workshop is for faculty to showcase a particular artifact that reflects strength in pedagogy. Course syllabi, assignments, essay prompts, reflections, packets, labs,

experiments, and/or rubrics are all welcome. *Bring your artifacts, and brag, boast, and tell us why and how this was developed, and why and how it works.* Let's share, learn, celebrate, and inspire each other. As a community of practice, we are cultivating a culture of sharing and exchanging teaching ideas and strategies in the name of improving the quality of instruction campus-wide. It is our hope that offering this workshop will result in the following 4 outcomes: 1) Breakdown silos on campus; 2) Build a stronger sense of teaching community; 3) Faculty work and incorporate pedagogical practices from and interdisciplinary and campus-wide perspective; and 4) Further enrich the teaching and learning processes on campus.

10:10 – 11:10 ● “Stress Relief through Relaxation & Breathing” (Diane Roby, Yoga Professor) —Bldg. 4, Rm. 4-301

Taught by Skyline College yoga teacher, Diane Roby, this workshop will focus on techniques for recognizing and relieving stress and anxiety from work and home life. Participants will learn easy and practical strategies for easing stress through breathing and relaxation exercises.

10:30 – 12:00 ● “Service Learning in a Box” (Dr. Rika Fabian, Sociology; Jennifer Merrill, Psychology; Mustafa Popal, History; Paul Rueckhaus, Health Science)—Bldg. 6, 6-202

This workshop, facilitated by the Service Learning Community of Practice, will provide participants with the nuts and bolts necessary to develop and implement service learning into their courses. This collaborative workshop will provide examples of service learning assignments/activities that can be easily adapted to individual course SLOs. Workshop participants will: 1) Integrate a service learning assignment into their course; 2) Create an effective pre-reflection and reflection assignment regarding the service learning experience from their disciplinary perspectives; and 3) Identify logistical steps of service learning implementation. Additionally, participants of this workshop will have an opportunity to partake in the Day of Action in April, 2018, a day of campus-wide community engagement.

10:30 – 12:00 ● “Drop in to Play Ball with the SLOAC Coaches” (SLOAC Coaches)—Bldg. 8, Rm. 8-119

At this point, all instructional departments are expected to have assessed from 60- 70% of their courses by the end of this spring semester, as Skyline College is in the second year of a three-year assessment cycle. Whether you're new to student learning outcomes (SLO) assessment or been a member of your department's team for years, SLOAC coaches are available to help you put into practice a student-centered conception of SLOs and assessment, and/or catch up on your entries in to Tracdat. Learn how to make assessment worth your time, sustainable, and most importantly— with the students' best interests in mind. Be empowered to field the best team possible. *Drop in during the scheduled time with any questions you have about assessing your courses.*

11:15 – 12:15 ● “United We Jam: U-Jam Fitness Dem (a.k.a. Twerk while U Werk) (Michelle “Mi Mo” Morin, Licensed U-Jam Instructor (UJI); Liza Erpelo, English Professor/U-Jam TA)—Bldg. 3, Rm. 3-201

U-Jam Fitness® is an athletic urban dance fitness workout that combines dance and high energy music for a workout that will get your heart rate up, your body moving, and make you work up a sweat -- all while having FUN! U-Jam Fitness is about Unity in dance and Unity in diversity. No judgment, just fitness and fun! Sport your comfy workout gear or rock your hottest dance hall bling and swag — whatever it takes to “do you!” No dance experience needed. Just bring an open mind, your dance-tastic energy, some water and a towel. Mi Mo WILL make you sweat!

11:15 – 12:15 ● “The Faculty Diversity Internship Program (FDIP): What It’s About & How You Can Get Involved” (Jessica Marshall, FDIP Coordinator/Anthropology, Cañada College)—Bldg. 6, Rm. 6-6203

The Faculty Diversity Internship Program (FDIP) purposes are to enhance community college efforts to building a diverse and representative faculty. FDIP places a special emphasis on locating and attracting qualified interns who are members of underrepresented groups. The internship program shall serve to introduce graduate students, before they approach the end of

their graduate studies, or industry practitioners, to the community college environment and student populations. Participants of this workshop will have the opportunity to have their questions answered and learn about opportunities to become mentors to grad students and professionals in the community as part of the Faculty Diversity Internship Program.

Afternoon Activities

12:15 – 1:15 ● College Lunch—Fireside Dining Hall, Bldg. 6

1:15 – 3:15 ● “Developing an Effective Hybrid Course” (Dr. Bianca Rowden-Quince, Instructional Designer; Bridget Fischer, Art)—**Bldg. 7, Rm. 7-109**

Hybrid learning is an instructional delivery mode where instruction is conducted partly online and face-to-face. Hybrid learning is one of the fastest growing and most successful instructional models to deliver flexible learning options for today’s learners. However, understanding how to design, develop, deliver, evaluate, and implement a hybrid learning course is challenging yet critical to supporting instructors and students in this teaching and learning model. During this workshop, sponsored by the Hybrid & Online Learning Community of Practice, participants will learn how to layout, plan, and develop a hybrid course using best practices and a variety of resources to create a lively and engaging learning environment. This experience will help participants develop a hybrid course that is a highly effective and integrates both online and face-to-face learning in support of student learning outcomes.

1:15 – 3:15 ● “In Search of the Ultimate Cookie: Amping Up Your Assessment Game w/Rubrics” (Karen Wong, Coordinator of Institutional Effectiveness)—**Bldg. 6, Rm. 6-206**

Are you interested in making your evaluative criteria crystal clear to students? In grading more efficiently than presently? In implementing departmental-wide assessments? Or do you simply enjoy discerning the qualities of the ultimate cookie? Then this introductory workshop is for you, as your main task will be to draft a rubric for evaluating cookies. More generally, a rubric is a scoring tool used to evaluate an assignment, performance, or product, such as essays, research reports, portfolios, works of art, recitals, oral presentations, and group activities. It identifies the primary characteristics (a.k.a. “traits”) of the item being rated and describes levels of performance criteria for each characteristic. After drafting a cookie rubric, you will have all the tools you need to develop a rubric for one of your major assignments or outcomes.

1:15 – 4:15 ● “UndocuAlly Training” (Pamela Ortiz Cerda, DREAM Center Staff Assistant)—**Bldg. 6, Rm. 6-203**

UndocuAlly is a term used to identify campus allies for undocumented students. The UndocuAlly training is designed to provide the basic knowledge, skills, and resources needed to serve and work alongside undocumented students. Participants will receive an overview of current laws and policies affecting undocumented students in California, reflect on culturally proficient allyship, identify practices for serving undocumented students, and commit to making their support visible on campus. Participants will also get to engage in dialogue with a panel of undocumented students.

1:15 – 4:15 ● “Supporting the Whole Student: SafeTALK” (Dr. Gena Rhodes, PhD, Personal Counseling Center, Cañada College)—**Bldg. 6, Rm. 6-202**

SafeTALK is a training that prepares participants to recognize invitations for help and connect a person with thoughts of suicide to intervention resources. By the end of the training, participants will be able to: 1) move beyond common tendencies to miss, dismiss, or avoid suicide; 2) recognize people who have thoughts of suicide; 3) apply the TALK steps (Tell, Ask, Listen, and KeepSafe) connect a person with thoughts of suicide to a suicide first aid intervention caregiver.