

17th Annual FALL CONFERENCE

*Saturday, October 5, 2024
Carroll Community College*



*Theme: A Brave New World: Teaching and Thriving in
an Era of Rapid Change*

CONFERENCE PROGRAM

**Sponsored by the Maryland Consortium for Adjunct Faculty
Professional Development and Participating
Maryland Colleges and Universities**

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**The Board of MCAPD extends its sincere thanks
and gratitude to President Rose Mince and
Carroll Community College for hosting this
conference.**



Conference Agenda

8:00 – 9:00 AM **Registration and Breakfast**
K Building Lobby

9:00 – 9:20 AM **Welcome and Opening Remarks**
Scott Theater, T Building

Dr. Kristie Crumley
Vice-President, Academic and Student Affairs
Carroll Community College

9:20 – 10:15 AM **Keynote Speaker: Dr. Rhianna C. Rogers**

** All concurrent sessions, lunch, and closing take place in K Building*

10:30 – 11:30 AM **Concurrent Workshops: Session One**

11:35 – 12:35 PM **Lunch & Networking**
Room K-100

12:40 – 1:40 PM **Concurrent Workshops: Session Two**

1:55 – 2:55 PM **Concurrent Workshops: Session Three**

3:00 – 3:30 PM **Resource Exchange, Evaluations, Networking, &
Door Prizes***
Room K-100

**Submit your evaluations for an extra door prize ticket!*

2024 Keynote Speaker



Dr. Rhianna C. Rogers

Dr. Rogers is an independent researcher and former Director of the Center to Advance Racial Equity Policy and Senior Policy Researcher at the Rand Corporation. She currently serves as the Counselor to the Assistant Secretary for Management at the U.S. Department of the Treasury. Her work at the Department of Treasury focuses on AI and digital equity.

Keynote Speaker Disclaimer

The views expressed in this speech are the speaker's personally, and they do not necessarily reflect the views of the Department of the Treasury or the U.S. Government.



2024 Day-at-a-Glance Session Schedule

Workshop Session Themes

A	Innovation in the Classroom
B	Best Practices in Generative AI
C	Diversity, Inclusion, Equity, and Belonging: Promoting Social Justice
D	Engaging Today's Student
E	Supporting Health and Wellness in Higher Education
F	Other

CONCURRENT SESSION 1: 10:30 – 11:30 AM				
<i>All workshops in K-Building</i>				
#	Room	Presenters	Workshop Title	Theme
1-a	K-127	Matthew Bowerman <i>Teacher Goals</i>	<i>Heartleading and Building Trauma Responsive Practices in Higher Education</i>	C, D, E
1-b	K-129	Becki Maurio <i>Carroll Community College</i>	<i>Circle Up! Activities to Help Students Connect and Engage with Content – and Each Other</i>	A, D
1-c	K-132	Felicia Bowen & Denean Robinson <i>Prince George's Community College</i>	<i>The Engagement Revolution: Empowering Students, Empowering Futures</i>	D
1-d	K-133	Genie Massey <i>Maryland Civic Education Coalition</i>	<i>Revitalizing Democracy: Educators as Catalysts for Civic Engagement</i>	C, D
1-e	K-207	Kevin Martins <i>University of Maryland Global Campus</i>	<i>Learn and Apply Microsoft Copilot and Artificial Intelligence Capabilities in Professional Environments</i>	A, B
1-f	K-204	Andrea Batts-Latson <i>Frederick Community College</i>	<i>AI-Powered Express Lane: A Collaborative Workshop to Streamline Your Teaching</i>	A, B
1-g	K-203	Sunnie Jackson <i>Prince George's Community College</i>	<i>Engaging Students Using Nearpod</i>	A, D

1-h	Lobby	MCAPD Staff	<i>Faculty Lounge</i>	F
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LUNCH IN ROOM K-100: 11:35 AM– 12:35 PM

Lunch, networking, exhibits

CONCURRENT SESSION 2: 12:40 – 1:40 PM				
<i>All workshops in K- Building</i>				
#	Room	Presenters	Workshop Title	Theme
2-a	K-127	Kelli Scarlett <i>University of Maryland Global Campus</i>	<i>Thriving in a Whirlwind of Educational Innovation: The Power of Evidence-Based Practices</i>	A, B, D
2-b	K-129	Lisa Click & Rick Day <i>Community College of Baltimore County</i>	<i>Integrating Wellness and Natural Environments into Higher Education Classrooms</i>	E
2-c	K-132	Betsy Ljubic <i>Frederick Community College</i>	<i>Thriving Together: Fostering Instructor and Student Wellness for Retention and Resilience</i>	D, E
2-d	K-133	Matthew Hodgman <i>University of Maryland Global Campus/Temple University</i>	<i>The Role of Institutions of Higher Education in Preparing Students to Write in the Workplace: Curricular and Pedagogical Implications</i>	A, D, E
2-e	K-207	Joseph Rafter & Courtney Sloan <i>Frederick Community College</i>	<i>The Future of Inclusive Education: Universal Design and Generative AI</i>	A, B, C
2-f	K-204	Justin Mabe <i>Carroll Community College</i>	<i>Introduction to Prompt Engineering</i>	A, B
2-g	Lobby	MCAPD Staff	<i>Faculty Lounge</i>	F

CONCURRENT SESSION 3: 1:55 – 2:55 PM

All workshops in K-Building

#	Room	Presenters	Workshop Title	Theme
3-a	K-127	Genie Massey <i>Maryland Civic Education Coalition</i>	<i>Democracy in Action: Empowering Student Leaders in the Voting Process</i>	C, D
3-b	K-129	Robin Minor <i>Community College of Baltimore County</i>	<i>Stay Current with the Changes in Higher Ed through Maryland's Academic Journal TALES</i>	A, B, C, D, E
3-c	K-132	Martine Foreman & DaVida Anderson <i>Carroll Community College</i>	<i>I'm Exhausted: Strategies to Help Faculty and Staff Create a Culture of Wellness that Uplifts the Entire Campus Community</i>	C, E
3-d	K-133	Kathryn Bovino <i>Frederick Community College</i>	<i>Enhancing Resilience and Joy in the College Classroom and Beyond</i>	E
3-e	K-207	Joseph Rafter <i>Frederick Community College</i>	<i>Grading Smarter, Not Harder: Enhancing Rubrics and Feedback with GenAI</i>	A, B
3-f	K-204	Andrea Batts-Latson <i>Frederick Community College</i>	<i>Beyond Bullet Points: Transforming Lessons</i>	A, D
3-g	Lobby	MCAPD Staff	<i>Faculty Lounge</i>	F

CLOSING IN ROOM K-100: 3:00 PM– 3:30 PM

- **Networking and Resource Exchange**
- **Submit Evaluations:** Receive an additional door prize ticket
- **Door Prize Drawings:** Must be present to win

SESSION 1 CONCURRENT WORKSHOPS

10:30 AM – 11:30 AM

(All workshops, lunch, and closing in K-Building)

Session 1-a: (Room K-127)

HEARTLEADING and Building Trauma Responsive Practices in Higher Education

Matthew Bowerman, *Teacher Goals*

Higher education has not been immune to the mental health crisis in this country post-pandemic. Trauma-responsive practices in higher education are increasingly recognized as essential for creating supportive and inclusive learning environments. Drawing on the intersection of trauma-informed care and educational theory, this workshop elucidates the unique challenges faced by students with trauma histories in academic settings and offers guidance for educators and institutions seeking to foster resilience and well-being among their student body.

After attending this workshop, participants will be able to:

LO1: Identify the foundational principles of trauma-responsive practices in higher education and their significance in creating supportive and inclusive learning environments.

LO2: Evaluate the unique challenges faced by students with trauma histories in academic settings and recognize the importance of empathy, flexibility, and adaptability in effectively supporting these students.

LO3: Develop practical strategies for implementing trauma-responsive practices within the higher education context, with a focus on promoting resilience, empowerment, and self-care among both students and educators.

LO4: Design inclusive learning environments that prioritize the well-being of all students, including those with trauma histories, by applying trauma-responsive practices and addressing the diverse needs of student populations.

Session 1-b: (Room K-129)

Circle Up! Activities to Help Students Connect and Engage with Content – and Each Other!

Becki Maurio, *Carroll Community College*

Students continue to struggle with both interpersonal and study skills. In this hands-on session, we'll explore low-tech/no-tech activities that you can adapt to get students engaged with each other and your content. Join this old school session with a 2024 twist!

After attending this workshop, participants will be able to:

LO1: Identify ways in which engagement supports learning.

LO2: Name potential barriers to engagement in 2024.

LO3: Evaluate a variety of ready-to-adapt activities to support students' engagement and learning.

LO4: Develop a plan to implement activities in your classroom.

Session 1-c: (Room K-132)

The Engagement Revolution: Empowering Students, Empowering Futures

Felicia Bowen & Denean Robinson, *Prince George's Community College*

Engagement is crucial for effective teaching and learning in higher education institutions as it enhances student motivation, retention, and success. This workshop equips educators with innovative strategies to foster active participation. Participants will explore gamification and collaborative learning techniques for both in-person and remote environments. Through hands-on activities, attendees will work in teams to design gamified experiences for face-to-face and remote instruction. This interactive session provides practical tools and insights, empowering educators to create dynamic and inclusive learning experiences that captivate and inspire students.

After attending this workshop, participants will be able to:

LO1: Apply gamification techniques. Participants will be able to design and implement gamified activities to enhance student engagement and motivation in both in-person and remote learning environments.

LO2: Utilize collaborative learning strategies: Participants will develop skills to effectively facilitate collaborative learning experiences, working in small teams to promote active participation and deeper understanding among students.

LO3: Develop action plans for engagement. Participants will create personalized action plans to integrate gamification and collaborative techniques into their teaching practices, tailored to their specific classroom contexts and student needs.

Session 1-d (Room K-133)

Revitalizing Democracy: Educators as Catalysts for Civic Engagement

Genie Massey, *Maryland Civic Education Coalition*

In today's digital age, where a plethora of information and viewpoints saturate our daily lives, the essence of our democratic values can sometimes feel obscured or overwhelmed. This presents a unique challenge and opportunity for middle and high school social studies teachers. Your classrooms are not just educational spaces; they are breeding grounds for the next generation of informed, engaged citizens. The workshop is designed to empower you with innovative strategies and tools to navigate and address the complexities of modern democracy. It focuses on enhancing civic knowledge, skills, values, and dispositions among students, amidst the backdrop of current challenges facing American democracy, such as equity, representation, and political polarization. By participating in this workshop, you will gain insights into rekindling a passion for democratic values and principles in young minds, ensuring that the torch of democracy is not only preserved but passed on, burning brighter with each new generation.

After attending this workshop, participants will be able to:

LO1: Comprehensively understand how current challenges like political polarization and misinformation impact civic engagement and the role of education in addressing these issues.

LO2: Employ effective strategies for fostering an inclusive classroom environment that encourages open dialogue and critical thinking among students with diverse viewpoints.

LO3: Identify and apply appropriate digital tools and resources to enhance civic education and engage students effectively in the digital age.

Session 1-e (Room K-207)

Learn and Apply Microsoft Copilot and Artificial Intelligence Capabilities in Professional Environments

Kevin Martins, University of Maryland Global Campus

Using a series of live demonstrations and scenario storytelling, this interactive presentation will explain how the new Microsoft Office 365 and Copilot AI service work together to increase productivity in professional environments. New AI capabilities such as this are quickly evolving that educators need to learn about to in turn, teach their students.

After attending this workshop, participants will be able to:

LO1: Identify how MS Office 365 and Copilot AI interact to increase productivity.

LO2: Identify strategies that faculty members can use to teach their students about AI capabilities.

Session 1-f (Room K-204)

AI-Powered Express Lane: A Collaborative Workshop to Streamline Your Teaching

Andrea Batts-Latson, Frederick Community College

**Although not required, participants are encouraged to bring their own laptops.*

Ready to harness the power of AI in your classroom? Dive into this hands-on workshop and discover how Adobe Express's intelligent tools can transform your teaching. Learn to generate captivating visuals, personalize learning experiences, and spark student engagement in the digital age. Collaborate with fellow educators to develop strategies for seamlessly integrating these cutting-edge tools into your curriculum. Leave empowered to navigate the evolving landscape of education and thrive in an era of rapid change.

Note: Requires a general Adobe account. Most people already have it if they have used Acrobat or any Adobe programs. To sign up, visit <https://account.adobe.com/>

After attending this workshop, participants will be able to:

LO1: Understand the basics of generative AI. Participants will gain a foundational understanding of generative AI, including its definition, applications in education, and potential impact on teaching and learning.

LO2: Master Adobe Express's AI tools. Participants will learn how to effectively use Adobe Express's AI features, such as text-to-image generation and text effects, to create engaging visuals and personalize content.

LO3: Develop strategies for curriculum integration. Participants will collaborate with peers to brainstorm and develop practical strategies for integrating Adobe Express's AI tools into their curriculum to enhance student learning and engagement.

LO4: Embrace the evolving educational landscape. Participants will leave with the confidence and skills to embrace AI as a transformative tool for adapting to the rapidly changing world of education and empowering students for the future.

Session 1-g (Room K-203)

Engaging Students Using Nearpod

Sunnie Jackson, Prince George's Community College

In this presentation, I will discuss how to engage students in an in person or remote class environment with technology. I will show how to use Nearpod and Whiteboard/Windows Ink Workspace by having teachers participate as if they are students. Nearpod is free and easy to use while Whiteboard is standard with Windows. In a collegiate environment, both technologies can be used to create lesson templates that can be shared with colleagues. Using Nearpod, I will give polls and show how an instructor can see the answers. Participants will walk away with concrete ideas about how to engage their students.

After attending this workshop, participants will be able to:

LO1: Use Nearpod's different question modes: free response, multiple choice, matching, and Draw It.

LO2: Import existing files into Nearpod.

LO3: Retrieve student data and results from quizzes and questions from Nearpod.

Session 1-h (Lobby)

Faculty Lounge

MCAPD Staff

The Faculty Lounge is your space to ask questions, process what you have learned, chat with other participants, or just relax.

LUNCH IN ROOM K-100: 11:35 AM– 12:35 PM

Lunch, networking, exhibits

SESSION 2 CONCURRENT WORKSHOPS

12:40 PM – 1:40 PM

(All workshops in K-Building)

Session 2-a: (Room K-127)

Thriving in a Whirlwind of Educational Innovation: The Power of Evidence-Based Practices

Kelli Scarlett, University of Maryland Global Campus

In an era of rapid change, a focus on evidence-based education provides a framework to evaluate and incorporate advances while creating scientifically supported student learning journeys and improving student experiences and outcomes. Amid the explosion of ongoing research into educational practices, a substantial body of research outlines agreed-upon fundamentals of the science of learning we can use to develop evidence-based practice models that provide a foundation for embracing rapid change without being blown off course in our journey.

After attending this workshop, participants will be able to:

LO1: Learn fundamentals of evidence-based practices and recognize multiple ways to demonstrate those fundamentals.

LO2: Develop plans to regularly assess of efficacy.

LO3: Apply critical reflection and empirical reasoning when thinking about emerging technology.

LO4: Advocate for the considerable value that a teacher's expertise and professional judgment bring to evidence-based practice.

Session 2-b: (Room K-129)

Note: If the weather permits, this session may be held outdoors.

Integrating Wellness and Natural Environments into Higher Education Classrooms

Lisa Click & Rick Day, *Community College of Baltimore County*

Supporting health and wellness in higher education is imperative for creating an environment where students can thrive academically and personally. This session explores innovative approaches to enhancing the classroom experience through wellness-based activities and utilizing green and blue spaces. We'll investigate the benefits of incorporating mindfulness, social connections, and physical activity into course curriculum so educators can create a learning environment that promotes holistic well-being and enhances student engagement and learning outcomes. We will explore how green and blue spaces provide opportunities for creativity, critical thinking, and innovation among both educators and students. By embracing the use of green roofs, campus gardens, or outdoor classrooms, educators can create dynamic learning environments that foster connection to nature and promote personal growth. This session provides practical strategies and inspiration educators need to create learning experiences that support academic success while nurturing the holistic well-being of students and themselves. Suggestions for adapting these techniques to the online environment will be offered.

After attending this workshop, participants will be able to:

LO1: Explore research findings on the impact of well-being on academic success and personal development.

LO2: Define green and blue spaces and their significance in promoting well-being and fostering creativity.

LO3: Identify benefits of and practical strategies for integrating mindfulness, social connections, and physical activity into course curriculum.

LO4: Create a personalized action plan for promoting holistic well-being in both students and educators.

Session 2-c: (Room K-132)

Thriving Together: Fostering Instructor and Student Wellness for Retention and Resilience

Betsy Ljubic, *Frederick Community College*

The demands placed on faculty are growing, especially for adjunct faculty who may be teaching for multiple institutions. Student resilience and retention are real challenges for our community college students who are often balancing multiple life demands.

This session will explore ways to cultivate wellness for students and instructors to build capacity, increase resilience, and improve retention. The focus for instructors will be building wellness through reflective practice. Leveraging campus resources and overcoming barriers will be the focus for students.

After attending this workshop, participants will be able to:

LO1: Explore the connection between teacher resilience and wellness.

LO2: Identify best practices to increase teacher resilience and wellness.

LO3: Explain how reflective practice positively impacts instruction and student outcomes.

LO4: Share and demonstrate two strategies to increase student resilience and retention.

Session 2-d: (Room K-133)

The Role of Institutions of Higher Education in Preparing Students to Write in the Workplace: Curricular and Pedagogical Implications

Matthew Hodgman, *University of Maryland Global Campus, Temple University*

Employers have expressed discontent with the workplace skill sets and overall professionalism of recent college graduates. Employers specifically report that graduates lack important work-related writing skills such as editing, research, and data analysis skills. The literature continually provides metrics on recent graduates' weaknesses as workplace writers. If graduates are to maximize their marketability to employers, perceived writing gaps must be addressed specifically in the context of higher education writing curricula and pedagogy. Based on employer reports on the specific writing skill sets lacking in recent college graduates, this article puts forth (1) the context behind and causes of a workplace writing skills gap in recent college graduates, (2) curricular and pedagogical suggestions for institutions of higher education (IHEs) to strengthen work-related writing competencies in college students, and (3) recommendations for future research pertaining to meeting the writing needs of the workplace.

After attending this workshop, participants will be able to:

LO1: Understand the workplace/writing skills gap.

LO2: Make curricular and pedagogical suggestions for institutions of higher education.

LO3: Make recommendations for future research pertaining to meeting the writing needs of the workplace.

Session 2-e: (Room K-207)

The Future of Inclusive Education: Universal Design and Generative AI

Joseph Rafter & Courtney Sloan, *Frederick Community College*

This presentation explores the transformative potential of generative artificial intelligence (AI) in promoting universal design and enhancing accessibility in higher education. We will define these concepts and examine AI technologies that support inclusive learning environments, focusing on AI-powered assistive technologies, adaptive learning systems, automated content creation and translation, and data-driven accessibility insights. Through real-world case studies and discussions on ethical considerations, attendees will gain skills to leverage AI to create equitable educational opportunities for all students, including multilanguage learners and those with disabilities.

After attending this workshop, participants will be able to:

LO1: Build capacity and create strategies to recognize all accessibility challenges experienced by learners with visible and invisible disabilities.

LO2: Develop the skills to create solutions to address accessibility challenges using language-generative AI tools.

LO3: Leverage the intersections between accessibility solutions and Universal Design learning elements to create inclusive learning environments for all learners.

Session 2-f: (Room K-204)

Introduction to Prompt Engineering

Justin Mabe, *Carroll Community College*

This workshop aims to explore the fundamentals of prompt engineering and its application with generative AI. Through engaging group discussions and hands-on practice, attendees will learn how to craft effective prompts to enhance various teaching tasks, such as grading, creating student feedback, and content creation. This workshop will also equip educators with the skills to guide students in their use of generative AI, fostering opportunities to develop innovative activities. Key topics include different types of prompting, effective prompt formats, and practical applications. Prior experience with generative AI is recommended to maximize the learning experience. By the end of this workshop, participants will gain valuable insights and tools to integrate generative AI effectively into their educational practices.

After attending this workshop, participants will be able to:

LO1: Identify the different types or styles of generative AI prompting.

LO2: Understand the fundamental format that a prompt should take to yield positive results and how it can be applied to their work as educators.

Session 2-g: (Lobby)

Faculty Lounge

MCAPD Staff

The Faculty Lounge is your space to ask questions, process what you have learned, chat with other participants, or just relax.

SESSION 3 CONCURRENT WORKSHOPS

1:55 PM – 2:55 PM

(All workshops in K-Building)

Session 3-a: (Room K-127)

Democracy in Action: Empowering Student Leaders in the Voting Process

Genie Massey, Maryland Civic Education Coalition

Student leaders play a pivotal role in shaping the perspectives and actions of their peers. As beacons of influence within the academic community, they possess the potential to guide many toward understanding, valuing, and participating in the democratic process. In this workshop, adjunct professors will learn innovative strategies to inspire and guide their diverse student populations in active democratic participation. Participants will engage in interactive presentations and group discussions to deepen their understanding of the voting process and its significance. Demonstrations of both digital and physical tools will equip educators with practical resources for facilitating voter registration and education. Each attendee will leave with a toolkit of resources and a network of peers dedicated to fostering democratic engagement among students.

After attending this workshop, participants will be able to:

LO1: Understand the importance of student leadership in voter engagement.

LO2: Learn effective strategies for registering voters and encouraging voter participation.

LO3: Understand how nonpartisan voter registration supports civil discourse on campus.

LO4: Explore interactive teaching tools that can be used in diverse classroom settings.

Session 3-b: (Room K-129)

Stay Current with the Changes in Higher Ed through Maryland's Academic Journal

TALES

Robin Minor, Community College of Baltimore County

Gain access to knowledge that can help you thrive during this era of rapid change! Maryland has an open-access academic journal, Teaching and Learning Excellence through Scholarship (TALES) that publishes classroom innovations and insights from faculty around the area. It's

news you can use! Come to learn more about how you can access the journal freely, and how you can contribute to the journal with your own publication.

After attending this workshop, participants will be able to:

LO1: Access the academic journal TALES for free.

LO2: Identify how to submit manuscripts for peer review to publish in TALES

LO3: Define scholarship of teaching and learning and recognize the steps of the process.

Session 3-c: (Room K-132)

I'm Exhausted: Strategies to Help Faculty and Staff Create a Culture of Wellness that Uplifts the Entire Campus Community

Martine Foreman & DaVida Anderson, *Carroll Community College*

Are you feeling exhausted or overwhelmed? Do you sometimes feel like you cannot possibly add one more thing to your plate? When we think about promoting wellness on campus, the focus often shifts to ideas that can help our students improve their mental and physical health. But what about our own well-being? Are we dedicating enough time and resources to address our wellness needs? Is it reasonable to believe that we can effectively serve others when we neglect our own health and well-being?

After attending this workshop, participants will be able to:

LO1: Delve into strategies for enhancing the wellness of faculty and staff.

LO2: Advocate for supportive institutional practices.

LO3: Understand the broader impact of well-being on the academic environment.

LO4: Understand the impact of prioritizing faculty and staff well-being on student outcomes.

Session 3-d: (Room K-133)

Enhancing Resilience and Joy in the College Classroom and Beyond

Kathryn Bovino, *Frederick Community College*

Explore how tools from Acceptance and Commitment Therapy (ACT) can be valuable for both students and educators in fostering resilience and joy in the college classroom and in daily life. In the demanding environment of higher education, both students and faculty encounter stressors that can affect mental health and performance. This presentation introduces the core principles of Acceptance and Commitment Therapy (ACT)—acceptance, cognitive defusion, mindfulness, values, and committed action—and offers practical strategies for integrating them into the classroom and in daily life. By utilizing ACT tools, educators can help themselves and their students navigate challenges, align actions with personal values and goals, and cultivate a positive, engaged learning environment. Faculty, staff, and students can apply these principles to foster resilience in the face of frustration, stress, and burnout, while enhancing their overall well-being.

After attending this workshop, participants will be able to:

LO1: Apply principles from ACT to enhance personal well-being.

LO2: Integrate ACT principles into teaching practices.

LO3: Support student mental health using principles from ACT.

Session 3-e: (Room K-207)

Grading Smarter, Not Harder: Enhancing Rubrics and Feedback with GenAI

Joseph Rafter, *Frederick Community College*

This interactive workshop is designed to help teachers refine and optimize the rubrics they use in their courses, ensuring clearer expectations and more effective assessment of student work. Participants will learn how to create well-structured, comprehensive rubrics that align with course objectives and provide meaningful feedback to students. In addition, the workshop will introduce teachers to the innovative use of GenAI tools to streamline the feedback process for written assignments. Participants will discover how to upload their refined rubrics and student text to these AI-powered tools, which can then generate personalized, detailed feedback based on the rubric criteria.

After attending this workshop, participants will be able to:

LO1: Design rubrics that are clear, measurable, and aligned with course objectives, resulting in a more effective assessment of student work.

LO2: Understand the capabilities and limitations of GenAI tools in providing feedback and learn how to prepare and format rubrics and student text for upload to these tools.

LO3: Develop strategies for interpreting and contextualizing AI-generated feedback, balancing it with human insights and guidance to provide meaningful support to students.

LO4: Communicate the role of AI tools in the feedback process to students, address their concerns, and monitor the effectiveness of AI-assisted feedback over time.

Session 3-f: (Room K-204)

Beyond Bullet Points: Transforming Lessons

Andrea Batts-Latson, *Frederick Community College*

Tired of traditional lectures and static slides? In this dynamic workshop, we'll explore the power of Adobe Express to transform your lessons into engaging, multi-modal experiences. Learn how to create interactive presentations, design eye-catching visuals, and produce captivating videos that resonate with today's learners.

Note: Requires a general Adobe account. Most people already have it if they have used Acrobat or any Adobe programs. To sign up, visit <https://account.adobe.com/>

After attending this workshop, participants will be able to:

LO1: Master the fundamentals of Adobe Express: Participants will gain a comprehensive understanding of Adobe Express's interface, tools, and features, enabling them to confidently navigate the platform and create engaging content.

LO2: Design eye-catching visuals: Participants will learn design principles and techniques to create visually appealing graphics, infographics, and social media content that capture students' attention and enhance their learning experience.

LO3: Produce engaging multi-modal content: Participants will develop skills in creating interactive presentations, short videos, and other multi-modal content that cater to diverse learning styles and promote active engagement.

LO4: Integrate Adobe Express into their curriculum: Participants will acquire practical strategies for seamlessly incorporating Adobe Express into their existing lesson plans, assignments, and assessments, maximizing student engagement and learning outcomes.

Session 3-g: (Lobby)

Faculty Lounge

MCAPD Staff

The Faculty Lounge is your space to ask questions, process what you have learned, chat with other participants, or just relax.



Resource Exchange, Networking, and Prize Drawing

3:05 PM – 3:30 PM

Room K-100

Please join us for fellowship and fun at the end of the day. Door prize drawing will take place. Turn in your evaluations to receive an extra ticket! Must be present to win.

Mission Statement of MCAPD

"To foster comprehensive and innovative adjunct faculty development to improve teaching and enhance student learning"

Our thanks to all those who have supported our mission and goals since our very first meeting in 2002, including those who have served on the board, attended our conferences, or completed our adjunct faculty survey. Over the past two decades, your efforts have allowed MCAPD to support, serve, and celebrate hundreds of adjunct faculty members across the region.

The MCAPD Board meets monthly on the 4th Friday of every month. Our meetings are open to the public and we welcome your participation. If you are interested in learning more, please contact us at mcapd.maryland@gmail.com. *Thank you* for attending our conference! We hope to see you again next year.

2024 MCAPD Officers & Board

President: Rik Karlsson (Prince George's CC)

Vice President: Cynthia Baush (Frederick CC)

Treasurer: Mel Hall (Carroll CC)

Secretary: Katherine Im (UMGC)

Conference Committee

Cynthia Baush (Frederick CC)

Mel Hall (Carroll CC)

Marja Humphrey (Bowie State)

Katherine Im (UMGC)

Nancy Parker (CCBC)

CARROLL COMMUNITY COLLEGE — CAMPUS MAP



- Registration** - K Building Lobby
- Keynote** - Scott Theater, T Building
- Workshops** - K Building, 1st & 2nd Floors
- Poster Session** - K Building Lobby
- Breakfast, Lunch, & Drawings** - K-100

