



**FDTC Center for Teaching and Learning**  
**Faculty Development Program—Spring 2015**  
**Schedule At-A-Glance**

**Wednesday, January 7, 2015**

**Morning Sessions**

<u><i>Time</i></u>	<u><i>Event</i></u>
8:30-9:00	Opening Comments Dr. Ben Dillard—President Room 401
9:00-10:00	Academic Affairs Update Dr. Suresh Tiwari Room 401
10:00-10:15	Break
10:15-12:30	Concurrent Faculty Workshops (Choose One)
12:30-2:00	Lunch Break (Lunch on your own)
2:00-4:45	Concurrent Faculty Workshops (Choose One)

*“Tell me and I forget, teach me and I may remember, involve me and I learn.”*



**FDTC Center for Teaching and Learning**  
**Faculty Development Program—Spring 2015**  
**Schedule At-A-Glance**

## **Morning Concurrent Sessions**

### **Flipping the Classroom**

**Room 5317**

**Susan Haley**

**10:15-11:15 and 11:30-12:30**

The “flipped classroom” is a classroom model that is used to provide students with more hands-on time and less lecture time. Susan Haley has redesigned MAT 170 so that it utilizes the flipped model design. Susan will discuss the methods she is using in this flipped classroom along with the data on success and retention rates.

### **ADA Compliance in the Traditional Classroom**

**Room 5303**

**Russell Joye**

**10:15-11:15 and 11:30-12:30**

Addressing disability accommodations in the classroom doesn’t have to be met with fear or reluctance. Compliance is as simple as learning the needs of visually impaired users in a digital setting and adjusting your presentation accordingly. Thankfully the task has been tackled by the experts, and this presentation will provide a summary of their findings, current standards, and regulations, and a demonstration of how to apply a straightforward checklist to your own D2L-facilitated courses.

### **Using a Mixture of Available Innovative Tools**

**Room 5414**

#### **For a Maximum Impact: A Classroom Example**

**Joshua Phiri**

**10:15-11:15 and 11:30-12:30**

The *ICP21* (Introductory Physics for the 21st Century) modular approach incorporates inquiry-based learning in physics classes. It is used with physics projects which were created through the South Carolina Center of Excellence (SCATE). The physics community has created a number of tools such as TIPERS, Ranking Tasks, EJS, etc., that enable us to maximize student learning and achievement. Projects take on many modes of presentation which allow students to be creative and exhibit their knowledge in formats. This sample class session relates some of the ideas used for motivating students to create an informative and interesting classroom environment while becoming engaged in learning the associated physics concepts.

### **Interactive Technology in the Classroom**

**Room 5310**

**Tyron Jones**

**10:15-11:15 and 11:30-12:30**

This presentation will provide an overview of the newest interactive technologies deployed in the 500 building. Participants will be given a technical overview of hardware components and demonstration of technology using Hitachi’s Starboard Interactive software.



**FDTC Center for Teaching and Learning**  
**Faculty Development Program—Spring 2015**  
**Schedule At-A-Glance**

## **Afternoon Concurrent Sessions**

### **Student Code of Conduct**

**Room 237 SiMT**

**Eric Brown**

**2:00—3:15 or 3:30—4:45**

Negative behavior has become a common occurrence on today's college campus. This session will answer questions faculty members may have about the general rights of students, appropriate classroom behavior, student misconduct, and the general rights of instructors when problems take place. Eric Brown of the South Carolina Technical Education System will lead a discussion on why the college has a Student Code of Conduct, how it protects students, faculty, staff, and visitors and possible solutions to problems when problems occur in the classroom.

### **Appreciative College Instruction**

**Room 235 SiMT**

**Jennifer Bloom**

**2:00—3:15 or 3:30—4:45**

Appreciative College Instruction involves creating a positive classroom culture that empowers both students and faculty in meeting their full potentials. Jennifer Bloom, an Associate Professor at the University of South Carolina, helps faculty members achieve an understanding of theory and practice of Appreciative College Instruction. Faculty members will be provided specific tools that can be implemented in their classrooms to put students at ease resulting in a more interested, motivated, and successful student.