



FIRST ANNUAL TEACHING & LEARNING CONFERENCE

Hosted by the FACULTY COMMONS @Bellevue College



CONFERENCE AGENDA

PART ONE:

9:00 - 10:00 am

Greetings from Dr. Sayumi Irey and Breakfast in D106

10:15 - 11:45 am

Session 1: Educator Identity Development Model by Dr. Sayumi Irey, Bellevue College (D104-H)

Session 2: Increasing Retention and Success Rates through Course Design Strategies by Mandie Nash, Bellevue College (D101)

Session 3: Intercultural Teaching and Learning for Adults by Hla Yin Yin Waing, Center for Ethical Leadership (D104-E)

Session 4: Opportunity, Reflection, and Tactical Foresight: Mapping the Full Span of Your Career by Jennifer Whetham, Faculty Development; State Board for Community & Technical Colleges (D102)

11:45 - 1:00pm

Intermission & Lunch in room D106

Short speech from Dr. Gita Bangera, Dean of Undergraduate Research, Bellevue College

PART TWO:

1:15 - 2:45 pm

Session 1: Session 1: Common Ground: Bringing Students Together in the Classroom by Erik Herberg & Christian Love, University of Washington (D102)

Session 2: Can Collaborative Assessments Facilitate Learning? An Interactive Workshop by Dr. Deepti Karkhanis & Dr. Tabitha Turowski, Bellevue College (D104-H)

Session 3: Practices that Promote Social Justice in our Teaching and Learning Interactions by Maria Anastasia Sefchick, Bellevue College (D101)

Session 4: Peace Making Circle for Higher Education by Hla Yin Yin Waing & Dr. Keiko Ozeki, Center for Ethical Leadership (D106)

Session 5: Transforming Patriarchy in Academia: Love & Justice via Gender Reconciliation by Rev Cynthia Brix, Ph.D. & John Tsungme Guy, M.A., Gender Reconciliation International (D103)

2:45-3:20 pm

Group Reflection by Hla Yin Yin Waing & Dr. Keiko Ozeki, Center for Ethical Leadership (D106)

PART ONE: 10:15 – 11:45AM

Session 1: Educator Identity Development Model by Dr. Sayumi Irey, Bellevue College (D104-H)

How will our teaching look when educators believe all students contribute to our learning? Derived from the seminal work of Dr. J. Helms' Racial Identity Development Model, each participant will explore her/his/their shared identity as educators and learners. This session will be an interactive workshop, which will facilitate exchanging ideas about how educators can develop that identity in ways that best ensure all our students' success.

Session 2: by *Increasing Retention and Success Rates through Course Design Strategies* by Mandie Nash, Bellevue College (D101)

This interactive workshop introduces activities and philosophies that allow us to teach students how to learn through our course designs. The ultimate benefit is that students will become Autonomous Learners, “One[s] who have learnt how to learn and “know how to proceed through each of the instructional processes” (Moore, M. [2013]. *Handbook of distance education* (3rd ed.). New York: Routledge. p.87). Learning becomes accelerated and moves far beyond just the memorization of facts. These strategies work for all students, while being particularly effective for pre-college students. You will leave this workshop with activities and strategies that can be implemented immediately in your classroom.



Session 3: Intercultural Teaching and Learning for Adults by Hla Yin Yin Waing, Center for Ethical Leadership (D104-E)

An interactive workshop about differences in learning styles influenced and shaped by culture. We will be looking at different learning models to maximize the learning of culturally diverse students. The purpose is to promote inclusive teaching strategies in the classroom by embracing and adapting to the cultural differences among the adult learners.

The workshop will touch upon the following key concepts:

- Adult education
- Differences in learning styles shaped by culture
- Holistic learning (based on Medicine Wheel model for emotional learning, physical learning, mental learning, and spiritual learning)
- 3 T's of learning processes to shape teaching/instructional design: Transactional learning, Transformation learning, and Transcending learning.

Session 4: Opportunity, Reflection, and Tactical Foresight: Mapping the Full Span of Your Career by Jennifer Whetham, Faculty Development State Board for Community & Technical Colleges (D102)

Recent research suggests that career planning and faculty development is largely absent in all fields once a faculty member reaches tenure. Thus, how can we best support growth and decision making for the full span of the faculty career? This workshop will address long-term career planning in an expanded context, and provide a space for participants from different generations to engage with one another in personal career planning appropriate to any stage of their careers, using the concepts of opportunity (kairos), reflection (metanoia), and tactical foresight (pronoia). These concepts allow participants to reflect on their careers to date and to anticipate and plan for future opportunities and challenges, sharing knowledge and ideas in both generational and cross-generational conversations.

PART TWO: 1:15 - 2:45 PM

Session 1: *Common Ground: Bringing Students Together in the Classroom* by Erik Herberg & Christian Love, University of Washington (D102)

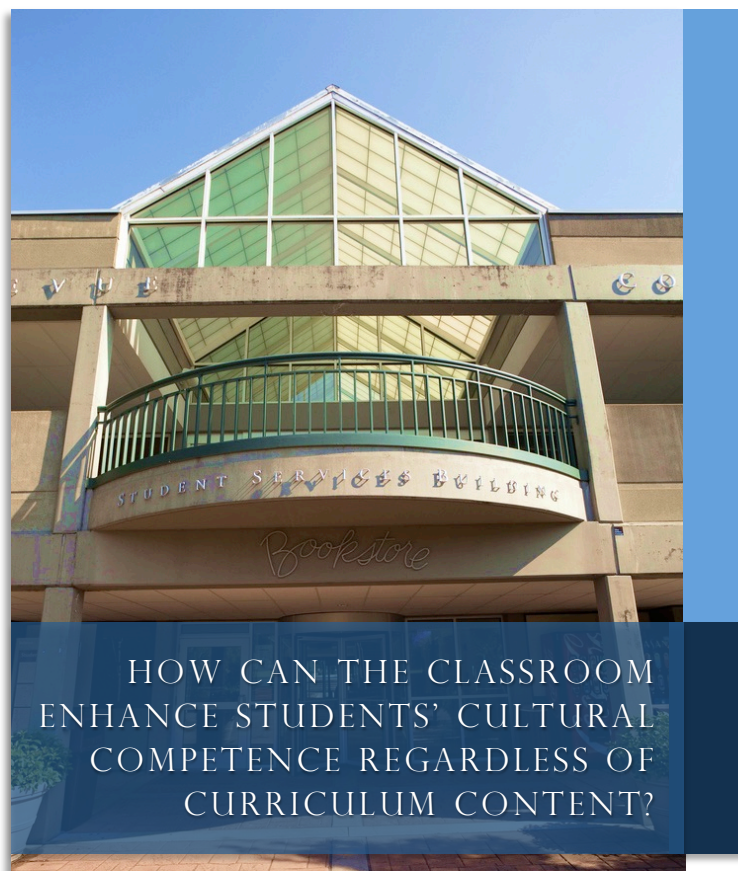
Is the classroom really common ground for each student? How can the classroom enhance students' cultural competence regardless of curriculum content? Rooted in critical race theory and research by Dr. Terrell Strayhorn, we dive into how the classroom environment can affect students and their sense of belonging in the campus community. Join us as we explore how we can impact the student experience in higher education, and how the classroom can become a place for students to collaborate across cultures and create a sense of community by establishing the classroom as a tool to create a *real* common space.

Session 2: *Can Collaborative Assessments Facilitate Learning? An Interactive Workshop* by Dr. Deepti Karkhanis & Dr. Tabitha Turowski, Bellevue College (D104-H)

We present a new approach to assessment in lower-division psychology classes: collaborative exams. In our research, we hypothesized that reciprocal, collaborative testing would result in both enhanced performance and increased active learning. Our study found significantly higher performance on the group exam relative to individual exams. Moreover, qualitative analyses of student comments suggested several ways in which groups aided learning: the process of talking, debating, and reasoning through ideas together contributed to different ways of understanding course content, and the process of teaching and being taught by one another increased knowledge and boosted confidence.

Session 3: *Practices that Promote Social Justice in our Teaching and Learning Interactions* by Maria Anastasia Sefchick, M.Ed., Bellevue College (D101)

When in a Teaching and Learning setting, many of us continue to practice the old paradigm of the "sage on the stage" and a banking system of education, even when, intellectually, we disagree with this pedagogy. This way of teaching perpetuates the status quo and does not foster critical thinking nor promote equity and social justice. In this workshop we will define privilege, power, the banking system of education and institutional discrimination, and how it impacts marginalized populations. We will challenge the concept of neutrality in education and how we can be unintentionally intolerant. We will then review some strategies educators can implement to immediately become culturally sensitive, and promote social justice in our teaching and learning interactions.



Session 4: *Peace Making Circle for Higher Education* by Hla Yin Yin Waing & Dr. Keiko Ozeki, Center for Ethical Leadership (D106)

For the Peacemaking Circle session, we introduce Peacemaking Circles as a way to harvest collective wisdom by integrating the individual learning in the group. A way for accumulating knowledge in the classroom. We would have the participants share their thoughts about what they have experienced so far that day at the Teaching Learning Conference. The storytelling and sharing in the Circle practices articulation, which is another way to confirm what you've learned, so this is essentially reflection time that helps internalize the learning.

Session 5: *Transforming Patriarchy in Academia: Love & Justice via Gender Reconciliation* by Rev Cynthia Brix, Ph.D. & John Tsungme Guy, M.A., Gender Reconciliation International (D103)

Gender relations are in a state of crisis worldwide, as evidenced by gender-based violence, dating abuse, and sexual exploitation, and hetero-normative bias on university campuses. Join us as we begin to jointly confront and dismantle personal and cultural patterns of gender conditioning through both dyadic presentation and experiential activities.

Thank you for attending the First Annual Teaching & Learning Conference!
We truly appreciate your support for enhancing teaching and learning practices, and responsibility for our students' success.

SO, WHAT IS THE FACULTY COMMONS?

The Faculty Commons is designed to provide, facilitate, and support faculty-guided innovation and adaptation of curriculum and pedagogy, as well as other forms of faculty professional development that contribute to student success and to the educational mission and goals of Bellevue College.



Check out our website for helpful faculty resources at bellevuecollege.edu/facultycommons



Feel free to contact us, visit us, or ask us any questions about what the Faculty Commons has to offer!

Bellevue College, Room D104

Email: facultycommons@bellevuecollege.edu



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Session 4: Opportunity, Reflection, and Tactical Foresight: Mapping the Full Span of Your Career by Jennifer Whetham, Faculty Development State Board for Community & Technical Colleges, jwhetham@sbctc.edu

PART TWO:

Session 1: Common Ground: Bringing Students Together in the Classroom by Erik Herberg and Christian Love, University of Washington, eherberg@uw.edu, cklove@uw.edu

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