NISOD 2015 notes

NISOD 2015 Notes
R. Craig Collins

INTERNATIONAL CONFERENCE ON TEACHING AND LEADERSHIP EXCELLENCE
MAY 23 - 26 • AUSTIN, TEXAS • AUSTIN CONVENTION CENTER

NISOD's annual conference is the definitive gathering of community and technical college educators seeking best and promising practices designed to improve student achievement.

* A special focus of mine for this conference was no cost books for students, or OER (Open Education Resources)

NISOD Conference Archive http://www.nisod.org/?q=2015-conference-archive
Program at http://www.nisod.org/downloads/2015NISODConferenceProgram.pdf

1 Sunday May 24
We "Done" Something About It: Professionalism in the Classroom
Room 19A, Level 4
This session focuses on the Personal Effectiveness Skills Initiative implemented at Madisonville Community College (MCC) as a result of business and industry feedback that identified soft skills as a deficiency in graduates. Using an ideation process, MCC faculty and staff targeted four areas for improvement throughout the campus culture, including developing an assessment rubric. Join this mini-ideation session and leave with a list of solutions to professionalism issues on your campus.
Felecia Johnson, Professor, Business Administration; **Beth Norton**, Professor, Communications, Madisonville Community College (KY)

The session started with basically a grip session on student behavior, and items that upset faculty in the general areas of Behavior, Communication, Responsibility, and Commitment.
Some of the more 'popular' grips were: students not detaching from technology, punctuality/attendance, personal appearance, a commitment to learn, helicopter parents, email etiquette, soft skills, lack of initiative, and lack of anticipatory thinking.

Madisonville CC formed a Skills workgroup with 2 members from each division, employers, and students.
Some objectives were to reward good behavior, get buy in, relate importance to students, and to address personal skills as employees.

They took a year to prepare for their Fall Kickoff, and got involved with York College and their National Professionalism Study.
http://www.ycp.edu/media/york-website/cpe/2014-National-Professionalism-Survey---Career-Development-Report.pdf

Modeling Accountability became part of the Evaluation of faculty, and they began offering Professional Development in Time Management, email use , grammar, clichés, tone, attitude, and bias.

Many of their faculty use these rubrics as part of a 10% participation grade, and points are deducted for phones going off, text talk in correspondence, poor dress, punctuality, not using titles, and for not being prepared.

A big focus was on Commitment to Learning, and how success in class leads to success at work.
They set up a fair staffed by employers that included mock interviews, review of résumés, and dress.
They offered a reward for students who completed a portfolio that was given at graduation.

They also pointed out NCRC, the national Career Readiness Certificate that could be used, NCRC+.

Other resources
www.madisonville.kctcs.edu/en/Current_Students/PES.aspx
MCC PES on Facebook and YouTube, and MCC Leaders of Professional Excellence

==Takeaway: Perhaps TC could include something like this during Zero Week and or Continuous Orientations and verify that Advisory boards and those running Internships are involved==

==See also appendix for PES items==

2 Sunday May 24
A Day in the Life of an iPad Junkie
Room 18D, Level 4
Okay, so you bought an iPad. Now what? Discover the best apps for teaching, creating class presentations and videos, searching for and sharing resources with students, creating homework assignments, grading papers, and analyzing data.
Katrina Florea, Assistant Professor, Mathematics; **Jennifer Welch**, Assistant Professor, Biology, Madisonville Community College (KY)

See appendix for iPad junkie links and items

---

3 Sunday May 24
Faculty Development: A Critical Component of Competency-Based Education
Room 18D, Level 4
Competency-based learning (CBL) programs allow students to focus on skills and competencies rather than courses and traditional exams. With face-to-face CBL programs, faculty development is critical. Instructors must learn how to handle students at various levels of achievement, as well as adapt to their new role of facilitator of individualized learning. The presenters provide a detailed roadmap for implementing a CBL faculty development program that facilitates the necessary changes.
Kyle Smith, Int President; **Irene Cravey**, Associate Vice Chancellor, Innovation, Texas State Technical College (TX)

CBE, Competency based education; a lot of the TSTC work is based on work by Susann Patrick and Chris Sturgis
(see http://www.competencyworks.org/resources/briefing-papers/ for some related work)

Main principles:
1) demonstrate mastery
2) measurable, transferable objectives
3) meaningful assessments and a positive experience
4) differentiated based on student needs
5) Outcomes directly related and lead to competencies

Definitions:
Competency: performed to a certain standard
Learning Outcomes: what student will learn
CBE: demonstrate achievement of competencies to standard

Note: TSTC is funded by job placement

The TSTC model awards stackable credentials; and they found rigor goes up and time to complete goes down,
so they had to get away from seat hours. Credential is a badge, with stars.

*** Performs at a high level (grade of A)
** Can perform tasks (grade of B)
* May need help to perform some tasks (grade of C)
Example "TIG welding award" and "acetylene welding award" may be part of welding degree

Faculty Development: A Critical Component of Competency-Based Education continued

While working on the competency model, TSTC had to determine what tasks were in the award,
group activities and tasks under competencies
identify overlaps, redundancies, and gaps,
then re-sequence, so they could
crosswalk competencies with WECM learning outcomes and program outcomes.

TRAINING
This plan included two areas of training, Leadership and Faculty. Leadership and Faculty also needed training in the instruments used.

INSTRUMENTS
STAR: student training assessment record
Crosswalk SACS 3.3.1.1

LEADERHIP TRAINING
Refocus Curriculum development on proficiency, getting approval and feedback of competencies with local advisory committees, determine which competencies belonged in which course, and address gaps and sequences.

FACULTY TRAINING
Faculty had to embrace blended learning, flip the classroom so most time was in lab settings. Faculty had to know competencies not in the course, such as prereqs in order to determine if the student was ready to proceed. Lab was self-paced with students able to work ahead, so faculty needed to know how to facilitate learning, manage multiple levels of skills mastery in the same class, and award the micro-credential badges.

Takeaway: CBE is more expensive as more faculty had to be in the same lab, but the results included more successful students with deeper understanding.

---

0 Sunday May 24   4:30   Exhibition Hall
0 Sunday May 24   6:15   Excellence Awards dinner

4 Monday May 25

The Z-Degree: Strengthening Student Success By Removing Textbook Costs
Room 16B, Level 4
Aiming to improve college affordability, Tidewater Community College's (TCC) Z-Degree replaced all course content in the Business Administration A.S. degree with open educational resources. Now in its second year, the program cuts the total cost of degree by 25 percent for participating students. It is also yielding impressive results around student persistence and success. This presentation shares how TCC launched the Z-Degree and success factors that make it work from student, faculty, and administrative perspectives.

Kim Thanos, CEO, Courseware, Lumen Learning; http://lumenlearning.com/meet-the-team
kim@lumenlearning.com
Linda S. Williams, Professor, Business Administration, Tidewater Community College (VA)
Linda Williams
757-822-5180, Whitehurst Room 2057
121 College Place, Norfolk VA 23510-1938
E-mail: LSWilliams@tcc.edu

The session open with a discussion on the rise of text books, about 800%, and the REAL cost of books... student debt in the US is larger than the GDP of Canada... and it gets personal:
31% of students did not register for classes because of the book cost
35% of students took fewer courses because of the book cost
10% of students withdrew early in the semester because they could not be successful in the class without the book, and 14% of students dropped the class later in the semester because they could not be successful in the class without the book.

24% of school costs turned out to be books, driving up the cost of a class by $100 on average, and $11 million a year total.

A great resource for material is David Wiley, of Creative Commons. https://creativecommons.org/
Creative Commons develops, supports, and stewards legal and technical infrastructure that maximizes digital creativity, sharing, and innovation.

The session discussed how Tidewater turned to OER (Open Education Resources)... not just free resources but resources that allow repurposing of content. The started with a degree in Business Administration and went to zero cost books for ALL the classes a student in that degree plan would need.

Hallmarks of OER: Aside from retain and reusing material
revise material
remix material from multiple sources
redistribute the material (Open Stack was discussed as one way to distribute info in a cloud structure for free, https://www.openstack.org/ .)

Tidewater turned to Lumen to help *curate material* (books, presentation material, testing material) rather than *create material*, and place it in a form that could be used within the school's LMS (Learning Management System). The cost was about $5 per student per course. Some school pass the cost along to students, others use money from tuition recapture to fund the initiative.

Take away: Student save money, plus Retention AND success were up, as it turned out the OER material was BETTER that publisher material. There also may be some grant funding available to help set up the system.

5 Monday May 25

The Educational Technology Horizon: Looking Ahead
Room 16B, Level 4
Community college leaders, policy makers, and practitioners need to look ahead at trends and challenges associated with emerging technologies. Since 2004, the New Media Consortium has used the Horizon Project as a vehicle for looking at technologies that are impacting teaching and learning, technology infrastructures, and how institutions relate to their students and communities. Results of the 2015 Horizon Report for Higher Education are used to generate discussion.
Lawrence G. Miller, Senior Director, Community College Relations, The New Media Consortium (TN)

@lasrencegmiller drmillerlg@gmail.com

http://www.nmc.org/publications/

The future is already here, just unevenly distributed. Part of what the NMC Horizon report does is to proactively locate technology for education. There are various versions, including a 2 year college's edition, and regional technology outlooks. The New Media Consortium releases material with EduCause via a creative commons license (see info on OER on page 5)

The focus is on teaching and learning, the creative process, and emerging, vetted solutions from near term to further out.

Happening now (adoption in 1-2 years)
- Blended learning, both synchronous and asynchronous, sometimes using Google Hangout On Air https://plus.google.com/hangouts/onair
- Redesigning learning spaces, such as libraries with 3D printers

Mid range
- Measuring learning
- Open Education Resources (see info on OER on page 5)

Long Range
- Advancing cultures of Change & Innovation, also known as disruptive
- Increasing Cross-Institution Collaboration

CHALLENGES come in three flavors
- Solvable, such as blended formal and informal learning, a focus on skills, and improving digital literacy
- Difficult, with problems that are understood but the solution is elusive, such as how to personalize learning and teach complex thinking
- "Wicked' Challenges, problems that are complex to define, such as comparing competing models of education or how to reward teaching (should include financial rewards, and respect)

TRENDS (in consumer electronics, digital devices, the Internet, learning, and social media)
- 1 year or less: BYOD, flipped classrooms
- 2-3 years 3D printers/maker spaces, wearable technology
- 4-5 years Adaptive learning, "Internet of Things" (thermostat or your refrigerator being online)

6 Monday May 25
Teaching and how to improve it: Create learning opportunities in class
Quality teaching is not about what you do in the classroom; it's about the kinds of learning opportunities you are able to create for students— opportunities to struggle productively with core concepts and ideas. Dr. Stigler discusses some of the research behind these learning opportunities, as well as how to create them in the classroom.
Keynote Speaker **James W. Stigler** Professor, Psychology, and Associate Dean, Social Sciences University of California, Los Angeles

Stevenson, H. W. and Stigler, J. W. (1992). The learning gap: Why our schools are failing, and what we can learn from Japanese and Chinese education. New York: Summit Books.

See also NEW WEBSITE of public use videos collected as part of TIMSS: http://timssvideo.com
The TIMSS Video Study was a study of eighth-grade mathematics and science teaching in seven countries. The study involved videotaping and analyzing teaching practices in more than one thousand classrooms. In conjunction with the International Association of the Evaluation of Education Achievement

Goals of TIMSS Video Study http://www.timssvideo.com/timss-video-study
- Investigate mathematics and science teaching practices in U.S. classrooms.
- Compare U.S. teaching practices with those found in high-achieving countries.
- Discover new ideas about teaching mathematics and science.
- Develop new teaching research methods and tools for teacher professional development.
- Create a digital library of images of teaching to inform U.S. educational policy.
- Stimulate and focus discussion of teaching practices among educators, policymakers, and the public.

Take away: Countries with high performing math students teach differently the countries with low performing students, and focus on understanding rather than recall, and include struggle and deliberate practice.
Closing the Teaching Gap http://www.timssvideo.com/sites/default/files/Closing%20the%20Teaching%20Gap.pdf

---

7 Monday May 25
Mission Possible: Getting Students to Love and Learn From You
Room 16A, Level 4
Students often enter classes begrudgingly and wonder why they have to take particular courses, especially if they are not part of their specific field of study. In response to these attitudes and inquiries, we offer our top-ten list for engaging students in an active learning community that empowers instructors to teach and inspires students to learn.
James (Tim) Cannon, Program Coordinator/Instructor, Humanities, Religion, & Philosophy, Forsyth Technical Community College (NC); jcannon@forsythtech.edu
Jill McDonough, Faculty, International Programs, South Seattle College (WA)
jill.mcdonough@seattlecolleges.edu

Students come from a wide spectrum, and it takes effort to get them involved.\
- Use physical activities/games/team work, perhaps for reviews
- Lighten it up.
- Learn the students names
- Use music
- Smile
- Get out of the class room on occasion (field trips, library, and related events)
- Use technology, social media, movies, and phones in the class for research (http://www.socrative.com/ Socrative lets teachers engage and assess their students with educational activities on tablets, laptops and smartphones.)
- Create safe learning communities, a safe place for dangerous truths, and involve student in setting class rules
- Model behavior you expect students to follow
- Meet with students one on one, provide feedback and support

Student contextualize learning → problem solving → the destination or goal

8 Monday May 25
Book Nerd, Meet Tech Geek: The OER Movement Improves Faculty Development
Room 15, Level 4
In my work as the Director of E-Learning (tech geek), people are often surprised to learn that my background is in English studies (book nerd). Learn how open educational resources (OER) provide pathways for student-centered success while fostering collaborative professional development among faculty members. Discover strategies learned from starting a small grassroots OER movement on campus that will help you avoid common pitfalls and failures.
Alyson Indrunas, Director, E-Learning and Instructional Design, Everett Community College (WA)
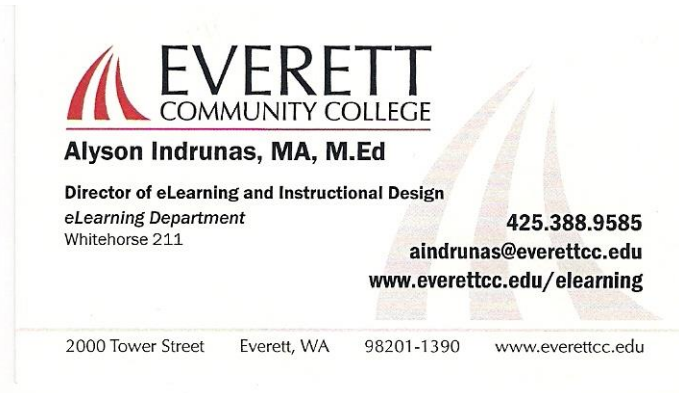
Excellent presentation on OER (Open Education Resources, see also page 5) with links to other similar intiatives

All resource are at bit.ly/NISOD2015 or
https://everettcc.instructure.com/courses/1171097 and
https://everettcc.instructure.com/courses/1171097/modules

Barriers to OER
Some say LMS catridges or test banks… but rather than create, busy faculty or institutions can curate existing info
Faculty who are stuck in the past, use notes so old they had to be laminated, she called them RIP, retired in place.

Tip Ignite is limiting PowerPoints to 20 slides to be delivered in 5 minutes… to combat death by PowerPoint.

9 Monday May 25
Getting Down to the Nitty Gritty
Room 17A, Level 4
It takes more than academic knowledge to thrive in college. To get the most out of the college experience, students must explore personal qualities that can increase success and personal development. The G.R.I.T. Workshop Series and the EQ Edge Seminar cover topics like overcoming obstacles, building self-efficacy, and creating support networks. Discover tools that help create programs for students' personal growth at your college.
Mark Haines, Assistant Dean, Student Development; **Carolyn H. Bynum**, Middle College Director, Germanna Community College (VA)

12- Item Grit Scale
Directions for taking the Grit Scale: Please respond to the following 12 items. Be honest – there are no right or wrong answers!
1. I have overcome setbacks to conquer an important challenge.
❑ Very much like me
❑ Mostly like me
❑ Somewhat like me
❑ Not much like me
❑ Not like me at all

2. New ideas and projects sometimes distract me from previous ones.*
❑ Very much like me
❑ Mostly like me
❑ Somewhat like me
❑ Not much like me
❑ Not like me at all

3. My interests change from year to year.*
❑ Very much like me
❑ Mostly like me
❑ Somewhat like me
❑ Not much like me
❑ Not like me at all

4. Setbacks don't discourage me.
❑ Very much like me
❑ Mostly like me
❑ Somewhat like me
❑ Not much like me
❑ Not like me at all

5. I have been obsessed with a certain idea or project for a short time but later lost interest.*
❑ Very much like me
❑ Mostly like me
❑ Somewhat like me
❑ Not much like me
❑ Not like me at all

6. I am a hard worker.
❑ Very much like me
❑ Mostly like me
❑ Somewhat like me
❑ Not much like me
❑ Not like me at all

Grit scale, continued

7. I often set a goal but later choose to pursue a different one.*
- ❑ Very much like me
- ❑ Mostly like me
- ❑ Somewhat like me
- ❑ Not much like me
- ❑ Not like me at all

8. I have difficulty maintaining my focus on projects that take more than a few months to complete.*
- ❑ Very much like me
- ❑ Mostly like me
- ❑ Somewhat like me
- ❑ Not much like me
- ❑ Not like me at all

9. I finish whatever I begin.
- ❑ Very much like me
- ❑ Mostly like me
- ❑ Somewhat like me
- ❑ Not much like me
- ❑ Not like me at all

10. I have achieved a goal that took years of work.
- ❑ Very much like me
- ❑ Mostly like me
- ❑ Somewhat like me
- ❑ Not much like me
- ❑ Not like me at all

11. I become interested in new pursuits every few months.*
- ❑ Very much like me
- ❑ Mostly like me
- ❑ Somewhat like me
- ❑ Not much like me
- ❑ Not like me at all

12. I am diligent.
- ❑ Very much like me
- ❑ Mostly like me
- ❑ Somewhat like me
- ❑ Not much like me
- ❑ Not like me at all

Grit Scoring:

1. For questions 1, 4, 6, 9, 10 and 12 assign the following points:

5 = Very much like me
4 = Mostly like me
3 = Somewhat like me
2 = Not much like me
1 = Not like me at all

2. For questions 2, 3, 5, 7, 8 and 11 assign the following points:

1 = Very much like me
2 = Mostly like me
3 = Somewhat like me
4 = Not much like me
5 = Not like me at all

Add up all the points and divide by 12. The maximum score on this scale is 5 (extremely gritty), and the lowest scale on this scale is 1 (not at all gritty).

Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology, 9*, 1087-1101

WE *"DONE"* SOMETHING ABOUT IT: PROFESSIONALISM IN THE CLASSROOM

MCC's Personal Effectiveness Skills Initiative©

Presented by: Felecia Johnson & Dr. Beth Norton

Madisonville
Community College

HIGHER EDUCATION BEGINS HERE

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

Notes

Felecia Johnson
Professor of
Business Administration

Madisonville
Community College
HIGHER EDUCATION BEGINS HERE

2000 College Dr.
Madisonville, KY 42431
Telephone: (270) 824-8615
Fax: (270) 824-1866   E-mail: felecia.johnson@kctcs.edu
madisonville.kctcs.edu

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

Personal Effectiveness Skills Initiative
Madisonville Community College
Ideation Focus and Results
May 2013-May 2015

How might we reward and recognize good behavior for students?	How might we get "buy in" at MCC?
- Professional Leader of Excellence Designation for Graduation - PES Recognition for Students of the Month - PES Facebook pictures and comments	- Fall Kickoff 2013—informed all of the initiative and solicited input from all employees - Survey re: PES for students' perception of faculty and staff regarding PES - Led PES Discussion and sought input from Classified Staff March 2014 - Inappropriate PES at Faculty Meeting Spring 2014 - Panel Discussion of Local Employers for Workgroup - Panel Discussion of Local Employers for Kickoff - Student representative regarding rubric for Fall 2014 Kickoff per division - Dual Credit Faculty are informed about PES rubrics - Faculty receive support from Workgroup members regarding the PES Rubrics - Promotion to outside organizations such as Channel 14, The Messenger, WKU, NISOD, Henderson Community College, Muhlenberg County Economic Development Board, MCC Board of Directors, ECTC. - PES Report sent to Frankfort for a Workforce Initiatives Report - PES in President's Newsletter - PES in Planning Retreat
How might we provide innovative ways to make professionalism important to students?	How might we address our own personal effectiveness skills as employees?
- PES Course Rubrics in All Face-to Face Courses Taught by Full-Time Faculty - Mini Professionalism Conference for BAS 250 students - Mini Professionalism Conference for Work to Learn Students - PES Link on MCC Website - PES Statement Developed for Syllabi - PES statement and slide for FSE students - PES activities for FYE 100 - Professionalism in Practice—A Preparatory Event - Presenting and Promoting Yourself Professionally: Panel Discussion - PES "Brown Bags" on Muhlenberg Campus - Technical Education Month Activities	"Make Professionalism Your Personal Style" Staff Workshop Fall 2013 - Fall Kickoff 2014—Matthew Randall, Program Instructor - Include PES on PPE's - Offer PES Training in PD Sessions for Monthly Classified Staff Meetings and repeat for Friday PD sessions for Faculty and Staff (5-6 sessions) - Include PES in all PD Academic Year Plans "Role Models"

Personal PES Ideas for PPE's

Evaluation

List Compiled during April 3, 2015 PES Workgroup Meeting

- Be respectful to co-workers
- Be respectful and use proper grammar in e-mails
- Leave notes on door when in meetings or attending conferences
- Attend PES Brown Bag Sessions
- Greet students when they enter the classroom
- Avoid talking loudly in division or department suite
- Don't check cell phone in meetings—it is rude to presenters and distracting to co-workers
- Say please and thank you
- Improve effective communication with students
- Prepare PES reinforcement activities to conduct in the classroom
- Improve e-mail communication and use of protocol
- Remain pleasant on the job
- Read an article each week on a professionalism topic
- Organize e-mail
- Prepared for meetings
- Dress more professionally
- Stop to help others
- Compliment and encourage co-workers
- MYOB
- Send more professional e-mails
- Join a civic organization
- Dress appropriately
- Hold others more accountable for their actions (in a tactful manner)
- Keep phone put away during class—not even used as a calculator/watch. (Still comes across as "phone use")
- Refers to colleagues as Ms./Mr./Dr. in front of students
- Do not keep cell phone so close by
- Save longer/more detailed e-mails and responses for computers and not phone, so you can check for grammar, tone, and include professional signature
- Be respectful to others while they are presenting. (Give them your full attention)
- Do not have phone out or text during meetings
- Invite community professionals to speak to your students
- Attend more PD's
- Respond ASAP to e-mails and phone messages
- Attend Brown Bags
- Keep appointments and be on time
- Don't eat breakfast or lunch or snack (have food on desk) when waiting on external/internal customers
- Eliminate clutter in office and file papers in a timely manner
- Professional communication
- Improve the professional look of my office and/or personal space
- Refrain from engaging in gossip and negativity from and with others.
- Bring a positive attitude to work each day
- Dress professionally
- Arrive 10 minutes early to start your work day—to be ready for customers at 8:00 a.m.
- Pay better attention when others are speaking
- Arrive to class early
- Everyday compliment someone on something they are doing right—a student, a co-worker
- Refrain from checking social media not related to the college during work hours.
- Volunteer when you normally wouldn't

PES Ideas for First Day of Class (or any other day)

As Compiled by the PES Workgroup on May 1, 2015

- Explain the rubric
- Shake each student's hand
- Have students introduce themselves properly to classmates with handshake and polite conversation
- Develop the rubric components as a class (for ownership)
- Self-assess and set goals for mid-term and long-term
- Scavenger hunt on PES website
- Scavenger hunt on Leaders of Professional Excellence Facebook Page
- Dress up to make a good first impression
- Unprofessional role play (Appropriate vs. Inappropriate discussion to follow)
- Discuss Article from PES Website
- Invite guest speaker
- Group discussion on barriers to following PES rubrics
- Make aware of professionalism resources
- Create a café discussion
- Rank professional behavior
- Provide list of brown bag sessions to students and encourage them to attend
  - Let students share with class what they learned
- Invite students to First Impression Day
- Ask students to list what makes a good first or bad first impression
- Discuss the York College of Pennsylvania Professionalism Study http://www.ycp.edu/offices-and-services/academic-services/center-for-professional-excellence/national-professionalism-study/
- Sticky note bulletin board with professional behaviors listed
- Define professionalism on the first day of class and on the last day of class
- Show photos related to Technician vs. Professional
- Entry board/Exit board
- Discuss the meaning of the PES symbol
- Share inspiring quotes
- Discuss the Leaders of Professional Excellence designation and encourage students to complete the portfolio.
- Show YouTube videos regarding an aspect of professionalism, discuss, and reflect
- Ask working students to share real-world expectations for professionalism
- Make a list of the qualities and attributes of a co-worker that you would like to work with
- Discuss the inappropriate use of "I seen and I done"
- Have students list what makes a good first impression

	Very Professional	Professional	Improving Professionalism	Unprofessional
Communication • Uses proper grammar • Uses appropriate protocol when addressing others • Uses professional tone • Listens effectively	**Always** uses appropriate grammar on speaking/writing assignments. **Always** refers to professors appropriately. **Always** remains respectful in tone with professor and other students. **Always** shows interest in class, **(never caught with cell phone out)** asks questions.	**Often** uses appropriate grammar on speaking/ writing assignments. **Often** refers to professor appropriately. **Often** remains respectful with professor and other students. **Often** listens and participates in class **(phone out once)**.	**Occasionally** uses appropriate grammar on speaking/ writing assignments. **Occasionally** refers to professor appropriately. **Occasionally** remains respectful with professor or other students. **Occasionally** listens and participates in class **(phone out twice)**.	**Never** uses appropriate grammar on speaking/ writing assignments. **Never** refers to professor appropriately. **Never** remains respectful when referring to professor or other students. **Never** demonstrates good listening skills (falling asleep, **phone out over 3 times),** distracts other students.
Commitment to Learning • Comes to class prepared • Participates actively • Demonstrates self-motivation • Collaborates well with others	**Always** comes to class with assignments correctly completed. **Always** participates in class discussions. **Always** answers questions correctly. **Always** actively participates in collaborative assignments/activities.	**Often** comes to class with assignments correctly completed. **Often** participates in class discussions. **Often** reads material and answers questions correctly. **Often** actively participates in collaborative assignments/activities.	**Occasionally** comes to class with assignments correctly completed. **Occasionally** participates in class discussions. **Occasionally** reads material and answers questions correctly. **Occasionally** participates in collaborative assignments/activities.	**Never** comes to class with assignments correctly completed. **Never** participates in class discussions. **Never** reads material to prepare for class. **Never** actively participates in collaborative assignments/activities.
Responsibility • Attends class • Accepts constructive criticism and corrects deficiency • Follows syllabus policies • Meets deadlines	**Always** attends class on time (never late and never leaves early). 0-1 absences **Always** meets deadlines for assignments. **Always** follows syllabus policies. **Always** corrects deficiencies in assignments.	**Often** attends class on time (sometimes late or leaves early). 2-3 absences **Often** meets deadlines for assignments. **Often** follows syllabus policies. **Often** corrects deficiencies in assignments.	**Occasionally** attends class on time (arrives late and leaves early often). 3-4 absences **Occasionally** meets deadlines for assignments. **Occasionally** follows syllabus policies. **Occasionally** corrects deficiencies in assignments.	**Never** attends class on time (always late or leaves early). Over 4 absences **Never** meets deadlines for assignments. **Never** follows syllabus policies. **Never** corrects deficiencies in assignments.

| Behavior
• Demonstrates appropriate social skills
• Demonstrates respect for others
• Demonstrates integrity/ethical behavior
• Dresses appropriately | **Always** uses appropriate social skills in the class.
Always demonstrates respect for others.
Always demonstrates integrity and ethical behavior (no plagiarizing, cheating).
Always dressed appropriately. | **Often** uses appropriate social skills in the class.
Often demonstrates respect for others (sometimes talks during lecture or speeches).
Often demonstrates integrity and ethical behavior (cheating/plagiarizing).
Often dressed appropriately. | **Occasionally** uses appropriate social skills in the class.
Occasionally demonstrates respect for others (talks during lectures and speeches).
Occasionally demonstrates integrity/ethical behavior (cheating /plagiarizing).
Occasionally dressed appropriately. | **Never** demonstrates appropriate social behavior.
Never demonstrates respect for others (talks/sleeps during lecture).
Never demonstrates integrity/ethical behavior (cheating/plagiarizing).
Never dressed appropriately. |
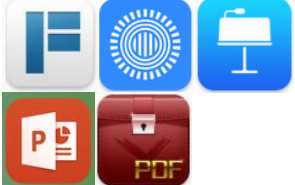
Assessment

Performance Criteria	Mid-term Assessment (50 points possible)	Final Assessment (100 points possible)
Communication		
Commitment to Learning		
Responsibility		
Behavior		
Overall Score		

PES Online/Hybrid Class Rubric	Very Professional (Always)	Professional (Often)	Improving Professionalism (Occasionally)	Unprofessional (Never)
Communication				
• Uses proper grammar in e-mails and course assignments.				
• Uses appropriate protocol when addressing course instructor in e-mail and course assignments.				
• Uses professional and respectful tone with professor and other students.				
• Communicates with professor as instructed through syllabus guidelines.				
• Acknowledges communication from Instructor when appropriate.				
Commitment to Learning				
• Attends class/Logs in regularly.				
• Completes assignments correctly.				
• Participates actively in class discussions.				
• Demonstrates self-motivation and initiative by having read and comprehended textbook and materials.				
• Collaborates well with others in assignments and activities.				
Responsibility				
• Secures needed resources for course by professor's designated date.				
• Accepts constructive criticism and corrects deficiencies in assignments.				
• Reads, comprehends, agrees, and demonstrates an understanding of syllabus policies.				
• Meets deadlines for assignments.				
• Prioritizes to avoid procrastination and excuses.				
Behavior				
• Demonstrates appropriate social skills in course and social media forums.				
• Demonstrates respect for others.				
• Demonstrates integrity/ethical behavior.				
• Dresses appropriately for video and class assignments.				
• Follows college and syllabus policies.				
POINTS PER	5	4	3	0
GRADE PER CATEGORY				
FINAL Grade				

A Day in the Life of an iPad Junkie   **Katrina Florea and Jennifer Welch, NISOD 2015**

Task	There's an app for that!	App Store Icon
Before Class		
I use my alarm to wake up to a bright, new, beautiful day.	Clock (free)	
I check my schedule to review my appointments for the day.	Calendar (free)	
I review my to-do list and organize my priorities.	Wunderlist (free) Stickynote2 (free/paid) Post It (free)	
I check my email.	Email (free) Gmail (free)	
I research current main-stream articles for headlines related to today's content.	Flipboard (free) Feedly (free)	
I searched for videos related to today's content.	YouTube (free) TED (free)	
I review my content and prepare a class presentation (ie, like PowerPoint).	FlowVella(free) Prezi (free) Keynote (paid) PowerPoint (free/paid) PDF notes (free/paid)	
I create a quiz/homework assignment for students.	Pages (paid) Word (free) Google Drive (free)	
I create flashcards for students to study using their computer or smart phone.	StudyBlue (free)	
I create a QR code for my students to access my email, office info, or a specific website.	QR code maker (free) i-nigma (free)	
I create a concept map/mind map that organizes today's content.	Popplet (free/paid) SimpleMind+ (free) Lino (free)	
During Class		
I record attendance as students arrive to class.	Teacher Kit (free)	
I ask students to collaborate and draw on a "whiteboard" on the iPad.	Talkboard (free)	
I poll students during the presentation to check for understanding.	Plickers (free) Socrative (free) PollEverywhere (free)	
I randomly arrange students into groups, or randomly choose students to call on.	Natural 20 (free/paid)	
I use pre-recorded sounds to get students' attention, acknowledge right/wrong answers, or quiz them on auditory items.	Instant Buttons (free) Fun Sounds (free)	

Task	There's an app for that!	App Store Icon
I set a timer to allow students to work on a question or project for a specific time.	Best Sand Timer (free)	
I open the e-textbook to point students to a specific page.	Course Smart (free)	
I take photos of the board during class.	Camera (free)	
I manage students who need to sign up for a project, proctored test, etc.	Google Drive (free)	
After class		
I turn classroom notes and photos into a PDF for students. I annotate additional notes on it.	PDF PROvider (free/paid) PDF notes (free/paid)	
I save the PDF for students to access.	Dropbox (free) Google Drive (free) One Drive (free)	
I have students who need help with the homework, so I make a video explaining how to complete a sample problem.	Explain Everything (paid) Educreations (free) bContext (free)	
I upload the help video for students to watch, in our class channel.	YouTube (free)	
I grade the students' quizzes/tests and perform an item-analysis on the results.	ZipGrade (free/paid)	
I calculated student grades on an assignment. I created assignments for my students.	MyScript Calculator (free) MyScript MathPad (free)	
I input grades into my LMS (like Blackboard) or I access other flash-based websites.	Puffin (free/paid)	
I conduct an off-campus tutoring session through video conferencing, or proctor a long-distance exam.	Skype (free) ooVoo (free)	
I text students to remind them of their upcoming test tomorrow.	Remind (free)	
I check my email again for last minute student questions and issues.	Email (free) Gmail (free)	
I check for free apps to download.	Appsgonefree (free)	
I enjoy some down time to reduce my stress and take care of my mental health.	Pinterest (free) Facebook (free) Words with Friends (free)	
I set my alarm, go to bed, ready to start it all over again tomorrow morning!	Clock (free)	