



31ST ANNUAL CONFERENCE
EASTERN COMMUNITY COLLEGE SOCIAL SCIENCE ASSOCIATION
“ADVANCING THE SOCIAL SCIENCES IN THE INFORMATION
AGE: CHANGE, INNOVATION, & RESEARCH”
NORTHERN VIRGINIA COMMUNITY COLLEGE, LOUDOUN CAMPUS

PROGRAM ABSTRACTS

Friday, April 1, 2005, 11:00am-12:15pm

VIRTUAL ENVIRONMENTS FOR TEACHING AND LEARNING: USING THE WORLD WIDE WEB

TOOLS FOR BECOMING PROACTIVE IN PUBLIC POLICY
ROSEMARIE PELLETIER, ASST. PROFESSOR OF POLITICAL SCIENCE
NORTHERN VIRGINIA COMMUNITY COLLEGE, LOUDOUN CAMPUS

A demonstration of how to use the Commonwealth of Virginia's General Assembly website to identify specific pieces of legislation, track status and interaction with policymakers. This session will focus on how to use the web as a major teaching tool and how I have used it for over 15 years as the main/central information source.

SCOUTING ONLINE INFORMATION FOR STUDENT MOTIVATION
JENNIFER REYNOLDS, LIBRARIAN AND BARBARA TYLER, LIBRARIAN ASSISTANT
NORTHERN VIRGINIA COMMUNITY COLLEGE, LOUDOUN CAMPUS
STERLING, VA

SCOUT, a web-based information outreach initiative was developed on the Loudoun campus of NVCC by librarians and counselors as a requirement for STD 100-Orientation. SCOUT develops independent learners by providing students with easy access to online information about important campus and college activities, services, procedures, and policies.

KING'S PSYCHOLOGY NETWORK: THE DEVELOPMENT OF A COMPREHENSIVE WEBSITE IN PSYCHOLOGY

ROSALYN M. KING, ED.D., PROFESSOR OF PSYCHOLOGY & CHAIR, CENTER FOR TEACHING EXCELLENCE
NORTHERN VIRGINIA COMMUNITY COLLEGE, LOUDOUN CAMPUS

An overview of a continuous work in progress-the development of a comprehensive website to enhance understanding, student learning and interaction in the teaching of psychology; as well as provide a database of psychology content for students of psychology, worldwide; and, the lay public. Visit the website at: www.psyking.net

THE GAME OF POLITICS SIMULATIONS: CLASSROOM, ONLINE AND CIVIC EDUCATION APPLICATIONS
DON JANSIEWICZ, PROFESSOR
CAROLL COMMUNITY COLLEGE
BALTIMORE, MD

The Game of Politics macro and micro simulations are designed to bring American politics to life. These simulations can be used in the classroom, online or for conferences. The simulations are set 4-6 years in the future and include a wide variety of issues that help students understand the complexity of our system. The simulations have been class-tested, and increase learning without sacrificing course content. Participants in this session will experience the simulation by assuming some simulation roles and confronting challenging issues. Visit the website at: www.gameofpolitics.com.

Friday, April 1, 2005, 11:00am-12:15pm

DESIGNING INTERACTIVE COURSES FOR DISTANCE LEARNING

**DISTANCE LEARNING: IMPROVING STUDENT PARTICIPATION AND CRITICAL THINKING SKILLS
THROUGH UNCERTAINTY**

**ANTHONY W. WALSH, PROFESSOR EMERITUS
STATE UNIVERSITY OF NEW YORK, HUDSON VALLEY COMMUNITY COLLEGE
TROY, NY**

I have been an active participant in various forms of distance learning for over twenty years and have noted that the more predictable the materials, the less student participation there was. Conversely, the greater the uncertainty, the greater the extent of student participation. Two quite different student bodies were chosen: 1) traditional community colleges from Hudson Valley Community College, and 2) very non-traditional students from Empire State College's distance learning college. In both cases the subject was economics and the assignments were the same. As students became comfortable with the general line of reasoning, the discussion items would change dramatically in a direction students could not anticipate. In all, it was a challenging experience for everyone.

DISTANCE EDUCATION: THE GOOD, THE BAD AND THE UGLY!

**MICHAEL H. PARSONS, ED.D., PROFESSOR OF SOCIOLOGY, HAGERSTOWN COMMUNITY COLLEGE &
GEORGE PERRY, ED.D., PROFESSOR OF HEALTH SCIENCES, WEST VIRGINIA COMMUNITY COLLEGE OF SHEPARD UNIVERSITY**

Distance Learning is a rapidly growing delivery system in higher education. It is essential that the process foster critical thinking on the part of students taking distance courses. Dr. Parsons has taught these courses for over seven years. Each course endeavors to emphasize critical thinking. Dr. Perry conducted a state-wide assessment in Maryland to determine the level of critical thinking found in community college offerings, including Dr. Parsons' courses. Critical thinking did NOT meet acceptable standards. Parsons will explain what strategies he used to foster critical thinking; Perry will explain what was missing. They will interact with the audience discussing what factors influence the development of critical thinking and what corrections need to be made. Video examples will be shown.

Friday, April 1, 2005, 2:00pm-3:30pm

THE ROLE OF INFORMATION IN BUILDING GLOBAL UNDERSTANDING

MIGRATIONS, MYTHS, MEMORY AND MEGABYTES

**JAMES BAER, PROFESSOR OF HISTORY
NORTHERN VIRGINIA COMMUNITY COLLEGE, ALEXANDRIA CAMPUS**

Many myths have emerged about the experience of immigrants, especially in American history. While many of these myths are based on accurate accounts, there are new ways and technologies that make it possible to test the assumptions these myths are based on. One of these is to engage international students in community colleges, many of whom are immigrants themselves, and use their experiences. Another method is to use information databases on the internet that include letters and voices of immigrants. Testing assumptions in this way can pull in students and make them more active participants in the investigation of history and help alter traditional roles of students and teachers.

EXPLORING THE CONCEPT OF PUBLIC SPACE FOR A DEMOCRATICALLY VIABLE EUROPE

VIKAS SHARMA, PH.D. CANDIDATE
DEPARTMENT OF HISTORY
PUNJAB UNIVERSITY, PATIALA-PUNJAB, INDIA

A democratically viable Europe requires a 'public space' or 'public sphere'....We can broadly define the public sphere as an institutionally delimited space of citizen interaction....This sphere, which in principle is independent of both the market and the state provides a discursive as well as an institutional arena in which citizens can discuss, deliberate, and evaluate issues of public relevance....This tells us little about how to construct such a public sphere in the real world of European policy-making, or, indeed, whether such a public sphere is emerging at European level....However, since public spheres are institutionally delimited, this issue asks the following questions: Are current institutional structures and socio-political practices at European public space emerging? These questions, in turn, assume the prior question of whether there is a way of thinking about 'public space' that can make it a methodologically robust object of empirical study.

ROLE OF THE SOCIAL SCIENCES IN BUILDING A GLOBAL COMMUNITY: AN EXPLORATION OF STUDY ABROAD PROGRAMS

ROSALYN KING, PROFESSOR OF PSYCHOLOGY, NVCC- LOUDOUN,; JILL MCKEE, ADJUNCT PROFESSOR OF POLITICAL SCIENCE, NVCC-LOUDOUN; & MICHAEL SANOW, PROFESSOR OF SOCIOLOGY, CCBC AT CATONSVILLE

This session will focus on question and dialogue about the social sciences' role in developing study abroad programs to expand the global perspectives, cross-cultural competencies, bridge global awareness and understanding of students.

The session moderators will seek answers to questions such as: what should be the role and aim of these programs in the community college and what are some ways that program models could be structured? What should students be required to do, by type of study abroad program structure? What strategies can be developed to get more community college students interested in travel and study abroad? What resources can faculty advisors tap to gain financial support and assistance for worthy but financially strapped students? Participants actively involved in international education and study abroad programs are invited to participate in this dialogue and exchange.

Students from CCBC, Catonsville Campus will participate in a discussion of the impact of their most recent study abroad tour to Poland and Berlin during the Winter semester. The tour was an experiential study as part of the course, Holocaust and Global Racism. These students will discuss how this study abroad experience enhanced their knowledge about the Holocaust, but challenged them to think about many philosophical, political, global and personal issues that challenge us in the world today.

Friday, April 1, 2005, 2:00pm-3:30pm

PROFESSIONAL DEVELOPMENT

BEST PRACTICES IN PROFESSIONAL DEVELOPMENT AT THE COMMUNITY COLLEGE: A PANEL DISCUSSION

ROBIN HAILSTORKS, DIANE FINLEY, ESTHER HANSON, SWAZETTE YOUNG
PROFESSORS OF PSYCHOLOGY, PRINCE GEORGE'S COMMUNITY COLLEGE, LARGO, MD

The community college plays an increasingly essential role in helping to broaden the roles of faculty and students, not only for those who are involved at the two-year level, but also for those at both 4-year and secondary institutions. In order to help meet the challenges for those who desire to develop a wide range of skills, communication and partnerships within and among various institutions need to be cultivated.

Plenary practices can then take shape. The culmination of such efforts will be discussed in a panel discussion of best practices in professional development. Four full-time faculty members representing the psychology department at Prince George's Community College will discuss several successful, ongoing professional development endeavors - two of which actively involve both students and faculty: Science, Technology, and Research Training; Mid-Atlantic Teaching Conference of Psychology; adjunct orientation and professional development workshops. The panel session will heavily emphasize a collaborative exchange of ideas among the conference participants.

Friday, April 1, 2005, 3:45pm-5:00pm

RESEARCH FORESIGHT AND IMPLICATIONS ON THE ROLE, USE, ETHICS AND IMPACT OF PRINT AND OTHER MEDIA

WRITING THE LIVES OF WOMEN: TECHNOLOGY FOR ADVANCEMENT OF THE SOCIAL SCIENCES
TINA MARIE JOHNSON, FORMER NVCC STUDENT AND GRADUATE STUDENT
COGNITIVE DEVELOPMENTAL PSYCHOLOGY AND ENGLISH, TUFTS UNIVERSITY, MEDFORD, MA

Writing the lives of women is a technology in the sense that Foucault speaks of technologies of the self or those technologies that in part help us to understand ourselves. My work is necessarily routed in qualitative methods and I will provide explanations as to how writing the lives of women can be done scientifically. As an illustration of writing the lives of women as technology of the self, I will use my MA thesis work. In this presentation, I will introduce you to my work, a cognitive case study of the eminent American poet, Deborah Digges.

CLIOPHOBIA
DAVID LIPTON, INDEPENDENT SCHOLAR
HIGHLAND PARK, NEW JERSEY

Clio is the Muse of History. Historical truth may be distorted by those who fear her. Hence, the neologism "Cliophobia" suggests the motive for misrepresentation of the past. Among the abusers of historical accuracy, some construe history as a tool to influence their material situation. Others believe that history can influence the well-being of the beliefs and social structures that are important to them. In addition, one can create false information or modify an existing situation, or willfully omit specific events having significant influence on subsequent human activity. Additionally, the implementation of these motives may be varied, so that they may be maximally effective for each of eleven generic communications media I have identified. During this presentation, I will distribute copies of a matrix that plots the following: 1) media type vs. 2) motives for alterations vs. 3) individual or collective benefit. However, the internal boxes of the matrix will be blank. The presentation will not be biased by implying that omitted persons and groups are not "Cliophobic," or that they are less so than those who are cited. However, the completion of the internal boxes of the matrix could be assigned to students as a pedagogical technique, I believe research can show that all persons and all groups are equally culpable. It is true that the foregoing seems to offer instruction in the abuse of history. Nevertheless, I hope that users of this material will understand that humanity can benefit from historical accuracy, even if some communicators do not maximize the benefits to themselves or to their group.

**THE PRODUCTION OF HOMOPHOBIC SITES IN PRINT MEDIA: AN ANALYSIS OF REPORTS ON PUBLIC
SEX**

AARON TOBLER, PH.D. CANDIDATE
DEPARTMENT OF ANTHROPOLOGY
AMERICAN UNIVERSITY, WASHINGTON, DC

Recent court rulings and elections have revealed the necessity for the social sciences to problematize how print news media reveals heteronormative discourses evident in newspaper articles. An instance of such heteronormativity on a local level is the coverage of public same-sex sexual activity in municipal parks and forests. This presentation will examine the issues of heteronormativity and homophobia that are present in such reporting, and how such print media produces a "homophobic site" where a site marginalizes homosexuality while homosexuality in turn marginalizes a site. In doing so, I will analyze newspaper articles from the Washington Post, the Washington Times and the Washington Blade on their reporting of various instances of public same-sex sexual activity and the subsequent law enforcement activity that followed.

BRIDGING THE DIGITAL GAP: A CHALLENGE TO AFRICAN MEDIA *NEW

SAMUEL OLUWASEYI ODUYELA, PH.D. CANDIDATE
DEPARTMENT OF COMMUNICATIONS
TRINITY UNIVERSITY, WASHINGTON, DC

The aim of this paper is to show that with Internet technology growing so rapidly there is no longer a digital divide but a gap. This presentation intends to stress the need for Africans to focus on content as opposed to agonizing over infrastructure needs. Although Africa needs technological advancements for the advancement of communications technology, it would be made redundant if the information presented is irrelevant. Africans need to design a broad policy agenda, from within their own communities, on how it can realistically adopt and adapt the new technologies to work for its development in sustainable ways.... Nevertheless, we cannot overlook the fact that a vast divide exists between Africa's standpoint and the technological advancements of the first world....It is not surprising that Africa exhibits the worst elements of the digital divide in its multi-dimensional aspects. This is because Africa has also the highest levels of poverty and underdevelopment globally. It is also the least developed in terms of infrastructure. There are more telephone lines in Tokyo than there are in the whole of Africa. There are more telephone lines in New York, if not in Manhattan, than there are in Africa....development of infrastructure is not the only problem facing the African community; responsibility and skill are needed for this equipment in order to make the advances in ICT relevant.

Friday, April 1, 2005, 3:45pm-5:00pm

**TRANSFORMING THE ROLE OF STUDENTS AND TEACHERS:
UNDERGRADUATE STUDENT RESEARCH & PROJECTS**

**CROSS CULTURAL IMPACTS OF USING CONSTRUCTIVIST MODELS OF TEACHING AND LEARNING:
INNOVATIVE STUDENT INTERPRETATIONS AND PRODUCTS**
ROSALYN M. KING, PROFESSOR OF PSYCHOLOGY AND STUDENTS: CEDRIC TCHAKOUNTE, CHRIS ALEXANDER, RENU BAJPAI,
MARIELA BLANCO, MARIA REGALARIO

This presentation will discuss the use of constructivist strategies in teaching and learning in the college classroom. An overview of the constructivist approach will be highlighted, followed by a discussion of the impact of such teaching strategies on student learning. Select students will provide examples of products developed by them as a result of the constructivist model. These include portfolios, newsletters, and web sites. In addition, a discussion of the impact on knowledge acquisition and understanding of subject content will be discussed.

**STUDENT USE OF THE WORLD WIDE WEB TO CONVEY INFORMATION AND PROMOTE LEARNING
THROUGH DEVELOPMENT OF EDUCATION AND INFORMATION WEB SITES
LAUREN HEFTY, ISMAIL DELORENZO AND KATE REYNOLDS, STUDENTS
NORTHERN VIRGINIA COMMUNITY COLLEGE, LOUDOUN CAMPUS**

This session will present the educational web sites of 3 students on: Bipolar Disorders, Brain Injury and Trauma, and Language. The students will discuss their personal experiences with the respective subject and the impetus to share their insights, knowledge and understanding with the public, worldwide. Two of these students were winners in the Fall 2004 Psychology Fair and received the 2005 World Web Award from King's Psychology Network.

**THE SNOWMAN AS A CULTURAL SYMBOL
ASHLEY DAWSON, STUDENT
HAGERSTOWN COMMUNITY COLLEGE, HAGERSTOWN, MD**

The snowman is a cultural artifact in America. I will have a model of one, explain how to construct it collaboratively with young students, and then explain the cultural significance of the symbol.

**XENOGears: FEI THE UNITER (POSTER PRESENTATION)
GABRIEL VEGA
NORTHERN VIRGINIA COMMUNITY COLLEGE, LOUDOUN CAMPUS**

This poster presentation displays the tri personality of Fei, Id, and the coward, represented in a video game; and how they are united to become one true personality.

**THE CHANGING AMERICAN FAMILY
MICHAEL BURGER
HAGERSTOWN COMMUNITY COLLEGE
HAGERSTOWN, MD**

Television has had a major impact on changes in the American family. I will narrate a video presentation which explores changes in the family across three generations.

**GLOBAL INFLUENCE OF TRANSPERSONAL PSYCHOLOGY IN CONVEYING INFORMATION ABOUT SELF,
HUMAN NATURE, AND PERSONALITY**

**ROSALYN M. KING, PROFESSOR OF PSYCHOLOGY & STUDENTS: DANIELA SILEO, MARI WALLS, OKAN AKAY, JAMES DAVENPORT,
HABEEB ALAM, STEFANIE REED, AND TORIAN STARNs
NORTHERN VIRGINIA COMMUNITY COLLEGE, LOUDOUN CAMPUS**

This panel presentation will provide an introduction to transpersonal psychology and the contributions of selected theorists who have made significant contributions in understanding human personal psychological growth and behavior. A panel of students and their professor will discuss selected theorists such as Freud, Jung, Adler, James, Erikson, Kelly and others, as they make assessment of man's desire to understand one's self, the need to utilize one's capacities to the fullest and the universal ways these patterns are actualized.

Saturday, April 2, 2005, 9:00am-10:30am

INNOVATIONS IN TEACHING, CLASSROOM STRATEGIES AND STUDENT LEARNING

WHAT IS THE "NEW ECONOMY" AND WHAT HAPPENED TO THE "OLD" ONE? HELPING OUR STUDENTS UNDERSTAND THE HISTORIC CHANGE TO THE INFORMATION AGE

ROBERT HAUSER, ASSISTANT PROFESSOR OF HISTORY
PENN STATE UNIVERSITY, MCKEESPORT, MCKEESPORT, PA

There have been three fundamental revolutions in human history: The agricultural revolution; the industrial revolution, and the information revolution. In this presentation, each revolution will be briefly explained, indicating the key technology of each and the profound change brought about by each. The ramifications of the information revolution - especially the economic ones - will be highlighted. This overview of the historical context of the information age is designed to facilitate a greater understanding of what the New Economy is and what it means for us as we prepare ourselves and our students for life in the 21st century.

TEACHING BY DOING: ECONOMICS FOR THE KINESTHETIC AND MULTIMODAL LEARNER

LAURA JEAN BHADRA, ADJUNCT PROFESSOR OF ECONOMICS
NORTHERN VIRGINIA COMMUNITY COLLEGE, LOUDOUN CAMPUS
STERLING, VA

VARK assessments reveal people's preferences about taking in information visually, aurally, via reading and writing, or kinesthetically (see <http://www.vark-learn.com>). Statistics show that 50-70% of the population is multi-modal, meaning they learn through a variety of methods. However, traditional economics lectures are poorly designed to engage student learners who do not fall into the read-write mode towards which most courses are geared. This presentation proposes alternative methods of teaching economics to multi modal and kinesthetic students, such as the use of films illustrating economic principles, group work, and class activities.

GETTING MORE MILEAGE OUT OF SOCIOLOGY

MICHAEL SANOW, PROFESSOR OF SOCIOLOGY & COORDINATOR, CENTER FOR SERVICE LEARNING AND JOAN HELLMAN, PROFESSOR OF READING AND ENGLISH, COMMUNITY COLLEGE OF BALTIMORE COUNTY, CATONSVILLE CAMPUS.

*Sanow and Hellman have been using a well-chosen book in their respective Sociology, English, and Developmental Reading classes to develop engaging writing assignments, discussions, and cultural education. Their discovery of Leo Bretholz' Holocaust memoir, **Leap Into Darkness**, has sparked students' interests and made Sociology a powerful force in the English and Reading classes. This session will provide sample assignments and ideas for how to make this book relevant to any class.*

THEY ARE WORTH SAVING! A STRATEGY FOR SUPPORTING AT-RISK COMMUNITY COLLEGE STUDENTS

ARTHUR SUTTON, GRADUATE STUDENT
DUQUESNE UNIVERSITY, PITTSBURGH, PA

Nurturing is an essential strategy for assuring success for at-risk students. The process is neither well-known nor universally practiced in community colleges. This research project was based on a participant-observer model designed to identify critical incidents in implementing the strategy. This presentation will describe the research design so that interested participants may replicate it; and describe the critical incidents identified that make the strategy functional. A discussion will follow, allowing participants to adapt the strategy to their environment.

Saturday, April 2, 2005, 10:45am-12:15pm

**BRIDGING EAST AND WEST: PROMOTING GLOBAL UNDERSTANDING
THROUGH DIALOGUE AND TEACHING ON WORLD RELIGIONS AND
PHILOSOPHIES**

**MODERATORS: ROSALYN M. KING, PROFESSOR OF PSYCHOLOGY, NVCC-LOUDOUN &
JOHN HUTCHINSON, PROFESSOR OF SOCIOLOGY & CHAIR, CENTER FOR SERVICE LEARNING, AND**

PANEL OF DISTINGUISHED SCHOLARS:

B. JALALI, ISLAMIC SCHOOL OF SUFISM & AMERICAN UNIVERSITY

MARK LAWALL & RICH WOLFORD, EKOJI BUDDHIST TEMPLE

PETER AINSLIE, DISCIPLES OF CHRIST

MICHAEL SANOW, COMMUNITY COLLEGE OF BALTIMORE COUNTY, CATONSVILLE

ZAINAB ALWANI, NVCC-LOUDOUN

MEENA NAYAK, NVCC-LOUDOUN

LAURA SHULMAN, NVCC_LOUDOUN

A panel presentation and discussion of the similarities and common threads in the world's major religions and philosophies - Christianity, Zen Buddhism, Hinduism/Yoga, Islam, Sufism, Judaism/Kabbalah, Native American Indian/Shamanism. Panel members will also discuss the importance and benefits of incorporation such dialogues in the college classroom to promote global communication and understanding.

Saturday, April 2, 2005, 12:30-1:30pm

CLOSING REMARKS, BOXED LUNCH

KEYNOTE SPEAKER

“Wandering in a Strange Land: Technology, Teaching, and Knowledge in the Cyberspace Age”

Dr. Richard J. Cox, Professor, Archival Studies

Department of Library and Information Sciences

School of Information Sciences

University of Pittsburgh

FRIDAY, APRIL 1, 2005, 10:00AM-11:00AM

In a summary overview of his keynote address, Cox writes:

“In some ways, I have had a strange career. As a child I found myself fascinated by history, and I pursued degrees in the subject and began a career in the early 1970s as an archivist. That was only the first phase. In the later 1980s I joined the faculty of the University of Pittsburgh School of Information Sciences to develop a graduate program in archival studies, picking up a doctorate in library and information science along the way. For nearly two decades I have worked in a school mostly surrounded by people interested in computers and the information sciences, employing scientific and technical approaches to their research, problem solving, and teaching. Over the past few years I have found myself wandering in a strange land, sometimes the lone humanist among technocrats, other times a minority opinion about curriculum design, course delivery, or entrance and graduation requirements. This has led me both to wonder what is wrong with professional schools and what is wrong with me. More reflection has brought me to the conclusion that the problems I am experiencing are not unique to me or my circumstances, but they are endemic to higher education and, perhaps, society and its institutions.

This address reflects on my journey, considering the problems generated by an era possessed by the notion that it is “the” Information Age, and where technologies often create challenges seemingly only resolvable by other technologies. I try to consider, as part of understanding the true dimension of these issues, the emergence of the corporate university, the transformation of students into customers, the selling of credentials through distance education, the demise of value in scholarship, the emergence of secrecy and the decline of collegiality, and other problems all exacerbated by the advent of the ubiquitous computer. Yet, we also must recognize that the wise use of certain information technologies can enhance the educational process, and that many of our students are accustomed to and expect to be using modern information technologies; how do we integrate information technology into our teaching? Moreover, how do we educate students (and ourselves) to be able to evaluate critically the information technologies so that these technologies can be understood and used appropriately, ethically, and wisely for the public good? I argue that the root cause of such problems is not merely technology (I am not a technological determinist or technophobe), but that they stem from problems such as an eroding of interest in the excitement of intellectual engagement, a loss of interest in educating and settling for training, and a belief in our mission to be change agents to strengthen the public good. The nature and value of technology as applied to education is only as good as our values; information technologies are tools to be used or abused by us.”
