Plenery Session (9:30–10:30 a.m.)

Learning Communities Café (Scot Room)
CILC Executive Committee, facilitators

We'll start our morning by interacting on a variety of issues of concern to faculty and administrators. Participants will choose tables which have been designated by topic. A brief list of questions will be placed at each table; participants will work to address these questions in reference to their institution's experiences and needs. A member of the CILC Executive Committee will serve as facilitator and recorder. After 15–20 minutes, attendees will switch to different tables to build on the answers of the previous group at each table. At the end of the Symposium, the comments of all participants for each table will be collected and made available to the attendees.

Breakout Session I (10:40–11:30 a.m.)

A "To Do" List for a Successful [Expansion of a] LC Program (Scot Room)
Charles Pastors, Principal-—Quality Undergraduate Education for Student Transformation

In this interactive session, participants will be asked to identify key steps that must be taken to establish [or expand] a LC program. Working individually (or in small groups from a common campus), participants will place those steps on a timeline from today to the completion of the first iteration of that program on their campus. (Those already running a LG program will be asked to identify steps needed to expand that program—certainly a successful program should be expanded to benefit more students). They will then be asked to place their institution on that timeline, with those steps that they already have taken to the left, and those that they still need to take to the right. Next, they will be asked to list what they did to achieve each of the steps to the left of their institution's current time-line position, and what they need to do to move their institution's place on the timeline to the right. Participants will be asked to share their results for comment and discussion.

NewsFLASH: There's a New Way to Incorporate Learning Communities Theory into Every Classroom! (Room B166–167)
Kate Midday, Instructor of English and Learning Communities Chairperson, McHenry County College

McHenry County College has pioneered a new way for Community Colleges to start thinking about Learning Communities courses. Using our models for FLASH LCs
- Any school without the funds for a program can still have one.
- Any faculty members without the confidence/content awareness/administrative support to offer a full-on integration can teach one.
- Any department without the offerings or student enrollment to launch a full course can create one.
- Any course pairing without the connective curriculum for a full semester's integration can still be on the Twofer path with this new model!

Part 1: Administrative, institutional advantages and justifications for the new model of co-teaching, interdisciplinary FLASHing will be discussed and explained in the first portion of the presentation. McHenry County College's Learning Communities Chair and teaching faculty will share some best practices and general benefits of the approach. This model of single-day integrations allows for a whole additional group of faculty and students to gain exposure to the advantages of Learning Communities.

Course Transformation to Increase Interest and Engagement (Room C106)
Christine Grela, Instructor of Psychology, and Anne Humphrey, Instructor of English, McHenry County College

This session is focused on a fully integrated learning community course which combines English 152 (Comp II) and Psychology 151 (Intro to Psych). We recently transformed our course from MindSpeak (a course focused on writing in psychology) to Cranial Contentment, which is a more themed course. We will discuss how this change has improved student interest and engagement, and we will provide examples of course assignments and projects.

Breakout Sessions II (11:40 a.m.–12:30 p.m.)

The Pinch Hitter—Using the "Flash" teaching model in every kind of classroom (Room B166–167)
Kate Midday, Instructor of English and Learning Communities Chairperson, Jim Stockwell, Instructor of Film and Broadcast Journalism, Christine Grela, Instructor of Psychology, Anne Humphrey, Instructor of English, Sarah Sullivan, Instructor of History, and Cynthia VanSickle, Instructor of English, McHenry County College

This session will continue the presentation on McHenry County College's FLASH teaching model discussed in the previous session. In many courses, topics and subjects overlap with others. When these instances occur, why not use the resources that you already have on-campus to enhance your classroom lectures? In this session, we will describe common scenarios that would benefit from the "Pinch Hitter" model, how to use it effectively, and how to "think outside the box" with your lectures and classroom presentations.

Attaining MCC Learning Community Goals in Sociology Learning Communities (Room C106)
Shiela Venkataswamy, Instructor of Sociology, Lisa Crizer, Instructor of English, and Mark Eckel, Instructor of Sociology, McHenry County College

This session includes a presentation of the student survey results of two Learning Communities related to Sociology of Families conducted in Fall 2015 and Spring 2016. The survey consisted of questions related to the four MCC goals for learning communities, which are to Think Critically, Engage Globally and Ethically, Learn Interdisciplinarily, and Build Community. We plan to include two interactive elements in this session.
   1. Grouping attendees to speculate how their students would have answered the survey questions
   2. Grouping attendees to discuss how they would reach these goals in their own learning communities

Breakout Sessions III (1:40–2:30 p.m.)

Creating the Conversation: Moving Away from Coordinated Instruction and Toward Integrated Instruction (Scot Room)
Jim Gould and Ted Hazelgrove, McHenry County College

While all courses invite students to join the educational conversation, fully-integrated LCs—where all instructors are present during all class times—take this goal a step further. Being present, however, is different from being a continuous participant. Integrated instruction (where separate classes are blended so as to blur the individuality of each) can easily slip into coordinated instruction (where separate classes are simply arranged in proper order). Many LCs that claim to be fully-integrated involve each teacher speaking individually to a common topic—rather than creation of a joint conversation to which both instructors contribute simultaneously. Both individual and curricular factors cause instructors to believe they are integrating when they are simply coordinating. In this interactive workshop we delineate the difference between integrated and coordinated instruction, identify some of the barriers to integrated instruction and model a fully-integrated classroom activity.

Hot Topics: Student Engagement in Difficult Conversations (Room B166–167)
Christine Grela, Instructor of Psychology and Tim Seitz, Instructor of Philosophy, McHenry County College

In our fully integrated learning community entitled Talking Dirty, which includes psychology and philosophy, we challenge students to think deeply about tough topics such as abortion, sexual orientation and gay marriage, sexual coercion, and pornography. A major focus is to get students to move past their "instinctive" opinions on these issues and to use rational, coherent arguments to support a logical position, which may include "biting the bullet", or accepting an uncomfortable logical outcome. We model this process for our students and demonstrate the incorporation of both ethical frameworks and research from the psychological side of the course.

Connecting Forward: Articulating Learning Communities between Institutions (Room C106)
James Allen, Professor of English and Learning Communities Chair, College of DuPage, and Steven Day, Associate Professor (Chinese) and Learning Communities Coordinator, Benedictine University

In this session, the presenters will discuss the purpose and process behind the articulation agreement established between their institutions to allow students who complete a learning community at College of DuPage, a two-year community college, to transfer that LC to Benedictine University in order to meet their new graduation requirement that all BU students complete a learning community. The presenters will invite discussion of how such an arrangement could be beneficial to other institutions.