



TEACH, SERVE, AND LEARN

the newsletter for Applied Learning
at Nassau Community College

SPRING 2019

APPLIED LEARNING OPPORTUNITIES ALL AROUND US: NCC'S ANNUAL APPLIED LEARNING CONFERENCE

Prof. Elizabeth A. Gaudino-Goering and Prof. Laura O'Connell Psychology and Communications

On April 12, 2019, the Academic Senate's Applied Learning Committee and the Long Island Applied Learning Council hosted our annual conference at Nassau Community College. The idea to do something a little different at this conference was originally hatched at a small meeting during the summer of 2018. In the spirit of getting our students out of their seats and into the world, we decided that our conference attendees would be asked to spend some time touring our campus to see where applied learning happens all around us. We had two intentions for this format. Faculty members facilitating applied learning would have a chance to showcase their work, and those who have not could be inspired and become little less intimidated once they see that applied learning can occur without ever leaving the campus.

The conference began with an excellent discussion on Trends in Applied Learning by Laurie Worrall, the Director of Strategic Initiatives and Programs from the Campus Compact NYPA. In the next presentation, faculty members from SUNY Old Westbury, NCC, Adelphi, and St. Joseph's College (all members of the Long Island Applied Learning Council), along with their students, discussed their Applied Learning activities in a panel presentation moderated by Professor Diana Feige of Adelphi University. The comments from our student panelists were particularly poignant in that they highlighted the profound impact that these experiences had on their engagement, their identities as students, and their thoughts about their career paths.

After our morning presentations, participants were invited to tour the various sites where applied learning is happening on campus. Professor Gaudino-Goering provided an overview of the different sites and activities that occur, and then conference participants headed out with volunteers from each site.

Shawn Novatt and Janine Gerard-Cook led a tour of WHPC, NCC's Radio Station, exhibiting for faculty the radio show that Prof. Gerard-Cook hosts with student input, research, and hands-on involvement. This is applied learning at its best! Nicole Simon, Laura Smith, and Susan Beganskas presented some of the many projects occurring at The NEST Food Pantry. Psychology's

Diana Millilo and Physical Education's Jessica Marra provided overviews of the applied learning projects that they have done at The Children's Greenhouse, NCC's Child Care Center. In addition, Janet Walsh of the Children's Greenhouse detailed other department applied learning projects that the child care center hosts including but not limited to: Physical Therapy, Nursing, Art and more! Izolda Maksym, Susan Cushman and Lynn Rozzi led a tour to the Firehouse Art Gallery, where NCC art students showcase their work, as well as observe others' work and reflect on it for their Art classes. Finally, Nina Shah led a tour to the Hempstead Plains and Rain Garden.

These tours were very well-received. While faculty reported that they enjoyed the tours, some said that they wished they had more time to see even more of the sites where applied learning is happening right on campus. When the conference re-convened, refreshed from our walks and change of scenery, Professor Laura O'Connell moderated a panel discussion with the faculty members who were awarded mini-grants to pilot applied learning projects this year. Professor Lisa Korman discussed the Psychology Department's efforts to focus on the opioid addiction epidemic and Narcan training in both



introductory and upper-level psychology courses. Professor Nicole Simon discussed the outcome of her COIL course. Professor Mary Ann Snow discussed some of the many service-learning projects that are required in every course in the Nursing Program. Izolda Maksym shared the work of the Art Department, where applied learning is a central feature of all of their programs.

As the day came to a close and conference participants headed off to their spring breaks, we had the opportunity to have a round-table discussion to help process everything we had experienced. Originally, we had intended to have a brain-storming session, but instead this turned into a very productive time of sharing ideas, troubleshooting, offering support for faculty at our neighboring schools, and planning for our next projects. As Professor O'Connell says, "the most wonderful products/creations come out of conversations in the smallest rooms." From the first spark of an idea for this very dynamic conference, to this conversation among colleagues at the end of the day, so many wonderful ideas were created.

VOICETHREAD: COMMUNICATE, COLLABORATE, AND CONNECT WITH STUDENTS

Prof. Deborah Spiro
Office of Distance Education

VOICETHREAD



On April 4, 2019, members of the Applied Learning Committee and others participated in a very informative webinar on VoiceThread with George Haines, instructional designer and online educator. VoiceThread (<http://voicethread.com>) is a web-based platform that uses multimedia to engage in discussions online. Faculty and students can upload various file types including images, PowerPoint presentations, and videos. These form the foundation for online conversations, to which students and instructors can reply and make comments. The webinar provided an introduction to this tool as well as a demonstration of use, including its application as a digital portfolio tool.

Through the Office of Distance Education, NCC has a license with VoiceThread that is integrated with Blackboard. Faculty can easily access VoiceThread and provide students with an innovative way to create an active learning environment using multimedia. Following are some of the many ways to integrate VoiceThread in the classroom whether fully online, hybrid, or web-enhanced:

Take traditional online text-based **discussions** to the next level by adding multimedia. Students can reply and converse by adding text, audio, video, and images. Create **interactive lectures** by embedding questions and comments in videos or images to which students can respond. Use annotating or drawing tools on the media itself to highlight salient points.

Hesitant about integrating **group work** in an online class? VoiceThread provides an easy-to-use platform to enable students to collaborate on and contribute to a project and for instructors to see

their work. Have students record **presentations**. For students who may be anxious about speaking in front of their peers, they can practice before actually presenting in the on-campus classroom. Or use this platform for the actual presentation in a non-threatening environment where other students can view and add comments.

Create **new forms of assessments**. Have students communicate their opinions and knowledge throughout the course instead of solely relying on multiple-choice assessments. This can also serve to deter cheating. When students record their work (and the steps to get to their solutions), they are demonstrating evidence of their newly acquired knowledge. Increase **language learning skills**. Have students practice listening and conversational competencies in foreign language courses. They can listen to dialogues and comment on images and videos. In an in-person classroom, foreign language teachers make use of body language, verbal cues, and visuals to help students understand the language, and this can be replicated in an online environment through VoiceThread.

Engage students through **globally connected classrooms**. VoiceThread is an effective tool to use for collaborative online international learning (COIL), an example of applied learning where students can engage with international peers, not bound by time or place. An illustration of this application is the Nursing department, which previously used VoiceThread to acquaint NCC students with their partners in Scotland prior to those international students traveling here for clinical work. Students at NCC and Glasgow were able to introduce themselves and engage virtually using images, videos, text, and audio to get to know one another before meeting in-person.

Build **digital portfolios**. Portfolios can be a great way to demonstrate knowledge development and progression over a semester. It can also provide a way for students to reflect on their learning. Through an online portfolio, students can showcase projects they have created or skills they have developed using a digital platform, whether for a job interview or a work presentation.

As you can see, using VoiceThread in the classroom adds a new dimension and opens up a multitude of possibilities for students to actively engage in course content and collaborate with their peers and instructor. To gain inspiration, visit VoiceThread's digital library at <https://voicethread.com/about/library/> and <https://voicethread.com/research>. For support with technical aspects and course design, contact the Office of Distance Education at 516-572-9887 to make an appointment and learn more.

INTERIOR DESIGN STUDENTS WORK TO 'WIPE OUT HUNGER'

Prof. Susan Beganskas
MKT/RET/FBM/FSD/INT

Last fall, a group of Interior Design students designed and built a structure for the Canstruction, Long Island competition and exhibit. Canstruction is a global charity the design and construction industry created to help fight hunger. The structures were exhibited at the RXR Plaza in Uniondale in October, 2018. After the exhibit, the cans from the NCC structure were offered to the NEST.

APPLIED LEARNING: THE KEY TO CAREER DEVELOPMENT

Prof. Laura Smith Career Counseling, SPS

Through individual counseling, group sessions, and events, the Career Counseling Center supports students throughout the career development process. We help students examine their interests, explore potential career fields, and set goals. Experience gained through applied learning provides crucial self-knowledge and builds skills to help students grow personally and professionally. Then, in a career counseling context, we help students process these experiences and make decisions for the future.

Career Exploration

As students contemplate majors and career fields of interest, self-assessment and research are important initial steps. In career counseling, we ask students to identify their past accomplishments, academic skills, values, and favorite activities. Reflecting on these aspects of their lives can help us focus on certain career fields with them, and various resources can be utilized to research these fields further. But what comes next? Applied learning is a critical piece in clarifying career decisions. By completing an experiential project, serving as a volunteer, or pursuing an internship, students obtain direct experience using the knowledge obtained in a course and hone skills for the world of work. Through these experiences, students may discover what they love to do, or they may recognize what they dislike, and this knowledge is incredibly valuable for future career decisions.

Professional Development/ Employment

Employers seek candidates with specific career-related knowledge, but also look for broad skills such as communication, leadership, decision making, problem solving, and team work. On a resume, as well as on a job interview, students will have to articulate the ways in which they have demonstrated these core competencies. By giving our students opportunities for applied learning, we equip them with substantive examples of their skills and knowledge in action. When an employer asks a student about her greatest strength, she could say: "My greatest strength is leadership." Or, she could say: "For an applied learning project in my Human Services class, I participated in work at our campus food pantry where I organized a food drive and coordinated the collection and delivery of donations." Her first response is weak because she does not include specific evidence of her leadership ability. In comparison, the example provided in the second response makes a persuasive case about how she is qualified to be hired.

Our students lead busy lives, holding part- or full-time jobs, maintaining family responsibilities, or facing personal struggles. Many students do not know how or where to build meaningful experiences that will expand their self-awareness and career readiness. By incorporating applied learning into our courses, we can bridge the gap from campus to career, enabling students to put their skills into practice and prepare to pursue a world of opportunities.

This 10-month long project was a prime example of applied learning, as the design/build process for Canstruction mirrors the process of designing and installing an interior design project. The students began working in late January, brainstorming ideas for a structure concept and linking their ideas to the goal of fighting hunger. They then wrote a slogan and brief explanation of their concept and sketched out ideas for the design of their structure. This year, the team decided to build a giant wave with a surfer who had 'wiped out', with the slogan 'Wipe Out Hunger.'



The team selected colors to use and worked out the details for building the structure. They then shopped for the cans to build their design, considering each can's color, label design, and dimensions. While can aesthetics are paramount, the students also considered the food banks' needs, varying the food type as much as the design allowed. Using AutoCAD, the team drew detailed plans and elevations, including front, side, and rear views, and used these drawings to figure out how many cans of each type they would need, the total cost to purchase the cans, and the step-by-step approach to building the structure. Working with the design Industry Partners who supported our team, the students helped raise money to purchase the cans. They then selected the specific space at the site that they felt would best display their structure and rallied additional students to help build it.

In late October, the NCC INT team joined teams of professional architects, designers, and engineers to build their structure at the competition site. The NCC Interior Design team was the only college-level team to enter the competition. Each team has 12 hours to build, and this year our structure was so large that we needed almost all that time to complete our design! As in a professional design installation, the team faced unexpected challenges to completing their project and each time, the team developed solutions that enabled them to accomplish their goal. At the award dinner the next evening, the NCC INT entry won the distinction of 'Most Cans', with over 9,000 cans (plus 1,000 lollipops!) in our structure.

Canstruction proved to be an outstanding applied learning project, and NCC students' talent and creativity in the design community brought positive exposure to the college. Most important, their participation resulted in a donation of over 9,000 cans of food to help fight hunger here at NCC and across Long Island.

APPLIED LEARNING IN ILLUMINATING PRACTICE: NASSAU STUDENTS PUBLISH LUNA

Prof. Joe Pilaro
English

This semester, I had the privilege to serve as the faculty advisor to Nassau Community College's Creative Writing Club and its student literary journal, Luna. Through this experience, I witnessed students putting into practical application the culmination of our teaching. With the faculty advisor's guidance but very little intervention, club members published a 60-page journal full of poems, stories, and photographs, featuring the work of NCC students. The group managed the call for submissions, planned the issue, created a final proof, and organized a launch party and literary reading for those whose work is featured in the journal.



This year, the students worked as a collective editorial staff, sharing in the responsibilities of editorial decisions. The core group of about seven students met weekly like the staff of any magazine, and they worked as a team to select the content, design the layout and cover, edit and proofread, and complete all the other administrative tasks necessary in publishing a literary journal. Once they completed a draft of the issue, the editorial staff worked directly with an off-campus, professional printing house in finalizing the look and quality of their book.

During club hour on May 7, 2019, the journal held its annual launch party and literary reading. In addition to having copies of the journal on-hand to provide to the participants, we had some of this year's contributors read their work. This event is always an inspirational way to conclude our year-long work putting this journal together.

The students took on these editorial roles so effortlessly because they were able to call upon what they were learning in their classes from a wide variety of disciplines: English, Creative Writing, Communications, Graphic Design, Art Appreciation, and many others. Witnessing a group of ambitious and dedicated students discussing, debating, and analyzing the creative work of their

peers was a remarkable and gratifying experience. Since this is my first year as the advisor, the club members would like to sincerely thank and honor Professors Jared Harel and John Woods, who for the past few years served as extraordinary Luna advisors. We stand on the shoulders of giants.

THE BEST COMMUNITY COLLEGE RADIO STATION IN THE NATION IS RIGHT HERE AT NASSAU!

Shawn Novatt
Director 90.3 WHPC

Nassau Community College's own radio station, 90.3 WHPC, won five awards at the 2019 79th Annual Intercollegiate Broadcasting System Conference, including Best Community College Radio Station in the USA! These awards showcase the programming, operation, and most importantly, the quality of hyper-focused applied learning happening at *our* radio station.

The other four awards won include Best Morning Show ("The Nassau Morning Madhouse," a mostly student-run show hosted daily from 7-9am weekdays); Best Public Affair Show ("Your Family's Health"); Best Artist/Celebrity Interview (Herb Alpert interview by staff member Michael Anthony); and Best On-Air Schedule.

Interested NCC students are invited to participate in a variety of ways, but about 90% choose to go on-air. From those on-air roles, to audio production, promotions, and even sales—students are the reason that "The Voice of Nassau Community College" exists. Under the guidance of the station's Director, Shawn Novatt, the students, along with about 55 dedicated Community Volunteers and six part-time staff members, operate the radio station with the same manner of professionalism found at every other radio station on the dial, but with the mission of "providing professional broadcast training to qualified Nassau Community College students."

Students learn hands-on how to operate the radio equipment, how to properly speak on the air, and how to produce and host their own radio shows. Many students start out on a show called "The Nassau Mix," playing hit music from 'The 90's, 2K and Today.' There are also opportunities to work on the station's talk programming, including news, sports, and public affairs. After they get comfortable, students have the chance to create new shows, playing the music, or talking about the topics that interest them the most. Recently, students have created Hispanic, Modern Rock, '2000's hits,' and other musical shows.

Students volunteer their time at least one-hour a week at a minimum (although many students love the experience so much, they spend a lot more than an hour at the station!) The station also offers a credited internship course through the Communications Department, where students work at the station for a minimum of 10 hours per week, and can get even more involved in the day-to-day operations of the station.

Besides being available at 90.3FM across Nassau County and parts of Queens & western Suffolk County, the station can be heard anytime online at NCCradio.org, on-the-go by searching for

“WHPC” on the iHeartRadio app, or on smart speakers by asking Alexa, Google or Siri to “Play WHPC!”

Interested students wishing to apply should email whpc@ncc.edu. The station is located in the basement of H Building, and is on the air 24 hours a day, 7 days a week, 365 days a year. Current programming details can be found at NCCradio.org.

THE NASSAU REVIEW INTERNSHIPS

Prof. Beth Beatrice Smith English

Since the inception of the Creative Writing Program’s AA degree in 2016, creative writing faculty members have worked to develop valuable applied learning opportunities for our majors. Two years ago, The Nassau Review, the international literary journal of NCC, began its non-credit internship program.

Published annually since the spring of 1964, the journal showcases poetry, fiction (short stories and flash fiction), creative nonfiction, and artwork from local, national, and international writers and artists. Working on this respected publication enables creative writing majors to learn not only about writing but also about the publishing process.



The student interns work with the journal’s editors to learn the publishing process from start to finish. This applied learning opportunity empowers students to:

- Learn to use Submittable.com, the submission platform used by many journals
- Read and evaluate submissions
- Collaborate with editors to select work for the issue
- Correspond with authors
- Proofread the manuscript
- Learn about the production process (layout and printing)

As our first intern, Annabelle May worked with the fiction editor to read the short story and flash fiction submissions, to discuss the stories, and to help select which pieces would be published in the 2018 issue. This year, the program expanded, offering internships to three current students and an assistant editorship to our first intern, who had previously graduated from NCC with a creative writing degree.

Moving forward, we plan to expand opportunities by giving three fall semester interns an opportunity to work with one of the three genre editors—Poetry, Fiction, and Creative Nonfiction—and one spring intern an opportunity to work with the Editor-in-Chief on the production process. In addition, we plan to once again offer an assistant editorship to a worthy NCC alumna/alumnus.

Priority is given to current and former creative writing majors and/or active members of the student creative writing club. We hope to expand the internship to include students from the Art Department as well.

APPLIED LEARNING IN NURSING

Prof. Mary Ann Snow Nursing

Applied Learning links classroom and clinical instruction with the concrete needs of the community. Through productive Applied Learning activities, the student nurse utilizes and reinforces learning related to the course and Student Learning Outcomes (SLO’S), as well as the core values of the program. Applied Learning is included in the nursing program where skills are taught, practiced, and tested in labs before they are applied in the clinical area. In addition to the student clinical requirements, the Nursing Program has required 8.5 hours of Applied Learning in the community with each course since 2012.

Requiring the additional hours in the community was equally as important as clinical experiences. The students are given suggested activities or choose a particular one that is of interest to them. The activity must be approved by faculty and then students are required to write a proposal linking the activity to the Student Learning Outcomes for the course. A signed contract is required between the Agency and the student. Following the Applied Learning experience, the student writes a reflection using the assignment rubric. The majority of the Reflections are written with insight and great thought.

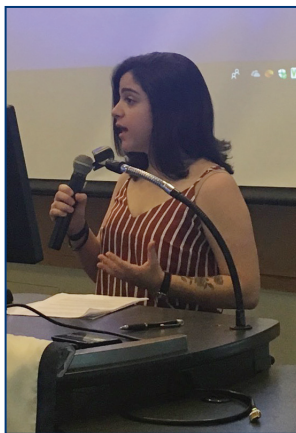
Over the years, the Nursing Department has developed relationships with many local communities, which include: St. Brigid’s in Westbury, AHA Heart Walk at Jones Beach, Juvenile Diabetes Research Foundation (JDRF), as well as the NCC NEST, Blood Drives, and the Health and Wellness Fair. Two other opportunities the nursing students have been involved with over the years are Safe Haven and Ladles of Hope. Based on the student Reflection grades and course survey results, the Nursing Program will continue to require Applied Learning since it also supports community relationships and enhances the student nurses’ learning.



FROM APPLIED LEARNING TO CONFERENCE PRESENTATION

Jessica Scalisi NCC Student (Communications)

In Fall, 2018, my applied learning project in HRS 105: Introduction to Peace Studies with Professor Cushman enabled me to pursue research off campus at a peace organization for two days. Since I have long been interested in Israel-Palestine peace efforts, as well as Jewish and Holocaust Studies, I chose the incredible opportunity to work with Beth Lilach, Senior Director of Education at the Holocaust Memorial & Tolerance Center of Nassau County. On my first day there, I got a tour of the museum and worked with Ms. Lilach on her upcoming public program: a Kristallnacht 80th Anniversary Memorial event. On the second day, I attended the event, after which time I was encouraged to continue researching Kristallnacht and the plight of women refugees as a result of that event in comparison to the refugee crisis at our Southern border today.



At HMTC, I learned that Kristallnacht (German for “Night of Broken Glass”) is often referred to as the beginning of the Holocaust; we remember it today to prevent it from ever happening again. On November 9th and 10th, 1938, members of the Nazi party coordinated attacks on Jewish communities throughout Germany and Austria. This pogrom included destroying hundreds of synagogues, homes, and shops, while also killing 100 Jewish people. Jewish men were sent to labor camps and women, who were largely abandoned, were forced to emigrate to free their husbands. But the U.S. turned thousands away, just as we do today. I began asking questions, such as “how and why were women persecuted this way?” Why does their sex put them at such a vulnerable disadvantage? How did the plight of Jewish women from Nazi Germany compare to the plight of women attempting to seek asylum in our country today?

When Professor Cushman invited me to share my work at an upcoming Holocaust conference at NCC, I was happy to accept. I enjoyed sharing my applied learning project with the Peace Studies class, and it’s even more exciting to present it at this campus event, open to the entire community. I hope my conference presentation not only provides some insight on this dark chapter in our nation’s history, but that it also shows women refugees’ resilience then and now, offering us hope. Many daughters of Jewish immigrants who made it to the U.S. despite the odds during WWII, such as Bella Abzug and Ruth Bader Ginsburg, have shattered their own glass – glass ceilings, that is – with contributions that have benefited not only women but all Americans. The same can be true of women seeking refuge in our country today – if only we would give them the chance.

2019 ART STUDENT EXHIBIT AT THE PLAZA ART GALLERY

Lynn Rozzi Plaza Art Gallery, Art Department

On Tuesday, April 30th, the Art Department celebrated the culmination of the academic year with a reception in honor of the student artists featured in the *2019 Art Student Exhibit* at the Plaza Art Gallery. This annual exhibit supplements classroom curriculum by requiring students to add the skills and knowledge necessary to prepare their art for exhibition in a professional setting. Students are responsible for the presentation of their work by taking their art one step beyond the classroom through framing, matting, etc. This Applied Learning activity enhances the students’ preparedness for formal work in the field and provides a means to celebrate their success in the classroom. The exhibit is a display of the students’ artistic voice communicated through the many disciplines taught within the art department.

One of the many experiences of this activity is that the exhibit is actually a competition among art students. A jury consisting of faculty members from the Art Department who serve on the Gallery Committee judges the artwork, selects the work to be exhibited, and determines the awards. Students are not guaranteed acceptance into the exhibit, but rather learn the practice of gaining acceptance of their art in established museums and galleries through this experience. Whether or not their work is accepted in the show, earned an award, or was declined, the students support each other, come together to build community, share ideas, and take pride in a goal they have achieved or aspire to achieve.



Credit: Justina Colon



Credit: Diane San Roman

The Artists’ reception is a true celebration of art, art students, and the students’ families, friends, faculty and fans who guide and reinforce the development of the student artists’ personal expression and strong individual vision. While the reception serves as a celebration of their art, it also provides a model for a career in art. The lesson is to apply the theoretical and conceptual concepts learned in the classroom to the realities in the art world. The success of the Applied Learning activity is evidenced through art included in the exhibition and the smiles on the faces of all in attendance at the reception. Becoming a successful artist is not only about creating art; an artist must also understand marketing and the business of art.

In the words of the Chinese philosopher Confucius: “Choose a job you love, and you will never have to work a day in your life.” What better way to know if you will love the job without Applied Learning? The exhibit is on view in the Plaza Art Gallery (Tower Building, Plaza Level) through May 20th. Please stop by and view the exhibit.

