



CTE NEWSLETTER

CTE Seeking Proposals

Course Research and Redesign Project Awards

The Center for Teaching Excellence (CTE) is actively seeking proposals for course research and redesign pilot projects. Although the selection committee's focus will remain on the 30 highest enrollment courses at LCCC, other courses are now being considered. Faculty interested in applying for funding through this effort should visit the CTE website link on the *LCCC Intranet* or www.lorainccc.edu/cte for complete information, including a list of the 30 courses that qualify and an application. There are now two deadlines for proposal submissions. They are September 30th and November 18th for fall 2011. Courses will be researched in fall and piloted in spring 2013. Faculty interested in submitting a proposal should contact Aimee Dickinson adickins@lorainccc.edu or extension 4156 to discuss ideas, indicate interest and submit proposals.

Our Charge:

"The Center for Teaching Excellence is a community of educators serving as catalysts and resources for professional growth and innovative teaching to enhance student learning and achievement."

INSIDE THIS ISSUE

CTE Seeking Upcoming Proposals	1
ILP Assessment of Academic Integrity Project by Chris Sheetz	2
Professional Development - Kathy Durham	3
Professional Development Information - Mark Hicks	4
Spotlight On Faculty - Claudia Lubaski	5
Announcements & More	6

Innovative Learning Project Awards

Beginning Fall 2011 ILP Grant proposals will be reviewed twice annually (i.e., Fall and Spring semesters). Innovative Learning Projects allow faculty to collaborate with faculty from other divisions, assess new delivery methods, and evaluate strategies that improve learning and student retention. Interested faculty should submit an ILP proposal to Susan Paul spaul@lorainccc.edu by September 30, 2011. If awarded, the ILP project will be piloted in Spring 2012.

Examples of past projects are available in the Center for Teaching Excellence (CTE) office located in the College Center in room CC 114B. ILP fact sheet, project criteria, proposal forms, and evaluation steps are available under the CTE link www.lorainccc.edu/cte on the LCCC Intranet. There is also a fact sheet available, which answers questions regarding writing proposals, picking teams and a budget. For help with writing a proposal please contact Susan Paul at spaul@lorainccc.edu or extension 7422.

Innovative Learning Project

ILP Assessment of Academic Integrity Project

By Chris Sheetz

Anecdotes about cheating and plagiarism abound among faculty. The Assessment of Academic Integrity Project was awarded to Professors Chris Sheetz, Laurie Grimes and Nancy Kelley to ground these anecdotes in data. The goals of the project are to: 1) review literature and studies relating to academic integrity, 2) survey LCCC faculty and students to assess attitudes and conduct about academic integrity and 3) make recommendations to the college community, as appropriate.

The first by-product of the project that has been developed is a set of web pages for faculty to learn about academic integrity. Faculty can access these web pages through the Library's LibGuides at this URL: http://libguides.lorainccc.edu/academic_integrity_faculty

Using surveys provided by the Center for Academic Integrity of Clemson University's Rutland Institute for Ethics, the project team surveyed students and faculty earlier this semester. Over 200 LCCC faculty responded to the survey. More than half (56%) of the faculty respondents were adjuncts. Over 260 LCCC students responded to the student survey. At this writing, the project team is in the midst of analysis of the survey results. The following are some highlights from our preliminary analysis:

- Faculty rate student's understanding of campus policies concerning student cheating as medium to very low (81%), however slightly over half (52%) of the students rate student understanding of the policies as high or very high.

- Faculty report they learn about academic integrity at LCCC from people or resources consulted by the individual faculty members: Faculty Handbook (56%), Other faculty (42%), and catalog (42%)
- Students reported learning a lot about academic integrity policies at LCCC from faculty (76%)
- Students accept some forms of academic dishonesty. 50% of student respondents indicated "working with others when asked for individual work" was "trivial cheating" or "not cheating." Other behaviors often rated as "trivial cheating" or "not cheating" were: working with others electronically on individual work (48%), using a false excuse to obtain an extension (34%), copying few sentences from written sources without citing (34%), and copying from electronic sources without citing (32%)
- Faculty most frequently use the following safeguards to reduce cheating in courses: Closely monitoring exams (71%), discussing views on integrity with students (62%), providing information about cheating on course outline/assignment sheet (59%), and changing exams on a regular basis (55%)

The project team is looking forward to sharing more complete results with you in the coming months.

Professional Development

Learner Engagement in Distant Learning

By Kathy Durham

I was delighted when I was asked to be a presenter in the Center for Teaching Excellence series. The main focus of my presentation was to discuss the blended on-line courses I recently developed for Anatomy and Physiology I and II (A&P I and II). The reason I took on this huge on-line development project was because I felt there was a significant student population, such as paramedics and LPNs, whose schedules were not conducive to attending on-campus classes, but who also needed to complete the Anatomy and Physiology series in order to advance in their careers. I also felt LCCC needed to offer A&P as an on-line option in order to remain competitive with other local community colleges. Developing these two courses turned out to be quite a challenge as I had never taught an on-line course before and I was not very familiar with ANGEL. With the help of several very important people in this college I was able to complete both courses at the level of excellence I aspired to attain.

I decided to have all of my lectures video-taped live and I feel this worked out very well because live classes stimulate a lot of discussion which my on-line students have the opportunity to listen to. Mark Bakst and his team did all the video-taping...thank you so much. After the video editing was completed, I arranged the videos into individual topics, each

topic video typically being anywhere from 1 - 20 minutes long. I then combined video topics relating to a common subject together into folders and then arranged the folders into five units corresponding to the material for each of my five lecture exams. In addition to the lecture videos in each of the five units, I also added a collection of games related to the subject material that Mary Jane Pasky helped me develop (thank you), several animations that illustrated more complex topics, several handouts and a case study that I developed that was relevant to the lecture material from that unit. I assigned each case study as extra credit and encouraged the students to post discussions to each other about them.

Anatomy and Physiology I & II are the cornerstone courses for any of the Allied Health and Nursing Programs. It was very important to me that even though I changed the delivery style of the course, the integrity remained intact. For this reason I developed it as a blended on-line course, requiring that the students meet with me once a week. It is during this time that I answer any questions and give the exams. I require that all students take the exam, as a group in front of me.

Thank you for the opportunity to share my on-line development experience.

Professional Development continued

Improving Online Communication with Students

By Mark Hicks

Basic economic theory suggests that scarcity and value go hand-in-hand, and this is certainly the case when it comes to professor-student interaction in online classes. Although Distance Learners may participate in online forums and receive individual feedback on assignments from the instructor, they often times do not receive nearly as much information about, and from, the instructor as students who are enrolled in land-based courses: Distance Learners are not sitting in a classroom, attending to the professor's voice inflections, topical examples, body language and anecdotal stories while picking-up on his or her unique quirks for 3 or 4 hours a week. Ironically, and despite the information overload Distance Learners sometimes complain about, in many cases, Distance Learners are really at an "Informational Disadvantage." Clear and effective communication from the instructor can help ensure that student performance in online sections is a function of how well students learn the course content, not a result of miscommunication.

Tips for Clear and Effective Communication in Online Sections

- Use 3-5 sentence, action-oriented paragraphs - cut to the chase!
- Use multiple venues (text, video, blogs, forums etc.) - make use of technology.
- E-contact at least once a week - a word of encouragement or a quick "how are you?" goes a long way.
- Hold virtual and land-based office hours - many Distance Learners take land-based classes as well.
- Guarantee a 24 hour turn-around time for emails - provide excellent customer service.
- Distance Learners who have academic advising related questions can be referred to Auntie Carol, our E-Advising Service: auntie_carol@lorainccc.edu.
- Remember that Distance Learners make an effort to learn "anywhere, anytime," so we should at least make an effort to teach "anywhere, anytime!"

Spotlight On Faculty

Claudia Lubaski

We are spotlighting Claudia Lubaski, CPA, CMA, Assistant Professor in Accounting from Lorain County Community College Business Division.

How long have you been teaching here at LCCC?

I began at LCCC as a student. As an alumna, I came back and did some tutoring for a few years. Unable to stay away I returned as an adjunct in 2001 and in 2007 was hired fulltime.

What classes do you teach?

I teach accounting but mostly on the managerial and cost side as opposed to the financial side. I am really excited to teach our new forensic accounting course next fall.

What hobbies do you have outside your LCCC life?

Outside of my LCCC life there are several things that I really look forward to. First and foremost is my family. That would consist of a wonderful husband, children and a dog. Actually the dog fits in with the children category. The other things I really look forward to are gardening and walking. I grow a lot of what we eat. I grow about 1/3 acre of fruits and vegetables. When I am not doing that I walk...I try for 20-30 miles a week. It is the ultimate way to shed a bad day and start fresh the next.

What is your teaching philosophy?

I try to teach by example. I talk and then I show. I think teaching is being able to communicate your knowledge of a subject not only in words but in practice also. The communication has to convey your passion and confidence in the subject matter. For me, this sets the stage for the entire teach/learn process.



***Claudia Lubaski,
Assistant Professor,
Business Division***

How do you see your role in the educational process?

My role in the educational process is to be a tool. I can't learn the material for the student, but I can give them the tools including myself to not only learn my material, but as a means to their overall achievement at LCCC and beyond.

I try to promote innovative thinking by presenting my material in a manner that doesn't come across as "airtight or closed." I see this as a major responsibility of mine. I believe our students are going to need this skill to be competitive in our global marketplace.

What type of student is your ideal student?

My ideal student is the one who tries. They don't have to be an "A" student. This is the student who isn't afraid to roll up their sleeves and do what it takes to do the job to their best. Not my best...but, their best. They need to fulfill their potential and dreams. This student understands this equation: Hard work = Success, and understands that to grow you need to stretch yourself. He/she will have an open attitude and the willingness to learn.

Spotlight On Faculty

continued from page 5

What type of student is your nightmare student?

Ah, the nightmare student. That would be the student who gives up before they try. And, although I understand why some may have a defeated attitude, it is hard to fathom why a person would let an opportunity to be better slip away. This student believes this is the proper equation: Success \neq Hard work.

How has education changed since you entered into the field?

I think some of the change I have seen is in the overall attitude towards education. More than ever I think people are realizing the importance. I believe people are no longer saying they are too old to go back to school. I am always happy to see the non-traditional students come back...and what better place for them to come back to than LCCC. Education has become the bright light and hope for many more today than even just 10 years ago.

How has LCCC changed since you started working here?

For sure that would be the growth. When I was a student here I could park anywhere...There wasn't much going on. Now the campus and the entire LCCC community are huge. LCCC has become a driving force in this county. The community outreach programs and offerings, academic programs and other economic boosters are phenomenal. The vision has become clearer and more focused on not only the betterment of students in the present, but in the future and the community as a whole. I am very proud to be a part of this.

Announcements & More

Faculty Accomplishment

In the spirit of acknowledging teaching excellence, CTE would like to congratulate professors Susan Paul and Dorothy Johnson for being the recipients of the LCCC Foundation Faculty Excellence Award. This honor was announced at the May 2011 commencement and based upon student nomination. Both Susan (Library/Community Resource Center) and Dorothy (Academic Foundations) are faculty members who are involved in

the Center for Teaching Excellence Committee with Susan Paul as the Coordinator of Innovative Learning Projects. Congratulations!

***Executive Steering Committee,
2010-11***

Vince Granito	Co-Chair, Professional Development Co-Coordinator, <i>SS&HS</i>
Aimee Dickinson	Co-Chair, Coordinator of Enhancement Redesign Projects, Newsletter Editor, <i>SS&HS</i>
Susan Paul	Coordinator of Innovative Projects, <i>Library/Community Resource Center</i>
Elisabeth Garcia	Staff Associate, CTE Liaison, Website & Newsletter Assistant <i>Center for Teaching Excellence Office</i>
Jennifer Kukis	Professional Development Co-Coordinator, <i>SS&HS</i>

CTE Division Representatives

Iona Abraham	Arts & Humanities
Elizabeth Behrouzi	Academic Foundations
Heather Bubnick	Science & Math
Dee Gross	Arts & Humanities
Dorothy Johnson	Academic Foundations
Claudia Lubaski	Business Division
Chris Sheetz	Library/Community Resource Center
Dorinda Smith	Social Science & Human Services
Marilyn Valentino	Arts & Humanities
Aaron Weiss	Academic Foundations

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