



# 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 that focus on one of the 30 highest enrollment courses at LCCC. CTE has been awarded an LCCC Enhancement Funding Grant for Academic Transformation that will address the future needs of students and reinforce the goals of LCCC's New Decade Challenge. Faculty interested in applying for funding through this effort should visit the CTE website link on the LCCC Intranet or [www.lorainccc.edu/cte](http://www.lorainccc.edu/cte) for complete information, including a list of the 30 courses that qualify and an application. The deadline for proposals has been extended until October 19<sup>th</sup> for the spring 2008 project research and course redesign. Courses will be piloted or offered in fall 2008. Faculty interested in submitting a proposal should contact Vince Granito at extension 4707 or [vgranito@lorainccc.edu](mailto:vgranito@lorainccc.edu) 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."*

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## Innovative Learning Project Awards

Grant proposals for Innovative Learning Projects for 2008-2009 are now being accepted. Join the ranks of more than 156 faculty and 2,836 students, who in the past six years have been involved in Innovative Projects. This is a great opportunity to do research in your classroom, get cross-discipline support, assess new delivery methods, and evaluate strategies that improve learning and aid student retention. Those interested should send a brief letter of interest via campus mail or email to Aimee Dickinson PS 106 [adickins@lorainccc.edu](mailto:adickins@lorainccc.edu) by October 19<sup>th</sup>, 2007. Final proposals are due November 16<sup>th</sup>, 2007. Examples of past projects are available in the Center for Teaching Excellence (CTE) office located in the Library in LR113A. Project criteria, proposal forms, and evaluation steps are available under the CTE link on the college intranet. There is also a fact sheet available, which answers questions regarding writing proposals, picking teams and a budget. Contact Aimee Dickinson, Social Sciences and Human Services Division at ext. 7876 for a copy of the fact sheet or help with writing the proposal.

## Engaging Students Using Effective Questioning Strategies

### Teaching Tips

By Aimee Dickinson

Last semester, I encountered one of the most non-participatory classes of my tenure here at LCCC. I realize that it is more typical of an 8am class to be less engaged than let's say a 2 o'clock class, but this was ridiculous! Perhaps their unresponsiveness was due to the nature of an IVDL course. Maybe it was the fact that there weren't any non-traditional students in attendance for this particular course. (My experiences with nontraditional students in the classroom have typically been very interactive).

After taking these variables into consideration (camera zooming in on the students as well as their traditional student status) I decided to try two different strategies. First, I put a variety of related topics on the board and instructed students to prepare for discussion before the next class session. This was very effective. By giving students a choice on a variety of related topics and giving them the necessary time to delve into the topic using sources outside the textbook, we were able to discuss many parts of a sociological concept or controversial issue.

Second, for critical thinking during class time, I supplied what educators call "wait time" (or more recently "think time"), only I required the students to write down their responses. For example, I would say, "Take a few minutes to examine culture in the United States from the structural functionalist theoretical framework." As I watched the class for feedback, many began writing. If I saw that students looked stumped, I would reiterate some key concepts that would jog their memory as to that particular theories framework. This

strategy was very effective, I believe, because 1. I assigned the question to everyone rather than calling on one student and 2. They realized that I would potentially call on one of them for their insight.

Some other helpful teaching tips for asking more effective questioning utilize Bloom's Taxonomy. The questions can be divided into four areas. Questions can either be high order or low order and convergent or divergent. For example, low order questions require the student to recall a simple fact, (e.g. who coined the term sociology?), whereas a high order question requires the student to illustrate comprehension. For example, "why did sociology evolve as a discipline?" A convergent question may be thought of as a closed-ended question and does not require students to express original thoughts. For example, "What other disciplines use the scientific method or how do these disciplines differ from Sociology?"

Whereas the convergent question is closed-ended, the divergent question can be thought of as open-ended. Here students are encouraged to think more creatively. For example, "What is your opinion of the plane crash survivors that resorted to cannibalism?" "What would you do if put in the same situation?" Both convergent and divergent questions can be lower level or higher level orientation and there are pros and cons to each depending on which direction the lesson is intended to go.

*Adapted from Asking More Effective Questions by William F. McComas and Linda Abraham*

## Body Structure and Function – BIOG 115 Course Re design

By Janis Thompson

Body Structure and Function (BIOG 115) is one of the top-30 enrollment courses with one of the highest attrition rates - about 45%. Body Structure and Function is a class that covers the entire human body in a single semester - an overwhelming amount of material - without the benefit of a lab experience to study the anatomy. BIOG 115 is taught almost exclusively by adjunct faculty, and there is extreme variation from one section to another. This course mostly serves students who are pursuing careers in LPN, paramedic, medical assisting, and phlebotomy.

Our first idea was to add a lab to the course. Giving students the opportunity to look at and manipulate models would have to help, right? Or maybe an additional hour of lecture would help - so much to cover, so little time... Unfortunately, the Allied Health and Nursing programs that rely on this course could not accommodate any additional course credits in their curricula. Besides that, where would we be able to offer a lab to 500 students a semester - there is no lab space! We had to find some other way to improve this course.

When Kathy Durham, Pat Schrull, and I first started thinking about what could be done to address the BIOG 115 problem, we decided the only way to fix things was to put a portion of the course on-line. By removing the anatomy from the on-campus class period, more time could be spent talking about how the organs work. This might help with class performance and student retention. Before embarking on the creation of the redesign materials, we surveyed the students in the BIOG 115 course to see if they had reliable access to computers and adequate computer skills to be able to use the redesign component that we were planning to create - greater than 85% said that they did and that was good enough for us!

To prepare the materials for the redesign, I photographed anatomy models; edited and labeled the photos in Adobe Photoshop; compiled the images into "Anatomy Exercise" Word documents; wrote descriptive text to accompany the pictures; and converted the documents into PDF format to ensure compatibility with all computer systems. A different document was created for each of the organ systems - some included charts that helped to organize complex concepts that would be covered in lecture. I also created on-line anatomy quizzes to test the knowledge of the students. An appropriately paced schedule was also developed so that all instructors would move along through the material at the same pace - hopefully to address some of the section-to-section consistency issues. Kathy Durham wrote case studies to help students develop critical thinking skills by applying what they were learning in the class to real world situations. Pat Schrull served as our consultant to be sure that the materials we were creating would be useful tools for the students who were coming into the ALHN certificate programs.

In Fall 2006, Kathy piloted the redesign in her BIOG 115 section. Her Spring 2006 BIOG 115 section served as a control group, and she used similar exams and activities in both sections. When the results were compared, the performance data showed some positive trends: the pilot group showed a 33% increase in retention (C or better in the course), a 36% decrease in withdrawals, and 16% improvement in the course GPA when compared to the control group. Kathy reported that students came to lecture much more prepared and were more

## Spotlight On Faculty

By Kathryn Leed

We are spotlighting Kathryn Leed, Mathematics Instructor from the Science and Math Division. Ms. Leed received her graduate degree in mathematics from Indiana University and her undergraduate degree from Bowling Green University.



*Kathryn Leed*

*Mathematics Instructor from Science & Math Division*

### ***How long have you been teaching here at LCCC?***

This is my fourth year teaching Mathematics at LCCC.

### ***What classes do you teach?***

So far I have taught or am currently teaching Basic Algebra (MTHM 022), Mathematics for Elementary Teachers I and II (MTHM 161/162), Statistics (MTHM 168), College Algebra (MTHM 171), Precalculus (MTHM 172), Calculus I and II (MTHM 181/182), and Differential Equations (MTHM 283).

### ***What hobbies do you have outside your LCCC life?***

I enjoy weaving fabric on my loom, listening to music, dancing like a mad-woman to 80's rock music, downhill skiing, running, playing games (especially poker), and traveling.

### ***How do you see your role in the educational process?***

My ultimate goal is to implement high standards and help my students reach those standards by facilitating in-class discussions and activities, assigning on-line homework, and helping them in office hours.

### ***What type of student is your ideal student?***

Any student that comes to my class ready to work hard and learn is ideal. Of course, it helps if they really know the material that is prerequisite to

the class.

### ***What type of student is your nightmare student?***

My nonideal students consist of students in the complement of the set of ideal students.

### ***How has education changed since you entered into the field?***

Although it wasn't that long ago, when I studied mathematics in college there was very little technology used in my classes. I remember my teachers using wooden models to illustrate three-dimensional solids and attempting to draw them on the chalk board. Now there are really cool computer animations available that can help students visualize three-dimensional graphs, surfaces, and solids. However, I still have my hopes up that someday I'll be able to show my Calculus students a hologram of a hyperbolic paraboloid!

### ***How has LCCC changed since you started working here?***

There is more construction now.

*"My ultimate goal is to implement high standards and help my students reach those standards..."*

## Service Learning at LCCC

By Jacqueline Holland

Service Learning began on our campus in the fall of 2006 with a grant Lorain County Community College received from The American Association of Community Colleges—The Horizon Project. Marcia Jones is the Project's Director, Gail Stumphauzer, Executive Director of Leadership Lorain, our Community Partner, and I am the Project Associate/Faculty Advisor of Service Learning. Having taught one of the first classes with Service Learning, I can tell you that it was one of the more exciting experiences of my teaching career.

The pedagogy of Service Learning fits with innovative methods of teaching. Service Learning, as a method of instruction and learning, emphasizes hands-on tasks that address real world concerns as a venue for educational growth and provides benefit to the community. The service experience provides a context for observing, or trying out discipline-based theories, concepts or skills. Likewise, the academic context enriches the service experience by raising questions about real world concerns and providing a forum for probing these concerns in depth. Service and Learning is a balance of learning outcomes and related service achieved with integration of teaching and benefit to the community. It makes students into citizens. Students discover a sense of belonging to the community and this sense of



### Service Learning Information Center located UC 228B

belonging is linked with learning goals and service outcomes.

There is not just one way to do Service Learning. There are prescribed guidelines. The most important of which is a reflection piece. There are forms provided to help realize your teaching goals.

There is a bank of reference books housed in the Center for Teaching Excellence. There are ways to incorporate Service Learning in any classroom from math, and communications, to foreign languages or urban studies. Please do not hesitate to call or visit my office with questions or concerns you may have from planning curriculum to managing a project. I am here to help you—Extension 7875.

*For those interested in learning more about Service Learning, there are two upcoming Study Group sessions on this topic. See page 6 for more information or contact Jacqueline Holland [jholland@lorainccc.edu](mailto:jholland@lorainccc.edu)*

## Professional Development Forums

### Service Learning Study Group

By Jacqueline Holland

**Workbook: A Practical Guide for Integrating Civic Responsibility into the Curriculum**  
by Karla Gottlieb and Gail Robinson, Editor

Jacqueline Holland invites you to join her study group series on two consecutive Thursdays October 18<sup>th</sup> and 25<sup>th</sup> in room UC 212. On October 18<sup>th</sup>, the topic of assessment will be explored and the group will discuss the following questions:

- 1- What does assessment look like?
- 2- Should everyone in the class do the project?
- 3- How and where do you fit Service Learning into your curriculum/class time?

If you are interested in participating in one or both of the discussions and would like to request a workbook contact Jacqueline Holland [jholland@lorainccc.edu](mailto:jholland@lorainccc.edu) or call extension 7875.



*Service Learning study group  
October 11, 2007*



*Innovative Learning Roundtable group  
October 15, 2007*

### ROUNDTABLE DISCUSSION

By Aimee Dickinson

#### How To Do A Innovative Learning Project Roundtable Session

On Monday, Oct 15, three Innovative Learning project coordinators shared their insight regarding Innovative Learning Projects. The attendees learned how cross disciplinary collaboration can make huge improvements for those students involved in the projects. Lisa Augustine shared the success of the police academy. In her project, the academy trained to pass the Ohio state requirements upon graduation. Lisa informed us that "thinking about the project took more time than actually

writing the proposal." Dorothy Johnson shared her results of TLC math. I was fascinated by her innovative thinking to use tiles to have students actually do hands-on math (See pictures on next page). Kathryn McNary shared her insight on her project, New Approaches to Teaching & Learning Grammar and Editing. Students surveyed from all groups were very positive about their experiences. Kathryn also helped attendees to understand that proposals should have a narrow focus and include people from different disciplines. Thank you so much to all the panelists for their contribution to the CTE roundtable!

*Announcement & More*

Faculty Accomplishment

Congratulations to Ruby Beil for passing her dissertation and obtaining her Ph.D. in Horticulture.



*Innovative Learning Roundtable  
Lisa Augustine participant from HPER*



*Innovative Learning Project for TLC Math workshop  
Dorothy Johnson (above) and Elizabeth Behrouzi  
(below) with students*



**Body Structure & Function – BIOG 115 Course Redesign continued**  
By Janis Thompson

interactive in the classroom because the preliminary preparation using the on-line materials provided the student with some basic knowledge of the organs.

During early 2007, the on-line anatomy exercises were provided to all BIOG 115 students as an “added” resource. In Fall 2007, the course redesign was fully implemented in all sections of the Body Structure and Function course. I wrote out instructions for the BIOG 115 course instructors including basic information about how to use the ANGEL system, descriptions of the various components of the course redesign (including the expected schedule), and ideas for “troubleshooting” if needed during the semester. In addition, Kathy and I designed rubrics for use by all BIOG 115 instructors for grading the case studies. The “slow roll-out” of the course redesign was done to allow the course faculty time to look over the course redesign components and to revise their course materials to fit the new “schedule”. I believe our final product has made a huge improvement in this course!

*BIOG 115 continued from page 3*



*Innovative Learning Project for TLC Math workshop  
Dorothy Johnson with students*

## *Executive Steering Committee, 2007-08*

Vince Granito	Coordinator of Center for Teaching Excellence Committee, Chair, Executive Steering Committee
Aimee Dickinson	Vice Chair, Coordinator of Innovative Projects, Newsletter Editor, Executive Steering Committee
Elisabeth Garcia	Staff Assistant
Jennifer Kukis	Assessment Liaison, Roundtable Co-Chair
Valerie McGowan-Doyle	Roundtable Co-Chair
Christine Sheetz	Website and Research Liaison
Michael Zellers	Coordinator of CTE Blog
Iona Abraham	James Jordan
Elizabeth Behrouzi	Nancy Kelley
Ruby Beil	Susan Leiken
Heather Bubnick	Greg Rivera
Dee Gross	Dorinda Smith
Jacqueline Holland	Marilyn Valentino
Dorothy Johnson	Aaron Weiss

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### The Center for Teaching Excellence

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