



CTE NEWSLETTER

Teaching Tips of the Issue

By Aimee Dickinson

Webquests are student centered assignments that utilize the internet for further investigation of a topic. They can be used to add an interactive experience to the students' learning or be research based. I use different formats of Webquests in my Introduction to Sociology classes as well as my Social Problems class.

Typically, both versions of these webquests could be compared to a scavenger hunt on the web. The only difference is students do not just find the information, they have to critique and analyze the things they find. In my introductory courses, I use a webquest that consists of ten different websites. The students choose eight of the ten to visit. They are given explicit instructions on the activities they will perform at

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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each site. They find different activities, quizzes, slideshows, reading, and games at the different sites. In addition, they are asked critical thinking questions concerning the information they encounter.

In my social problems class, students have the option of putting a student created webquest in their portfolio assignment. Thus, they are sending me on the interactive quest of visiting three websites. Students claim they like webquests because they are interactive and are an extension of class readings and discussions. I have listed two interactive websites from my webquest assignment that investigates two different sociological issues. One examines race and the other examines social class.

Two of my favorite sites are on the PBS website.

www.pbs.org/peoplelikeus/ and http://www.pbs.org/race/000_General/000_00-Home.htm

Using ANGEL in a Land-based Classroom for CMMC 151

By Tammy Bosley

As instructors, one of the major complaints we hear from students is that they do not like working in groups. Most students communicate that work, school, and family schedules make it very difficult to meet with other class members outside of the classroom. This complaint seems to be especially true for community college students because they do not live on campus together, and may, in fact, live several miles away from each other.

Our goal is to create a virtual community through the Angel System for each group where they can meet via live chats, post work for group members, and have access to each other at all times outside of the classroom. Making adjustments for work schedules, family commitments, and other issues will become unnecessary as members can log on to the Angel system and meet with their members to complete the necessary work.

Ultimately we hope this project will increase retention by allowing students to work at their convenience on the group project, rather than coordinating face to face meetings. Students will have greater access to each other, which in turn decreases the anxiety of working in a group setting.

Group projects are not unique to the Oral Communication course. Most students report that they have group projects in many of their other classes. The modern work force utilizes group work as the main stay for many projects. In a global economy, it is very common for workers to be a part of a group project with members from across the country and many times the world. Work is completed through the use of technology. By teaching our students how to work on a group project



Laura Rouse, Communications Adjunct Instructor



Group A



Group B

with the use of the Angel system, we are preparing them to be successful in the workforce. They will take away skills to make them more efficient group members.

Information Literacy across Disciplines Grant Project

By Christine Sheetz

Information Literacy across Disciplines (ILAD) is an Innovative Learning Project to develop information literate students through effective research assignments. The project is accomplished through partnerships between faculty instructors and faculty librarians developing assignments and/or activities that best serve the needs of students and take advantage of the wealth of resources available in the LCCC Library. The project team includes Chris Sheetz, Adam Miller, Susan Paul, Marilyn Martis, Rita Blanford, Cheryl Piper, Helen Debalzo-Green, Jim Jordan, Ann Marie Smeraldi and Aldena Francisco-Harris.

Assessment of student learning is conducted using the Standardized Assessment of Information Literacy Skills (SAILS), a cost-effective, valid information literacy skills assessment instrument used by academic libraries nationwide. The test items are based on the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education. The project team tested 122 entering students in Fall, 2007 to serve as a baseline cohort of new students. Results show entering students at LCCC performed **about the same** as the community college benchmark on three SAILS skills sets (using finding tools features, retrieving sources and evaluating sources) and **worse than** the community college benchmark on the remaining skills sets:

- Developing a research strategy
- Selecting finding tools
- Searching
- Documenting sources
- Understanding economic, legal and social issues



Helen DeBalzo-Green, Reference Librarian



Susan Paul, Access Services & Reference Librarian

The project team spent Fall 2007 designing or refining assignments, lessons and learning activities that are being implemented in Spring 2008. Over 200 students in five courses are involved in the implementation phase of the project. The project team will test these students before and after the project in a pre and post-test model. In addition to assessing student learning for this ILAD project, results of the testing will be used to benchmark student information literacy skills and to improve the instructional program of the LCCC Library.

Spotlight On Faculty

By Heather Bubnick

We are spotlighting Heather Bubnick, Math Instructor from the Science and Math Division. Ms. Bubnick received her MS in Mathematics from John Carroll University.

How long have you been teaching here at LCCC?

This is my second year at LCCC. Before I came here I taught middle school for two years. I also went full time to graduate school for two years, where I was a TA (I like doing things in twos).

What classes do you teach?

So far I have taught Calculus, Calculus 2, Business Calculus, College Mathematics, and both classes in the Mathematics for Elementary Teachers sequence.

What hobbies do you have outside your LCCC life?

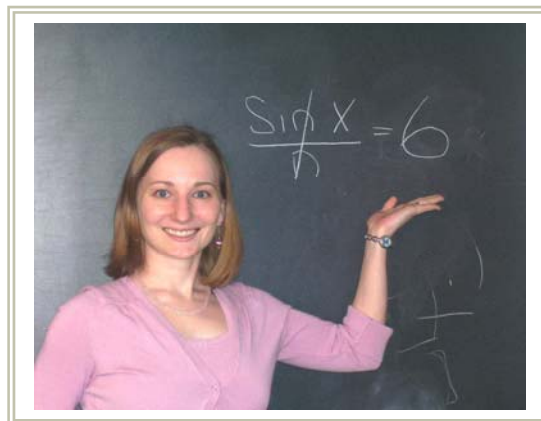
I like to travel. Last year I went to Bermuda and Puerto Rico, the year before we went to Ireland and England. This year my husband and I are hoping to go on a mission's trip to Brazil. My other hobbies include watching *Lost*, listening to books on tape and *trying* to train my dog, Abacus, to be a therapy dog. So far that has amounted to taking her to visit my grandmother once a week.

How do you see your role in the educational process?

The one who does the work does the learning. I facilitate problem solving and engage my students in worthwhile work.

What type of student is your ideal student?

My ideal student is one that is



Heather Bubnick

Mathematics Instructor from Science & Math Division

respectful, friendly and engaged both in class and out.

What type of student is your nightmare student?

I suppose that would be a student who is not respectful, is unfriendly and is not willing to be engaged.

How has education changed since you entered into the field?

There is a huge focus on assessment at every level. Also, online homework is not just for distance learning classes anymore.

How has LCCC changed since you started working here?

How has LCCC changed since you started working here? There's a new library being built. I am very excited about its partnership with Lorain County public Library.

"My ideal student is one that is respectful, friendly and engaged both in class and out..."

Professional Development Forums

From ANGEL to CAR in 30 Minutes

By Tammy Macek
 Technical Application Specialist Distance Learning

Grades were due for my 8A class today, and for the first time, I submitted my Course Assessment Record (CAR) along with my grades. The process of completing a CAR, which seemed laborious to me in the past, was accomplished in 30 minutes by using the new "Learning Outcomes Management" feature of ANGEL 7.2.

At the CTE Roundtable Session on Monday, February 18, 2008, I demonstrated the ANGEL to CAR process to more than 25 faculty members in 45 minutes **with** questions. The process for an instructor to set up the outcomes feature in ANGEL is straightforward, so I have briefly outlined those steps below.

1. Enable standards and objectives in your class under **Grades/Manage Tab >> General Course Settings**. Then, under **General Course Settings >> Objectives** tab, add the course outcomes to this class.
2. Map content to these outcomes via **Settings >> Objectives** tab in each assignment. Any content available in the Lessons Tab can be mapped to outcomes, for example: Discussion Forums, Drop Boxes, Quizzes, Assessments and Files. You can map some or all of the course content to outcomes. For my CAR, I chose to map six assignments to the targeted course outcome. Later, I mapped content to the other outcomes. Once these outcomes are mapped to content, they will copy from one semester to the next and do not need to be input again.

3. Run reports that provide you with the data to complete the **Assessment Data Analysis** portion of the CAR. All content must be linked to the grade book in ANGEL in order to generate reports on student "performance against objectives." The **Reports** tab in ANGEL provides you with several options for reports. I have found these reports to be most helpful:

- Summary of content that is mapped to outcomes in this class:
 Category: *Learning Outcomes*,
 Report: *Objectives mapped to content*

- Overall percentage of student performance on all assignments mapped to every outcome
 Category: *Class*
 Report: *Performance against Objectives*

- Overall student performance against one outcome measured against a benchmark
 Category: *WhoDunIt*
 Report: *Performance against Objectives Show all users who have or have not scored 70% (or other percentage) on a specific outcome*

4. Translate data from the reports to the CAR. I determined how many students achieved 70% or higher on the specified outcome. Then, I reported the class average on the six assignments and the class average on each assignment.

From ANGEL to CAR in 30 Minutes on page 6 cont.

ROUNDTABLE DISCUSSION on Framework for Diversity

On Monday, March 17th, *Presenters: Catherine Worden and Linda Toscano* shared positive perceptions of the institution's commitment to diversity in order to increase positive perceptions of climate. Ms. Toscano shared that to the LCCC community, the term *diversity* refers to an environment which is inclusive of all the rich differences of unique characteristics, beliefs, and values associated with diversity. Ms. Worden facilitated a conversation about what diversity means to us and to our institution's environment as we look to our collective future.

From ANGEL to CAR in 30 Minutes continued.

These reports provided me with useful data that allowed me to make some recommendations for continuous improvement. Voila, my CAR was done!

For those who want more specific instruction on this process, you have two options:

- Follow this web link to a [Word Document](#) (see bottom link on web page) that provides step-by-step instruction with screen shots.
- Hands-on training in a computer lab is available through Distance Learning.

Stay tuned for announcements from distance learning regarding [training sessions](#) (see bottom of webpage).

Service Learning Study Group

Workbook: Assessing Service-Learning and Civic Engagement
by Gelmon, Holland, Driscoll, et al. Editors

Jacqueline Holland welcomed all to attend her study group series on Wednesday, April 2nd, and 9th in room UC 115.

The topic of assessment was explored and moved with the chapter in the book which included:

- 1- Moving from teaching to learning,
- 2- Comparison of assessment methods,
- 3- Time vs. value,
- 4- Levels of commitment to service.

For more information contact Jackie Holland jholland@lorainccc.edu at extension 7875.

Innovative Learning Project Proposals

It's not too early to think about an Innovative Learning Project. Utilize the summer to write an Innovative Learning Project grant proposal for 2009-10 fiscal year. Innovative Project grants are a great way to assess new teaching delivery methods and evaluate strategies intended to improve learning and retention of information. Project criteria, proposal forms, and evaluation steps are available under the CTE link on the college intranet. The deadline for proposals is November 21, 2008. For additional information or help writing the proposal, contact Aimee Dickinson adickins@lorainccc.edu at extension 7876.

2008/09 Innovative Learning Project Award Winners

Congratulations to the 2008-2009 Innovative Learning Project Award Winners!

Promoting Breast Health through Self Examination and Education

Project Director: Mary Grady

Use of the breast simulators will provide the students and campus community with the opportunity to gain proficiency in self breast examination in a culturally sensitive manner. The simulators are a one time investment that can be used in a variety of learning situations. The systems have American Cancer Society teaching guides included with the purchase of the simulator.

Standardization of teaching strategies will benefit the college's wellness outreach programs, especially the October Breast Cancer Awareness Activities.

English Pilot Project

Project Director: Mollie Chambers

The project will systematically determine the most successful delivery of the ENGL 011 and ENGL 012 courses; the experimental study will look at five models for the courses, and an empirical research design will be implemented to control for as many variables as possible.

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