



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 the grant should visit the CTE website link on the LCCC Intranet or www.lorainccc.edu/cte. This site contains the application as well as a list of the 30 courses that qualify. The deadline for proposals has been extended until November 21st for the Spring 2009 project research and course redesign. Courses will be piloted or offered in Fall 2009. Faculty interested in submitting a proposal should contact Vince Granito at extension 4707 or 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 Fall 2009 and Spring 2010 are now being accepted. Collaborate with other divisions 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 LC 237 adickins@lorainccc.edu by October 31st. Final proposals are due November 21st. Examples of past projects are available in the Center for Teaching Excellence (CTE) office located in the Library/Community Resource Center in LC 235. 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.

Course Redesign Pilot for Sociology 151

By Aimee Dickinson

Students today seem to look at the world differently than generations before them. By utilizing technology, computers, the internet, and a program called SoftChalk, I redesigned Introduction to Sociology to accommodate some of the changes we see in learners. Using the blended format, two land-based sections that typically met from 2:00-2:50 Monday, Wednesday and Friday were combined and meet on Mondays and Wednesdays. Thus, the previously three day a week course now meets two days on campus. The redesign increased the number of students by combining 2 - 42 seat sections. We increased the number to 90 to account for drop/adds, withdrawals, etc. For the pilot, a lecture Hall HS101 was secured.

Softchalk is a software program that "builds" lessons that look like web pages. The web pages then have text with text poppers, self check components, crossword puzzles, sorting activities, labeling, abilities to insert media, and other features that I am still learning. By incorporating Softchalk Lesson Builder, students are active learners engaged in the learning process.

Students perform the SoftChalk activities weekly and are immediately assessed on these activities. In addition, the activity can be linked to the Angel gradebook. Students "seat time" consists of lecture and class discussion of Sociological concepts. We also engage in critical thinking where the emphasis is the application of the sociological perspective. Sociologically thinking occurs by adopting a hands-on approach to learning. By applying material to

students' everyday lives, they learn rather than regurgitate. Students also learn by completing assignments that include active learning labs, critical and creative writing assignments, interactive websites, and verbal assessment. In addition, students watch multimedia presentations both in class and online.

To increase student success and measure that success, all graded items within the course are aligned or "mapped," as it is referred to in Angel, to the performance outcomes. Students take open book quizzes each week over the chapter(s) we are covering in class. The open book nature of the quizzes encourages students to read. In addition, they receive immediate feedback on their grade and what they missed. However, answers are not provided. Part of the learning experience, I explain to students, is sometimes they get an answer wrong. Maybe they did not comprehend the text correctly or interact with the text the way they should when reading. They know it is their responsibility to relearn the material before an exam.

Once the pilot is complete and analyzed, resources will be available for all faculty that teach Sociology 151. Faculty are welcome to share their resources as well. For more information about doing a course redesign or researching redesign, see the CTE website www.lorainccc.edu/CTE or contact Vince Granito at ext. 4707 or vgranito@lorainccc.edu.

Innovative Learning Project: Promoting Breast Health through Self Examination and Education

Feeling Your Way to Healthy Breasts

By Mary Grady

I remember reading a quote once that went something like this: "I hear and I forget, I see and I remember, I do and I understand." The Innovative Learning Project: Promoting Breast Health is based on the principals that education is power and we learn when we perform.

With October being Breast Cancer Awareness Month, my team and I collaborated with Joan Perch by setting up a breast simulator booth at The Stocker Arts Center's event Girls With Guitars VIII, a benefit concert for the Susan G. Komen Foundation for Breast Cancer Research. The students created a beautiful poster about breast health (see picture). People stopped by the booth and literally "felt their way" to educate themselves on what non-healthy breasts feel like.

Last year, a group of nursing educators got together and came up with ideas that would help educate the LCCC students and staff on the importance of self breast exams using breast exam simulators. The hope of the group is to empower women and men (Yes, breast cancer attacks men as well as women) everywhere on the techniques that are needed to save lives.

The simulators come in all shapes and sizes and allow participants to feel abnormal breast tissue and practice the techniques that are needed for self exams. We collaborated with Denise Wilson and LiveSmart to offer three 45-minute Lunch and Learn presentations on breast cancer October 1st, 9th, and 28th. Instruction on the correct techniques for breast self examinations and breast simulators were available for hands on learning.



The Breast Team also educated all of Pat Schrull's Nursing students and will be collaborating with Local High Schools to educate teenage girls on breast health and the importance of monthly self exams. The models will also be used to teach all future LCCC nursing and sonography students. In fact, the possibilities are endless and the "Breast Team" hopes to educate as many people as they can. Knowledge is power and in this case it is power that can save lives.

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Spotlight On Faculty

By Henry Patterson

We are spotlighting Henry Patterson, Political Science and Public Administration Instructor from the Social Science and Human Services Division. Mr. Patterson received his graduate degree of Public Administration from Cleveland State University. He is currently a 3rd year Law Student at Cleveland John Marshall Law School, Candidate for Juris Doctorate in Spring 2010.



Henry Patterson

*Political Science & Public Administration Instructor
from Social Science & Human Services*

How long have you been teaching here at LCCC?

I am now entering my third year teaching full-time as a Political Science/Public Administration Instructor at LCCC. I taught one year as a temporary full-time lecturer and recently completed my first full year of employment as a full time instructor. I have been teaching since 2000, starting in Adult Education Courses for the Lorain City Schools, predominately in the areas of basic computer and internet proficiency. Beginning in 2003, I started teaching as an Adjunct for the Business Division at the Learning Center in Lorain, where I taught CISS introductory courses.

What classes do you teach?

I can teach any course in the areas of Political Science and Public Administration. Currently I teach American National Government, Comparative Politics (my favorite course), and Contemporary World Problems.

What hobbies do you have outside your LCCC life?

I am an avid golfer and enjoy a relaxing round on the links whenever I can find time. I have recently taken up distance running as a result of the Social Science Division's participation in the 2008

Akron Road Runner's Relay Marathon (I ran my first 10K) and plan on running a ½ marathon in the near future. Finally, I guess my final hobby, since it monopolizes so much of my time, is that I am a 3rd year Law Student at Cleveland Marshall College of law.

What is your teaching philosophy? How do you see your role in the educational process?

I believe that every student can learn if they are willing to put in the work. Additionally, I firmly believe that students crave consistency, academic rigor, structure, and the opportunity to utilize and develop critical thinking skills in the classroom. More than anything, I see myself as both a catalyst and facilitator of the learning process.

Do you have any unique presentations/activities/lectures that you would be willing to share with the campus community?

I am not certain that anything that I do is exactly unique, but I have found a great deal of success with a concept that I call "Open Line Thursday." Essentially, what happens is that periodically throughout the semester, students are required to submit a one-page summary of an article, based on their interest, dealing with a current political topic that we are currently covering. Over the course of that class, each student is then expected

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Spotlight on Faculty

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to present and defend this issue to the entire class and their classmates may then comment on their topic (which often provides for lively debate). The only rule that I have is, "that we agree that we disagree without being disagreeable." Over the course of the past few years, I have seen incredible intellectual growth out of my students by empowering them in this way. Moreover, I have found that students have consistently exceeded my wildest expectations with regard to the quality of both their written work and oral presentation during Open Line Thursday.

What type of student is your ideal student?

A student who is not afraid to fail, ready to work, and willing to question their values, norms and beliefs.

What type of student is your nightmare student?

One who is not willing to step outside of their comfort zone.

How has education changed since you entered into the field?

As a result of my short time in academia, it hasn't changed too much; with the exception of greater access and acceptance of technology into courses.

How has LCCC changed since you started working here?

We now have Deans?

Innovative Learning Project: Promoting Breast Health through Self Examination and Education

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Support this project and watch for upcoming events being offered throughout the year. Please contact Mary Grady at mgrady@lorainccc.edu with any questions or comments. [Click here for a link to the Breast teams PPT.](#)

"The event was so important, so rich with information and a sense of empowerment when you realize that finding a lump is not the end of everything. That being said, I also hope that more people will take advantage of this wonderful learning opportunity."

- Melanie Allyn



Breast Models for "Feeling Your Way to Healthy Breast" Innovative Learning Project

Professional Development

Strategies for Dealing with Troublesome Behaviors in the Classroom

By James Jordan

The Center for Teaching Excellence hosted a roundtable discussion entitled "Strategies for Dealing with Troublesome Behaviors in the Classroom" on October 20, 2008 in the Barbara and Mike Bass Learning Center. The roundtable was facilitated by Dr. Vincent Granito, James Jordan, Jennifer Kukis, and Dr. Marilyn Valentino. The roundtable discussion was originally presented at the National Institute of Staff and Organizational Development in Austin, Texas, May, 2008. The one hour presentation lasted for 80 minutes as active participants shared their experiences and wisdom.

The well attended discussion quickly developed into a lively interactive discussion between the presenters, faculty, and staff. The discussion first focused on dealing with students who manifest depression and possible suicidal ideation. Discussion focused on how to assist students within the LCCC campus as well as off campus options. A great discussion of how to assist students within the role of faculty was enhanced by insightful and experienced



Learning Studio Classroom

LCCC faculty and staff.

Dealing with disruptive students was the second topic of discussion. All attendees were able to relate and contribute to the discussion. The pros and cons and of talking to disruptive individuals on a one to one basis vis-à-vis in front of the entire class was discussed. Positive strategies were shared, as well as ideas that did not go as well as planned.

The third topic of discussion dealt with students who stalk their instructors and other students. Again the panel and several attendees shared their experiences and solutions, helping all in attendance to develop teaching excellence.

Attendees also shared ideas in dealing with Iraqi war veterans (a possible future CTE roundtable discussion); text messaging in class; and improper use of email in online courses.



Professional Development Continued

CTE CAR workshops

By Aimee Dickinson

What is a CAR? A Car is a Course Assessment Record that the college uses to assess student learning. The CARs are forms that are connected to the course outcomes document. Join Kathy Head and Aimee Dickinson as they present the color coded CAR workshop. This hands-on workshop will have you completing CARs in no time. CAR workshops are scheduled in the Library Community Resource Center room 231 (also known as the Learning Studio). Join us for one of

the times below. RSVP to Elisabeth Garcia at ext. 7595 or email at egarcia@lorainccc.edu.

DON'T FORGET!!!! Bring your course outcomes document for the class that you will be assessing. You can get this from your division.

November 6th from 1:00-2:00

November 13th from 10:00-11:00

November 18th from 1:00-2:00

Announcements & More

Faculty Accomplishment

In the spirit of acknowledging teaching excellence, CTE would like to congratulate professors Aldena Francisco-Harris and Aimee Dickinson for being the recipients of the LCCC Foundation Faculty Excellence Award. This honor was announced at the May 2008 commencement and based upon student nomination. Both Aimee (Sociology) and Aldena (Teacher Education) are faculty in the Social Sciences and Human Services Division. They have each commented that being at an institution which encourages innovation, creativity, and sensitivity has been a determining facet of their success. With that in mind, we are all winners!

Constructive Civil Discourse for faculty and students

CTE will be hosting a faculty student discourse to brainstorm and discuss the differences in perceptions and expectations that both faculty and students have. Susan Paul, Vince Granito and Aimee Dickinson will facilitate the first session on November 24th from 10:45 - 11:45 a.m. Please inform your students of this wonderful opportunity. If they are interested in attending please contact egarcia@lorainccc.edu. If you are interested in helping to facilitate the first or subsequent sessions, please contact Aimee Dickinson at ext 7876 or email at adickins@lorainccc.edu.

Coming soon!

CTE will be hosting an open house in the Learning Studio for faculty. Come learn and share different strategies for utilizing this experimental classroom. Dates and times to be announced.

Executive Steering Committee, 2008-09

Vince Granito	Co-Chair, Coordinator of Enhancement Redesign Projects
Aimee Dickinson	Co-Chair, Coordinator of Innovative Learning Projects, Newsletter Editor
Elisabeth Garcia	Staff Assistant, CTE Liaison, Recorder, Website, Newsletter 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	Nancy Kelley
Ramona Anand	Susan Leiken
Elizabeth Behrouzi	Susan Paul
Ruby Beil	Greg Rivera
Heather Bubnick	Dorinda Smith
Dee Gross	Marilyn Valentino
Dorothy Johnson	Aaron Weiss

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The Center for Teaching Excellence

We're on the Web!

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