

CTE NEWSLETTER

Course Redesign Pilot for History 161 & 162

By David J. Amos

The experience of redesigning History 161 and 162 has been a complete joy! We have been able to utilize the software available from the publisher to provide everything from sample tests to interactive historical maps to introducing students to the concepts of primary sources. Our team, Linda Bake, Mary Jane Pasky and I are pleased beyond all expectations at the degree of student participation in the course. We have weekly discussion forums on historical persons, events and trends in which each student must make a personal response and at least one comment to another person's post. Some of the posts are almost of graduate level research and thought. Students are citing sources for their positions and are engaging in differing opinions but with complete respect (no "Rush Limbaugh" type screaming). They even have the courage to disagree with the Professor's Posts! Their posts have been humorous, thought provoking and sometimes truly revealing of



*Interview with Professor McTeague,
Ohio University & David Amos, LCCC Business Division*

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how this great history is impacting them. A few comments have actually brought a tear to my eye, but remember I cry at Disney movies, especially Brother Bear!

They are reading as a supplemental text, The Earth Shall Weep by James Wilson, a History told from a Native American perspective. I was initially concerned some students might complain that this approach to history might offend their sense of patriotism. On the contrary, we have received many comments from students actually thanking us for exposing them to "hidden history."

In addition to the supplemental texts, the redesign makes use of taped interviews. For example, one interview is with my hero Mike McTeague, my first history professor at Ohio University. I sometimes feel as if we are reaching these students at least in some respects the way McTeague affected this old bald professor. It makes my old heart feel good! From the point of view of an instructor, I doubt if anything will ever cause me more joy than our recent discussion forum on Davy Crockett and the Trail of Tears. I read some of those discussions with my original Davy raccoon skin hat firmly planted on my slightly balding head!

Innovative Learning Project

Dental Hygiene Program

By Susan Leiken

PROJECT TITLE: “An ORIENTATION PROGRAM FOR THE LORAIN COUNTY COMMUNITY COLLEGE’S (LCCC) DENTAL HYGIENE CLINIC” (A Multi-media Production)

This multimedia program serves two purposes:

Firstly, this program introduces dental and dental hygiene faculty to the Lorain County Community College’s (LCCC) standardized Dental Hygiene Program’s clinical evaluation system. The program also covers the clinic’s policies and procedures. In order for the dental hygiene student to be successful in learning and performing clinical requirements, educational supervision by all dental and dental hygiene instructors must be consistent, relevant, and reliable.

This multimedia program is directed towards the guiding and mentoring of the Dental Hygiene clinic faculty (both dentist and dental hygienist faculty and both full-time and adjunct faculty). The Dental Hygiene clinic faculty members evaluate student clinical performance. In doing so, they use their dental expertise to impart dental/dental hygiene advice, recommendations, and observations when interacting with the students and their patients. Their comprehension of the LCCC Dental Hygiene Clinic protocol, evaluation system, and the dental hygiene student-requirement policy is imperative in order for appropriate and accurate student-instructor interaction to take place.

With detailed instruction from this orientation multimedia production, the Dental Hygiene clinic faculty members will be better prepared to align themselves with each other in educating the dental hygiene students. With

reliable and consistent instruction throughout the faculty, students will receive optimal clinical education and improved learning will result.

Secondly, the program provides the dental hygiene student with a simulation of appropriate and comprehensive patient education instruction. One of the more important aspects of dental hygiene practice is to provide patient education to all patients. While viewing this multimedia program, the student will observe an actual presentation of dental health instruction to a patient.

The purpose of this section of the production is to provide guidance for the dental hygiene student who is a novice in articulating dental health instructions and in demonstrating oral care procedures to their patients. In order for the dental hygiene students to improve their communication skills and to be an effective oral health care provider, this portion of the program will be instrumental in illustrating a dental health clinician educating their patient.

The total production piece is approximately an hour long, but is segmented by 15 minute intervals for easy and quick perusal by the viewer. The program is formatted for DVD use. Over 25 clinical procedures/requirements are explained and performed. Footage of an actual and complete patient/treatment appointment, student-instructor interaction, student-patient education session, patient care, and descriptions and exhibits of actual clinic forms are portrayed.

This multimedia program is intended to reinforce the clinic’s evaluation system and all policies and procedures that are now found in the Dental Hygiene Student Handbook and in the Dentist Clinic Manual.

Teaching Tips for this Issue

Quizzing as an Effective Learning Tool

By Aimee Dickinson

One of the biggest challenges I face while facilitating the college classroom learning environment, is getting students to open up the 80 dollar textbook that they have purchased for my course. In the past, I utilized traditional pop quizzes. This was very effective for the more dedicated students. But what about the less dedicated ones? After thinking about what my objectives were in utilizing pop quizzes (which of course was to get students to actually read and interact with their text) I decided to put the quizzes online. Students were permitted to take the quiz anytime that was convenient for them within a one week period. The quiz opened Monday morning at 8 am and closed Sunday at 11pm. I timed these 5-10 question quizzes. Quizzes occurred once a week, with students scoring an average of 6 or 7 out of 10. After covering an even more difficult chapter, I decided not to time the quiz for that particular chapter. Students' feedback was very positive. After thinking again about my objective (trying to get students to interact with the textbook) I decided not to time quizzes at all. In fact, I even tell the students that they can collaborate when working on these quizzes.

By attending the NCAT conference this past March, I learned other effective strategies regarding quizzing. Gordon Hodge from the University of Mexico utilizes quizzes for mastery learning. These are successful because the CMS (course management system) administers a unique quiz every single time based on a test bank of over 200 questions. Students can take the quizzes as many times as

they like. He then utilizes some of these same "stem" questions on the students' exams.

This type of quizzing is obviously most effective when trying to get students to learn factual knowledge. In fact, they are probably most effective in disciplines where knowing terms are essential for a particular discipline. Furthermore, in my experience, if students have basics concepts down, it is much easier to then engage them in deeper learning during class. That is, utilizing quizzes via Angel gets students to read and interact with both their text and classmates. It facilitates class discussion, think pair share discussion of ideas and application of the sociological concepts to real life. For me, engagement means getting students to apply concepts such as ethnocentrism and cultural relativism in the real world and then share those applications with their classmates and me. It is more effective than traditional talk and chalk. That is, by engaging in discourse in which students can compare and contrast their perceptions of their own culture as well as others is more effective than them being passive onlookers. By utilizing quizzing to cover these terms and concepts, they come to class prepared. It also beats having them look at me like I am from a distant planet.

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."

Spotlight On Faculty

Doug Herndon

We are spotlighting Doug Herndon, Assistant Professor in the Health, Physical Education and Recreation/Student Life Division. Mr. Herndon received his M.Ed. in Health and Physical Education from Bowling Green State University, and M.A. in Exercise Physiology from Kent State University.



Doug Herndon, HPER Assistant Professor

How long have you been teaching here at LCCC?

I am in my eleventh year at LCCC. Previously I taught for two years at Findlay College (now the University of Findlay) in Findlay, Ohio.

What classes do you teach?

I teach HPED 261 and 272, Exercise Physiology I and II. Also I am the instructor for all sixteen of the PEFT 151 and 152 sections of Lifetime Fitness. This instruction also coincides with the coordination of the Fitness Center at LCCC.

What hobbies do you have outside your LCCC life?

I enjoy participating in many sport activities, skiing, basketball, volleyball, running, golf to name a few. I also enjoy time with my family and participating in the activities my children are involved in.

What is your teaching philosophy?

I look at myself as a facilitator of learning as well as a teacher. I try to guide my students as they work through the process of discovering knowledge.

How do you see your role in the educational process?

I see my role as helping the student learn and believe this helps them to better understand the more complex subject matter and prepare them for the knowledge ahead. This helps prepare them to be better professionals in their field.

What type of student is your ideal student?

The type of student I find ideal is one who shows interest in the subject, asks questions when they do not understand and puts forth the effort necessary to learn. They do not

need to be the student with the highest grade in the class, but rather one who tries to be.

How has education changed since you entered into the field?

The dramatic increase in technology, this is both a good and bad part of education. The technology allows instructors to bring many different forms of media to the student to assist their learning. But at the same time we compete with the distractions of cell phones, text messaging, and students who expect to be entertained as part of their education. While this is certainly not a description of every student nor is the impact of technology all bad, but is a reflection of how technology has impacted society and our methods of interacting and teaching.

How has LCCC changed since you started working here?

The simple answer is it has grown dramatically. It seems LCCC is in a constant mode of growth. Distance learning has contributed to a large extent and the economics of attending college along with economics in general have all contributed to this growth. Possibly the biggest single event which changed my overall image of the college as an institution of higher learning is the impact the fire has had on myself, my colleagues, and the people we serve. How vulnerable we are as we provide educational services to anyone who seeks them.

Anything else that gives us a picture of you and your teaching.

In response to this I have to say that I enjoy so much the response of students who in their course of study develop in the professional competence and skills which are so vital to success.

Professional Development

Video Captures

By Vince Granito, Ph.D.

The Center for Teaching Excellence sponsored a roundtable discussion on the use of video captures and clickers in the classroom on March 23, 2009. Video captures are the ability to video tape a lecture, demonstration, example, or any additional information to be presented outside the classroom. This tool was originally intended for faculty providing on-line instruction as a way to put a human face to the person teaching the class. A faculty member could video tape a lecture for an on-line class and provide it for the students. However, this modality to teaching can also be very valuable in land based classes as well. For example, a faculty member could capture a lecture and make it available to students who could go back and review concepts presented in the class. Additionally, faculty could capture extra information that cannot be presented in class because of time constraints, and make this available for students.

One of the current Innovative Learning Projects through CTE is going to video capture statistical procedures, so students could review the steps to complete a word problem. A faculty member could even capture the information from the syllabus, so they do not have to take valuable class time at the beginning of the semester. The video captures are taped in one of the Interactive Video Distance Learning (IVDL) rooms on campus and posted as a link on the ANGEL system. When students click on the link, they have a video screen pop up where they can watch the material, and do not need any special equipment for their computers.

A second tool presented in the roundtable was use of the audience response systems, or clickers. Clickers have been found to be

effective in the classroom to enhance student motivation, engagement, and understanding of the course material (Case & Hentges, 2009; Cleary, 2008; Poirier & Feldman, 2007). The presentation centered on the use of the TurningPoint system utilized here on the LCCC campus. This system is used because of the ease to embed interactive slides into an existing PowerPoint presentation. Several uses for the clickers were presented including, the ability to generate an attendance sheet for a class, to aid the faculty in knowing the comprehension level of a concept by the students, give weekly/daily paperless quizzes, and allow for questions of a sensitive nature to be asked without the student being recognized. Both the video captures and clickers can be added to the faculty member's toolbox of strategies to increase the learning by the students.

References:

Case, K. & Hentges, B. (2009). Motivating Student Engagement with MySpace, Clickers, and Web-Enhanced Research Labs. Excellence in Teaching Column in the Society for Teaching of Psychology Discussion List.

Cleary, A. (2008). Using wireless response systems to replicate behavioral research findings in the classroom. *Teaching of Psychology, 35*, 42-44.

Poirier, C., & Feldman, R. (2007). Promoting active learning using individual response technology in large introductory psychology classes. *Teaching of Psychology, 34*, 194-196.

Student/Faculty Event

By Aimee Dickinson

When Vince Granito mentioned the possibility of a student faculty event where students and faculty discuss their different perceptions of what to expect in a classroom, I couldn't wait to contact student senate! Since that time last fall, Vince Granito, Aimee Dickinson and Student Senate led the charge to implement an ongoing event that gets faculty and students together to discuss different issues. Thus far, there have been three student faculty events. Faculty facilitators included Vince Granito, Aimee Dickinson, Dorinda Smith, Susan Paul, Kevin Hoskinson, Barb Wilford, Mike Substelny, Sammie Davis-Dyson and Kathy Head.

All events have been successful in developing rapport between students and faculty. In addition, both faculty and students have gained tremendous insight as to the topics of overpriced textbooks, lack of direction and oversight during some courses' class discussions, different learning styles, best practices of teachers, entitlement of some students and the potential for implementing preview of classes (via video capture overview of syllabus). Faculty queried students as to what point professors let students dabble in being responsible for their own structure. In addition, faculty asked students how to engage them in deeper learning. Students responded that if they see value in an assignment or that they can see relevance to their lives and/or future career, they are more likely to be engaged in deeper learning. Students also agreed that having student faculty rapport enhanced the learning environment. They also would like more oversight during class discussions.

We hope to continue to have the events twice during each semester. If you are a faculty member that would like to facilitate one of these events, please contact Aimee Dickinson at adickins@lorainccc.edu or egarcia@lorainccc.edu



*Student - Faculty Discourse Event
March 26th, 2009*

2009/10 Innovative Learning Project Award Winners

By Aimee Dickinson

Congratulations to Innovative Learning award winners for 2009-2010! They are:

Innovative Fitness Monitoring

Project Director: Doug Herndon, Assistant Professor

Culturally Responsive Writing Classroom

Project Director: Heather Kirchner, Assistant Professor

Nursing 115 Study Seminars

Project Director: Mary Sulzer, Assistant Professor

Innovative Dual-Enrollment with ANGEL

Project Director: Steve Hubbard, Assistant Professor

3AM Stats

Project Director: Vince Granito, Associate Professor

FLM (Fabrication Lab Mathematics)

Kelly Zelesnik, Academic Dean Engineering Technologies and Nord Advanced Technologies Center

ANNOUNCEMENTS

- The Center is launching a new initiative to address plagiarism, from the point of view of students, faculty and deans. If you would like to be involved in the development of lessons, strategies and policy proposals related to plagiarism, please contact Chris Sheetz at ext 7288 or csheetz@lorainccc.edu .
- CTE role changes to begin fall semester:
 - Aimee Dickinson, Coordinator of Enhancement Redesign Projects
 - Susan Paul, Coordinator of Innovative Learning Projects
 - Vincent Granito, Co-chair of Professional Development
 - Jennifer Kukis, Co-chair of Professional Development
- Open House for the Experimental Classroom is scheduled on August 14th during Faculty Development Day week. Stay tuned for more information in the faculty schedule this fall.

Executive Steering Committee, 2009-10

Aimee Dickinson	Co-Chair of CTE, Coordinator of Enhancement Redesign Projects, Newsletter Editor
Vincent Granito	Co-Chair of CTE, Professional Development Co-chair
Susan Paul	Coordinator of Innovative Learning Projects
Elisabeth Garcia	Staff Assistant, CTE Liaison, Recorder, Website, Newsletter Assistant
Jennifer Kukis	Professional Development Co-chair
Christine Sheetz	Website and Research Liaison
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Dee Gross	Marilyn Valentino
Dorothy Johnson	Aaron Weiss

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