



# 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](http://www.lorainccc.edu/cte) for complete information, including a list of the 30 courses that qualify and an application. The deadline to submit a final proposal is **November 30<sup>th</sup>** for Spring 2010 project research and course redesign proposals. Courses will be piloted or offered in Fall 2010. Faculty interested in submitting a proposal should contact **Aimee Dickinson** [adickins@lorainccc.edu](mailto:adickins@lorainccc.edu) or extension 7876 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 2010 and Spring 2011 are now being accepted. Innovative Learning Projects allow faculty to collaborate with other divisions to do research in their classroom, get cross-discipline support, assess new delivery methods, and evaluate strategies that improve learning and aid student retention. Those interested should submit a final proposal to **Susan Paul** [spaul@lorainccc.edu](mailto:spaul@lorainccc.edu) by **November 30<sup>th</sup>**. Examples of past projects are available in the Center for Teaching Excellence (CTE) office located in the Bass Library/Community Resource Center in room LC 235. Project criteria, proposal forms, and evaluation steps are available under the CTE link [www.lorainccc.edu/cte](http://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 more information on a copy of the fact sheet or help with writing a proposal please contact Susan Paul at [spaul@lorainccc.edu](mailto:spaul@lorainccc.edu) or extension 7422.

## Teaching Tips of the Issue

### Universal Intellectual Standards

By Aimee Dickinson

In addition to a rubric, I upload a document similar to the one below for my online courses. I explain to the class that I will be referring to this document when grading their forums, essays and assignments. I believe this is essential for students so they know my expectations.

1. **CLARITY:** Could you elaborate further on that point? Could you express that point in another way? Could you give me an illustration? Could you give me an example?
2. **ACCURACY:** Is that really true? How could we check that?
3. **PRECISION:** Could you give more details? Could you be more specific?
4. **RELEVANCE:** How is that connected to the question? How does that bear on the issue?
5. **DEPTH:** How does your answer address the complexities in the question? How are you taking into account the problems in the question?
6. **BREADTH:** Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a conservative standpoint?
7. **LOGIC:** Does this really make sense? Does that follow from what you said? How does that follow?

Adopted from Foundation for Critical Thinking, online at website: [www.criticalthinking.org](http://www.criticalthinking.org) (Paul, R. and Elder, L. (June 1996).

### Student/Faculty Discourse

By Aimee Dickinson

The faculty and student discourse meeting scheduled November 17<sup>th</sup> had over 50 students in attendance. This semester's facilitators were Aimee Dickinson, Susan Paul, Bryan Williamson, and Sammie Davis-Dyson. Students met to discuss some agenda items that student senate solicited from students. Students discussed these items with faculty while they enjoyed pizza and refreshments.

## Innovative Learning Project:

### English Pilot Project

By Mollie Chambers

In an effort to continually improve the educational experience for our students, the English faculty in Academic Foundations embarked on a year-long pilot project with our English 012 classes. We altered the structure of the classes in order to determine if a smaller class size or an extended weekly class time would have an impact on the success and retention of our students. After students registered for the class, they were randomly selected for a traditional section, a decreased class size section, or an extended time section. The students in the extended section were placed in a class that met for 4 hours a week instead of the traditional 3 hours. The Innovative Learning Grant allowed us to offer that additional credit hour to students free of charge. Students were quite pleased at the generosity of the college, and they were very happy to have been selected for the section. We recently received data for the project and will be working to fully analyze the information. We are so grateful to the Innovative Learning Grant Committee for making this project possible.



## Professional Development

### Blended Learning

By Aimee Dickinson

Susan Paul, Aimee Dickinson and Heather Bubnick presented a CTE professional development workshop on Blended Learning. Much of the information they used came from a CD *Ten Ways to Improve Blended Learning Course Design [CD-ROM]* by Ike Shibley (owned by CTE). They also showed faculty specific examples of what they do (or planned to do) in their blended classes. Some of the best practice included:

1. Create learning objectives
2. Create ways for students to learn before class
3. Create ways for students to learn during class
4. Create ways for students to learn after class
5. Communication
6. Encourage collaboration
7. Utilize online resources
8. Use high and low stakes grading
9. Seek assistance from professionals on campus
10. Stay organized

The presentation provided links to many of the free technologies and resources useful for blended, land-based, or internet classes. For the entire presentation, please visit the CTE website. To sign out the CD contact [egarcia@lorainccc.edu](mailto:egarcia@lorainccc.edu)

### E-CAR in 8 steps!

By Aimee Dickinson

After presenting the new E-CAR to faculty at CTE's professional development workshop this past October, Kathy Head and Aimee Dickinson learned from feedback that faculty wanted a simple step by step document that they could easily refer to. So here it is. It is also on the CTE website!

1. Log onto the LCCC homepage [www.lorainccc.edu](http://www.lorainccc.edu).
2. Click on Yellow faculty/Staff tab at far right.
3. Once at faculty/Staff page click on the CampusNet Faculty/Staff Intranet (login required) located to the left in gray (4<sup>th</sup> one down).
4. Once at this page, click on the "Click to enter CampusNet Intranet" in blue.
5. You will be asked to enter your log in name but make sure to put lccc forward slash (slash that is underneath backspace button) (mine is lccc\adickins) and your password: first initial, last initial, and last 4 numbers of your social (mine is adxxxx). It is the login you use when you log in for your LCCC email.
6. Once on the LCCC intranet, go to forms library located under Resources.
7. Under faculty support click on Course Assessment Record (E-CAR).
8. Once at the Course Assessment Record site Click New Item. A CAR form that populates for some of the dropdown items appears. It is very self explanatory. Email [adickins@lorainccc.edu](mailto:adickins@lorainccc.edu) or [jthomps@lorainccc.edu](mailto:jthomps@lorainccc.edu) for questions.

## Professional Development Continued

### Technology Tuesdays

By Aimee Dickinson

This semester Jennifer Kukis and Vince Granito created a wonderful and extensive professional development program that included a pedagogical series, a technology series and a series of events titled Technology Tuesdays. Technology Tuesdays were informal workshops in which faculty shared their online classes or technology resources with other faculty. Tom Pauchel has shared some of his techniques that he presented at his Technology Tuesday workshop and I have listed them here. If you are interested in presenting for a Technology Tuesday workshop in the spring, please contact Vince Granito [vgranito@lorainccc.edu](mailto:vgranito@lorainccc.edu) or Jennifer Kukis [jkukis@lorainccc.edu](mailto:jkukis@lorainccc.edu).

#### Tom's Techniques

by Tom Pauchel

Basically this is what I covered in the workshop:

1. Using HTML tags to enhance course announcements including sound, video, and animated gifs.
2. Using the marquee HTML tag to create scrolling banners at the top of ANGEL web pages.
3. How to embed videos directly into course announcements rather than just creating a link. This lets students see the video and watch it within ANGEL.
4. Using the ANGEL games feature to create crossword puzzles and jeopardy-like quiz games.
5. We briefly touched upon linking the ANGEL games to the grade book.
6. Here is another great website I use to create extra credit puzzles and it's free!  
<http://puzzlemaker.discoveryeducation.com/>
7. I also showed a jeopardy game I created using PowerPoint that's a lot of fun for students.

### IVDL Best Practices

By Barb Schuckman

I volunteered to be a presenter for CTE this fall and was taken up on my offer. On September 9, 2009 I presented "IVDL Best Practices" for part of the 2009 Professional Development Program through CTE and Distance Learning. I shared my tips for becoming a more successful IVDL instructor by discussing camera angles, attire, time management, motivation, and communication. Many of the instructors present had specific questions we were able to address and suggestions were given as how to deal with certain situations that arises in an IVDL class. I found these discussions highly valuable. In addition, Distance Learning was able to "capture" the presentation allowing those involved with the session to view it online. I was able to illustrate, with use of the camera, why certain tips work well. It was beneficial to all to have that hands-on experience. One brave instructor even came up to try using the equipment, in order to get a better understanding of the "flow" in an IVDL room. The room was near capacity and the feedback heard immediately following the session was positive, which I appreciated. I really hope that all in attendance gained something from the session and have been able to put into use some of the Best Practices. To view video capture presentation click on this link [CTE's Professional Development page](#). Scroll down to Technology Series "IVDL Best Practices." All links to our resources are in blue.

## Spotlight On Faculty

We are spotlighting Associate Professor Susan Paul. Ms. Paul received her master's degree in Library Science from Emporia State University in Emporia, Kansas.

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

I began working at Lorain County Community College in August 2000. I am the Access Services/Reference Librarian at LCCC Library; I wear "three hats" at the Library: Reference Librarian, Instruction Librarian, and I coordinate the two Circulation Desks and InterLibrary Loan. In August 2002, I started teaching the SDEV 101: College Experience courses and in August 2005, I began teaching SDEV 190: Strategies for College Success.

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

In my role as an Instruction Librarian, I teach a wide array of Information Literacy instruction sessions for LCCC and University Partnership students. My sessions for this semester included: Nursing 114, Dental Hygiene 121, English 162, and Communications 151. In my role as a SDEV 101 and SDEV 190 instructor, I have taught on campus classes, blended classes, and online classes.

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

I love being outdoors; I enjoy bicycling, walking, and hiking and my indoor activities include: swimming and weight training. Being a librarian, I love to read fiction books in my spare time.

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

My teaching philosophy is based upon constructivism—learner centered education. I am a facilitator in the learning process and a proponent of the collaborative benefits of learning. I engage my students in learning activities that are active in nature; by doing so, my goal is to foster learner discovery and self motivation.

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



*Susan Paul  
Bass Library/Community Resources*

I gave a CTE presentation last week with two colleagues, Heather Bubnick and Aimee Dickinson, on Blended Learning. For those of you doing research, I am very willing to provide a presentation on RefWorks (i.e., a web-based bibliographic management tool aka article citation storage and Reference list creation) and Write-N-Cite.

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

In the classroom, my ideal student is an individual that ask questions, stays on task, and displays self motivation in terms of learning. In the online environment, my ideal student attends the orientation, exhibits time management skills, engages in the online discussions, asks questions, and displays self motivation.

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

To be honest, since I began teaching in 2002, I have experienced only one slightly nightmarish student. I categorized this individual as nightmarish because of their lack of communication skills in an online course. I found that this individual would "screech" when sending me emails (hence, "online screecher"). What was more troubling to me, was the fact that the individual had more excuses than anyone I have ever known.

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

In my opinion, education provided at community colleges has become more

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## Spotlight on Faculty

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learner centered and less passive (i.e., sage on the stage). Learners have the capability to process new information based upon their previous knowledge; knowledge then is constructed/re-constructed by the learner.

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

Since I have been employed at the college, the LCCC campus has physically changed and continues to grow and change. Additionally, the number of students attending LCCC has grown by the thousands. I see this first hand, in the Library with

increasing number of library users. Since we have moved into the Bass Library in the fall of 2008, the Information Commons is now completely packed (75 computers) from 10:00 until 3:00 Monday through Fridays.

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

I am also trying to improve my teaching and am very open to trying something new. I am a lifelong learner and have been taking classes at Cleveland State in Adult Learning and also in Educational Technologies and at the University of Akron.

## Student/Faculty Discourse

*continued from page 2*

Topics from the Student/Faculty Discourse meeting included:

- 1. Online homework for On-campus classes**-students shared that they felt some of their assignments left them feeling “in the dark” and that class may not have adequately prepared them to successfully complete the difficult online homework. They asserted that the nature of online homework in a land-based class was not the most effective way for students to learn. They noted that they do understand the need for “discovery” learning in particular cases, but added that they took a “land-based” class because they knew they needed that extra feedback and instruction from the professor.
- 2. Standardization for ANGEL classes**-students asked why some instructors use some applications of angel but not others (e.g. they post lessons but refuse to use the angel email or gradebook. Students prefer consistency within a course).
- 3. Even distribution between test sections (multiple choice, T/F short answer)**-Students commented that they would like a variety of assessment methods to be utilized in their courses. For instance, quizzes and

tests should have T/F, multiple choice, essay and fill in, rather than all multiple choice or all essay. They also suggested assessment methods other than tests. One student even pointed out that multiple choice questions limits students’ creativity in that not all multiple choice questions provide all options that could be correct in a particular answer.

**4. Open discussion-** The use of laptops was also addressed by students. Students wondered why laptops are prohibited by some faculty. Faculty responded by addressing their concern for students using the laptops for non-classroom work (e.g. Facebook or surfing). Both Faculty and students commented that students using laptops for non-coursework activities could be potentially distracting to other students in the class. However, most agreed that laptop use for coursework could benefit certain types of learners. Faculty also solicited ideas from students regarding successful study/classroom preparation regarding textbooks and internet classes. CTE and Student Senate would like to have 2 events in the spring. Faculty interested in facilitating should contact Elisabeth Garcia. [egarcia@lorainccc.edu](mailto:egarcia@lorainccc.edu).

## *Executive Steering Committee, 2009-10*

Vince Granito	Co-Chair, Professional Development Co-Coordinator, <i>SS&amp;HS</i>
Aimee Dickinson	Co-Chair, Coordinator of Enhancement Redesign Projects, Newsletter Editor, <i>SS&amp;HS</i>
Susan Paul	Coordinator of Innovative Projects, <i>Library/Community Resource Center</i>
Elisabeth Garcia	Staff Associate, CTE Liaison, Website & Newsletter Assistant
Jennifer Kukis	Professional Development Co-Chair, <i>SS&amp;HS</i>
Christine Sheetz	Website and Research Liaison, <i>Library</i>
Michael Zellers	Coordinator of CTE Blog, <i>Business</i>
Iona Abraham	Nancy Kelley
Ramona Anand	Susan Leiken
Elizabeth Behrouzi	Claudia Lubaski
Ruby Beil	Valerie McGowan-Doyle
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