



CTE Newsletter

Center For Teaching Excellence

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CTE is located in the Library across from the circulation desk. Stop by and utilize the resources kept in the office. Keys are available at the library circulation desk.

Community Colleges

There are 1173 Community Colleges in the U.S.: 997-Public, 145-Private, 31-Tribal

Interesting web sites

www.ocaaup.org
Ohio Conference of the American Association of University Professors

www.oatyc.org/index.html
Ohio Association of Two-Year Colleges

Course Redesign Coming to LCCC

Since 1995, the PEW Charitable Trusts have supported initiatives from the Rensselaer Polytechnic Institute, with the goal to improve the quality of student learning while reducing costs of instruction. In 1999, a series of projects kicked off at a variety of colleges and universities around the country to improve learning outcomes, and employ cost reduction strategies. Since that time, three rounds of projects at thirty institutions have each received \$200,000 to redesign courses in the larger, introductory classes. The results indicated an improvement in learning outcomes while reducing costs by an average of 34%-41%. On April 22, 2005, Dr. Carolyn Jarmon will be visiting with Lorain County Community College to discuss how we can benefit from the knowledge gained through the first three rounds of this project, and begin the steps of course redesign here at LCCC. She will be meeting with the Executive Committee of the Center for Teaching Excellence, but this is open to all faculty members who would like to find out more about this exciting and pioneering project. Breakfast and registration is at 8:30 a.m. followed by a keynote address (see Dr. Wells's article below). All events will take place in the Spitzer Conference Center.

Spotlight On Faculty: Kathy Head, Assistant Professor, Early Childhood Education.

I have been at LCCC since 1989. I began as an adjunct faculty in both the Social Science Division teaching Early Childhood Education courses and the Developmental Education Department (Students for Success) Division teaching Developmental Reading.

I have been teaching in some capacity for 27 years. I have taught preschool, elementary grades (1st 2nd 3rd 5th), substitute teaching, tutored children in math and reading, remedial reading teacher for high school and developmental math teacher for adults before coming to LCCC.

When I began I taught all but 4 of the 12 Early Childhood courses. Now I focus on EDCT 111 Introduction to Early Childhood Education, ECED 273 Parent Involvement (online), ECED 162 Emerging Literacy and Language Development. I will also be teaching the new Teaching of Reading course for the paraprofessional degree.

Outside of work I like spending time with my family, reading, scrapbooking and entertaining family and friends.

My ideal type of student is probably no different than other faculty. I hope that all my students attend class, ask questions, complete their assignments, turn them in when they are due, and leave saying that they have learned something. But as a teacher of teachers I am always looking for that student who is enthusiastic about their career choice and who show a commitment to the teaching profession. I get very excited when I have a student who is a leader, is willing to go that extra mile and says they can't wait to have their own class some day. Many times students come to education classes saying they want to be a teacher

www.aacc.nche.edu/
**American Association of
Community Colleges**

www.criticalthinking.org/
Critical Thinking Consortium

Contact Us

CTE Homepage from the
WWW page

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because "they love children". . I tell them loving children has to be a given and that just because they did babysitting does not qualify them to be effective with a class of 20-25 young children. It is challenging, exciting, and hard work both physically and mentally.

Education has changed both at the college level and in the elementary schools since I began. Elementary School level- Proficiency testing, No Child Left Behind, Whole language reading instruction, back to phonics, Early Learning Content Standards, change from teaching certificate to licensure, brain-based research. At the college level we've gone from quarters to semesters, the University Partnership was established, and assessment, assessment, assessment!

I hope that my students find me to be approachable, fair, and a role model for them as future teachers. I try very hard to show them the transition from theory to practical application. I try to vary my teaching as well as testing to incorporate the diverse ways that students learn. I let them know we can have fun but I also have expectations. I include some type of activity that involves giving back to the community whether it is collecting books and distributing to children in the community, organizing the sharing tree for the holidays, or reading to children during Week of the Young Children.

News from the Library: Chris Sheetz

NEW Book in LCCC Library

Effective Teaching: A Guide for Community College Instructors, by
Deborah Stewart

Call # 378.125 E274

From the publisher's website:

This guide combines both theory and practice and focuses on the role of faculty in engaging students, celebrating learning, and developing students' skills. Learning is a collective enterprise—ongoing, always unfinished, exciting, and transformational—as much for instructors and staff as for students.

Effective Teaching: A Guide for Community College Instructors attempts to capture that spirit of learning in its approach to teaching, providing guidelines and suggestions that have proven effective in the classroom.

On a personal note:

I've found the Appendix to this Guide particularly useful as it provides sample syllabi, sample rubrics for writing and oral presentations and a Student Feedback Form that addresses what good instructors do.

LCCC Library provides you E-Mail Updates from

THE CHRONICLE OF HIGHER EDUCATION

Community College Newsletter -- This is your weekly briefing on the fastest-growing segment of higher education. You'll get links to news articles, career advice, and employment opportunities -- all delivered to you by e-mail.

The Daily Report -- Start your day with the important higher education news delivered to you every weekday morning.

Teaching Letter -- Keep up to date on the latest issues and developments in teaching, from the curriculum to distance education to courses that inspire -- or bomb.

To receive these updates in your e-mail, follow these steps:

From the LCCC Intranet (<http://www.lc3net>)

1. click on Mailing Lists (under the Local Web Sites heading)

2. click on [Chronhiered](#)
3. follow the on-screen instructions

Message From The Chair: Dorinda Smith.

Three study groups currently are meeting to read and share, to identify ways to teach more effectively and to find new resources that will enhance student learning. Faculty members who came forward to lead a study group: Vince Granito (SSHS – Psychology) *Active Learning and Teaching*; Chris Sheetz (LRC – Library) *Academic Integrity: Plagiarism and Cheating*; and Mike Zellers (Business – Technologies) *What the Best Teachers Do*. Thirty two faculty members are taking part in the study groups. If you have an idea for a new study group, we are looking for new ones for fall. Please let me know if you have an idea and want to lead a group.

Final plans are in process for faculty to learn more about Academic Transformation on April 22nd. Details may be found in other articles in this newsletter. Faculty interested in learning more about this new initiative, should email me. A formal invitation will be coming out soon. *Save the date!*

Marilyn Valentino has included complete information in this newsletter about Innovative Projects. Take a look at what others are doing...do you have an innovative project idea? Marilyn is always interested in ideas for new projects.

Watch for the Center for Teaching Excellence to be expanding its services and offering more opportunities for faculty initiatives in the future. Stay tuned...you may want to get involved. Have a great rest-of-the-semester!

Teaching Tip of the Issue.

I have had problems in the past with handing back tests or quizzes, especially when students have not done well. Students would, at times, complain that the questions were unfair or poorly worded. I read an article recently in a book entitled *Lessons Learned: Practical Advice For the Teaching of Psychology* (Goss, 1999) that offered practical advice for this situation. It requires students who are upset about the way questions are worded to put their complaints into writing. A form can be created to guide the student's complaints. Include on the form: "I think that question # _____ the answer should be _____. This answer change is based on the following argument (please provide page numbers and references for your argument)". I tell student that they have up to one week after the test to turn in their complaint. Also, I let them know that I will not automatically give them credit. This approach serves a number of purposes: First, it diffuses the anger students might have after the test; Second, it allows the instructor to see where students may be having problem; and Third, it gives the students the opportunity to demonstrate their understanding of the material. I started using this approach this semester; it has made my life much easier, and students appreciate that they have input into the education process.

“A gifted teacher is as rare as a gifted doctor, and makes far less money” Author Unknown

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires” William Arthur Ward

“Only through education does one come to be dissatisfied with his own knowledge, and only through teaching others does one come to realize the uncomfortable inadequacy of his knowledge. Being dissatisfied with his own knowledge, one then realizes that the trouble lies with himself, and realizing the uncomfortable inadequacy of his knowledge one then feels stimulated to improve himself. Therefore it is said ‘the process of teaching and learning stimulate one another’” Confucius 500 BC

“The best teacher is one who suggests rather than dogmatizes, and inspires his listener with the wish to teach himself” Author Unknown

INNOVATIVE LEARNING PROJECTS FOR 2005-06: Marilyn J. Valentino

The Center for Teaching Excellence is pleased to announce **four** project winners for 2005-06 Innovative Learning Projects (see descriptions below).

This marks the **fifth** year and a total of **16** research projects. Since 2001, 109 faculty and staff and approximately 773 students have been involved in our projects. Counting next year’s projects, those participant totals are raised to approximately **145 faculty and staff, and 1783 students**. Every division in the College has benefited from these projects. In addition, past projects, like Crunch Week and the Math Projects, have continued to be offered, and others, like Communication Across the Curriculum, have been replicated in other disciplines. This is really proof that innovation teaching that improves student success is happening at LCCC.

Thanks go to all those who submitted projects and to the hard work of this year’s screening committee: Susan Paul, Chair, and Mary Toma, David Astorino, Mollie Chambers, Pat Sedlak, Laurie Grimes, Jim McManus, Sherri Farabee, Jennifer Mellot, and Mary Gress. The committee analyzed each project on an 80 point scale according to how well it meets six criteria:

1. it supports the principles of the Learning College and Vision 21,
2. it impacts student retention and success,
3. it establishes clear assessment procedures,
4. it involves interdisciplinary teams,
5. its budget is allocated appropriately, and
6. it presents an overall design that demonstrates quality, merit, and efficiency.

The review process is interactive. The committee is able to ask questions of the project directors in an interview. Any revisions deemed appropriate are allowed to be made before final submission.

Now is the time to start thinking about planning a proposal for the 2006-07 cycle. The deadline will be early October. If you have any questions or would like to see past proposals, just e-mail Marilyn Valentino (mvalen@lorainccc.edu) or call her at Ext. 7103. She is also happy to help you think through and draft a proposal. For more information and forms, check our Center for Teaching Excellence intranet website.

Here are some descriptions of the winners for 2005-06!

FIRST Response

Project Director: Dorinda Smith

Division of Social Sciences and Human Services

A review of LCCC data on success and retention rates in specific courses indicates that more than one fourth of students in a given course will earn a D or an F or withdraw. The loss of time and resources for both students and faculty is staggering. Project FIRST Response will develop, test and promulgate a system to identify students, early in the semester, who are in danger of failing or withdrawing and to actively intervene in a manner to improve both success and retention rates.

Winning in Math

Project Directors: Dorothy Johnson and Mary Sultzer

Division of Programs for Student Success

Many students find that they have trouble reading math problems. Very

often reading skills are the culprit. This fall semester project is a three-part workshop/pilot program open to all students to familiarize them with the techniques of reading a mathematics textbook and the strategies for deciphering word problems. The secondary goal is to infuse these successful strategies into all the developmental math courses.

Writing Across the Curriculum

Project Directors: Jonathan Dryden and Marilyn Valentino
Division of Arts & Humanities

Writing Across the Curriculum helps faculty in diverse disciplines first understand the theory and practice of learning through writing, and then design, develop, implement, and assess writing assignments in their courses to promote deeper critical thinking, improve mastery of subject matter, and strengthen writing skills. Participants in the program represent eight disciplines that require writing. Faculty will design more effective writing assignments and assessments to help students use writing to learn.

Writing Success into the Future

Project Director: Patty Mack
Division of Programs for Student Success

The grades students earn in their first year of college are the most accurate predictor of whether or not they will remain in school and complete their academic program. Writing Success into the Future is a course-embedded endeavor that will gather, assess, and make productive use of relevant student information in order to help DPSS students better address their individual obstacles to success, thereby improving their likelihood of remaining in college.

The Center for Teaching Excellence and

Academic Transformation: Karen Wells, Ed.D., Vice President for Learner Services and Chief Academic Officer

I'm pleased to announce that Dr. Carolyn G. Jarmon, Senior Associate of the National Center for Academic Transformation, will be on campus on Friday, April 22, 2005, to work with the Center for Teaching Excellence and Academic Transformation on the Center's academic transformation and course redesign initiative. The day will begin with a continental breakfast and registration at 8:30 a.m. followed by a keynote address by Dr. Jarmon who will present the outcomes and best practices of the three phases of the *Program in Course Redesign* that was funded by the Pew Charitable Trust and FIPSE. The five principles of successful course redesign include the following: redesigning the whole course, encouraging active learning, providing students with individualized assistance, building in ongoing assessment and prompt (automated) feedback, and ensuring sufficient time on task and monitoring student progress.

The *Program in Course Redesign* produced five, best practice models for course redesign, so five breakout sessions will follow Dr. Jarmon's presentation, starting at 10:15 a.m. and ending at 1:00 p.m. During these five, thirty-minute sessions, faculty will have an opportunity to explore the five models for course redesign with Dr. Jarmon in anticipation of the opportunity to reply to a Request for Proposal which will be distributed by the Center for Teaching Excellence and Academic Transformation in the near future. We hope there will be significant interest in Dr. Jarmon's visit and will be sending more information and registration details through email in the near future. Please plan to

attend, and join us for lunch following the breakout sessions at 1:00 p.m.

Dr. Jarmon will complete her visit in a session with the Center For Teaching Excellence and Academic Transformation. We anticipate she will assist the Center in planning the academic transformation initiative.

CTE News and Faculty Info

- CTE Steering Committee Meeting (everyone is welcome) April 18, 2005 3-4pm CTE Office
- CTE is currently sponsoring three study groups: "What the Best Teachers Do"—Mike Zellers, Leader; "Using Active Learning and Student-Centered Approaches to Teaching"—Vincent Granito, Leader; "Academic Integrity (Plagiarism, Cheating)"—Chris Sheetz, Leader. There are 27 faculty members participating in these study groups.
- Valerie McGowan-Doyle, History, presented a paper at the "Ireland in the Renaissance" conference in Dublin, Ireland on January 8, 2005.
- Vincent Granito, Psychology was featured in an article published in the *Monitor on Psychology*. The article was entitled "Practicing What They Teach" and focused on some of his community based programs he has been involved with here at LCCC.

Center for Teaching Excellence Executive Committee 2004-2005

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