



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 for complete information, including a list of the 30 courses that qualify and an application. There are now two deadlines for proposal submissions. They are October 1st and November 19th for Fall 2010. Courses will be piloted or offered in Spring 2011. Faculty interested in submitting a proposal should contact Aimee Dickinson 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."

INSIDE THIS ISSUE

CTE Seeking Proposals	1
Course Redesign Pilot – Heather Bubnick	2
Innovative Learning Project – Steve Hubbard	3
Professional Development Information – Lisa Murthy	4
Spotlight On Faculty – Mike Substelny	5
Student/Faculty Event – Aimee Dickinson	6
Announcements & More	7

Innovative Learning Project Awards

Grant proposals for Innovative Learning Projects for 2011-2012 academic year 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 by November 19th. 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 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 or extension 7422.

Course Redesign Pilot

Creation of a Hybrid Format for College Mathematics

By Heather Bubnick

Jeff Koleno and I are currently working on a course redesign project for College Mathematics (MTHM 151). This course redesign involves creating a hybrid format for MTHM 151. Specifically, the distance portion will consist of students viewing lectures, completing study guides, and participating in out-of-class discussions, while the land-based portion will consist of a weekly two-hour class.

The lecture videos described above are being made using the screen-capture software program, Camtasia, and a tablet PC. They are all very short in duration (averaging five minutes long) and consist of me completing study guides for each section. This includes defining terms and “thinking out-loud” to solve problems. The students can watch all of the videos or they can choose to watch only the

videos that correspond to the parts of the study guide that are unclear. Moreover, they can rewind and watch any part of a video as many times as needed.

When students attend class, they will be required to bring in their completed study guides as proof that they are coming to class “prepared.” They will also be required to highlight any parts of the study guide that are still unclear to them so that those topics can be addressed in class. A significant portion of class time will be spent working in groups on activities designed to encourage active learning, motivate problem solving and reinforce concepts learned in the video lectures. Students will be responsible for presenting solutions to their activities to the class. The course will be augmented by the use of MyMathLab, an online homework system from the textbook publisher.

It is our hope that this hybrid version of MTHM 151 will increase the overall success rate of students taking MTHM 151, provide an alternative to the online version of MTHM 151 and maximize building utilization efficiency. The videos, study guides, activities and discussion board questions will be made available to other MTHM 151 instructors through a Course Resource Archive housed in ANGEL.

Teaching Tips for this Issue

Excellent Resources

By Aimee Dickinson

My teaching tip for this semester is more of a resource than a tip.

Check out this website

http://www.srebonlineteachers.org/Cool_To_ols_For_Teaching_Online.pdf

which leads to an enormous amount of links to facilitate the use of technology (either by the faculty member or the student) in the classroom. If anyone is familiar with these technologies and would like to share their experience with using them please contact Vince Granito vgranito@lorainccc.edu or Jennifer Kukis jkukis@lorainccc.edu to present a professional development workshop.

Innovative Learning Project:

IDEA (Innovative Dual-Enrollment with ANGEL)

By Steve Hubbard

The Physics Teaching Partnership was formed between Amherst Steele High School and Lorain County Community College with the purpose of offering LCCC's Physics 151 course at the high-school as a dual-enrollment section. This was a challenge because this is a transfer-level laboratory science so there are specific requirements for the instructor qualifications and for the equipment required to complete the necessary laboratory experiments. Because of the equipment-intensive nature of the course, we required significant funding and formed a partnership between CTE, the LCCC Foundation, and the Amherst Sandstone Educational Foundation. The expected result is to have a significant amount of PHYC151 content available in an ANGEL repository and to enhance all of our PHYC151 sections with increased use of interactive simulations. Students at Amherst benefit by the exposure to college physics if they intend to major in engineering, mathematics, or a physical science. For Amherst students intending to major in other fields, including life sciences for pre-medical degrees, the course may serve as credit towards their degree.

The majority of our funding was spent on lab equipment particularly in topical areas that were not covered by the existing Amherst physics curriculum. These areas include rotational motion and thermodynamics. We were able to acquire enough equipment to add 4 lab experiments to the Amherst curriculum. In all, we added 8 setups for each of the 4

experiments. These are important topics because college freshmen frequently struggle in these topics which are not covered at many high schools. By adding them to the Amherst Curriculum, we are better preparing the students for their future educations.

We also have invested considerable time developing exercises and simulations to store on ANGEL. These are consistent with (and in many cases identical to) work that is done in Physics 151 here at LCCC. These exercises are completed by the students either in class or at home and can be done through consultation with LCCC full-time faculty. By partnering in this way, we address the expectations of the Higher Learning Commission which require that transfer-level undergraduate courses be taught by those with significant graduate experience. This work has also provided an opportunity for students in LCCC's Computer Game and Simulation Design (CGSD) program a chance to create new simulations for use in education. Mike Substelny's CGSD students are preparing simulations to address topics in introductory motion and advanced rotational motion.

The large changes in the high school schedule have been difficult, but we expect to run the course next year as well. Provided the course can run smoothly after our funding period has ended, the lab equipment can remain at Amherst and the Partnership can continue indefinitely.

Professional Development

Portfolios to Assess Students

By Lisa Murthy

Student portfolios are a collection of materials or evidence that provides a snapshot of an individual learner's progress, development or achievement. We all have a natural tendency to save our work and through the use of portfolios, this work is placed in a defined space that offers the student the opportunity to think about how to improve in the future. This allows the student greater autonomy in mapping or shaping their personal and professional development.

Portfolios can take on many forms and serve a variety of purposes. One such form is documentation, which offers the educator a different route to assess mastery of learning outcomes. The showcase portfolio illustrates the best work of the student and offers the student opportunities to reflect on how the works were selected to be included in the portfolio.

Through the use of portfolios, an educator can assess the student in a formative manner, offering feedback on their learning that occurred with the portfolio assignment. Summative evaluation is offered at the end of the course or program and gives detailed information as to the learning that took place. This type can be used to bridge to other required courses in a curriculum or program.

In conclusion, portfolios provide a framework for the students to assess their strengths and weaknesses in an attempt to develop plans for continued learning.

Copyright Material

By Lisa Murthy

As educators, we draw on various sources to enhance the learning experience for our students. These resources vary in format, from an article in a journal to a movie. All of these resources are copyrighted materials. A copyright gives the author the sole right to reproduce or grant permission to others to reproduce the copyrighted work. This permission involves original work even if it was not published.

The Copyright Law of 1976 defines the right of the copyright holder, items that may be copyrighted and fair use guidelines. The rights provided for in the law include the right to reproduce, distribute copies, perform and display the copyrighted materials.

Fair use guidelines specify the situations in which copyrighted material may be used without the express permission of the copyright holder. There are four factors that define fair use.

Copyright law is a complex issue. A basic knowledge of this law is essential for any educator and especially for those in the Web based design. When in doubt, always try to obtain permission to use materials authored by another individual.

E-CAR Update

By Aimee Dickinson

CTE presented an even more successful E-car demonstration due to the feedback of fall semester's e-car workshop. The presentation is now a workshop where faculty utilize laptops in the experimental classroom and compete their own e-car. Again, as mentioned in the fall semester CTE newsletter, faculty wanted a simple step by step word doc that would guide them through the e-car process and the link is at the [CTE website](#).

Spotlight On Faculty

By Mike Substelny

We are spotlighting Mike Substelny, Interim director of Distance Learning and Instructor for both the Science and Math and Engineering divisions. Mike received his master's degree from Cleveland State University in Industrial Engineering.

How long have you been teaching here at LCCC?

The first class I ever taught was here at LCCC in 1999. In the mean time, I occasionally teach at Cleveland State when there is high demand for Engineering classes.

What classes do you teach?

My current classes include:

QLTY 121 Quality Assurance Techniques
 QLTY 232 Sampling and Inspection Control
 CGSD 120 Intro to Computer Games and Simulations
 CGSD 223 Serious Games and Simulations
 Intro to Computer Games and Simulations is becoming a very popular class and I am honored to teach it.

In the past I have also taught:

QLTY 111 Metrology
 QLTY 235 Quality Audit and Corrective Action
 QLTY 222 Quality Management Principles and Practices
 MTHM 168 Statistics
 TECN 111 Technical Problem Solving

My main function at LCCC is not teaching. My main function is to work with other faculty to provide our students with quality Distance Learning experiences.

What hobbies do you have outside your LCCC life?

I love classic cars and personally drive a 1981 DeLorean. I also bicycle and every year my cycling raises a significant amount of money for the National MS Society. I write fiction and poetry though I am not yet published. And, as you might guess, I also play computer games.

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

Being a subject matter expert is the tiniest part of teaching --- seriously. Teaching is communicating, so the most critical activity for any teacher of any subject at any level is to work hard keeping up with the technology that students use to communicate. Information technology changes quickly and if I don't constantly devote time to learning HTML, Google Docs, Facebook, Twitter, or whatever comes next, then my ability to communicate with students will begin to degrade immediately.



Mike Substelny, Fiscal Year Faculty
Distance Learning/ Instructor for Engineering Technologies & Science and Math Divisions

What type of student is your ideal student?

The best students communicate by more than one mode. Students who do their homework can learn, students who score well on tests can get good grades, but students who ask and answer questions, send email, participate in groups, etc. get so much more out of college. That experience has a richness which cannot be measured by a letter grade.

How has education changed since you entered into the field?

Obviously technology has changed everything about the way our students receive, process, and communicate information. Their lives are fast and busy, so students must do more learning in less time. It is my duty to leave my 1980s comfort zone and live in their twenty-first century world.

How has LCCC changed since you started working here?

The growth in LCCC's student population, especially in online classes, astounds me. So many other technological improvements, like the Fab Lab, iTunes U and Video-on-Demand, show that LCCC stays on the forefront of technology.

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

Whenever I lecture I come well prepared and deliver the content with a lot of energy. When I collect student work, I try to avoid paper as much as possible. And no matter what subject I teach, I always give students plenty of feedback about their writing and other communication skills.

Student/Faculty Event

By Aimee Dickinson

The faculty and student discourse meeting scheduled April 13, 2010 had 25 students in attendance. This semester's facilitators were Aimee Dickinson, Bryan Williamson and Elizabeth Behrouzi. Students discussed inequality in the classroom, reasons why they do not ask questions in class, attendance issues and make-up work. Pizza and refreshments were provided.

1. Inequality of students

Students felt some of their classmates received more face time with professors before or after class. Most students agreed this was unfair. The facilitators responded by asking students whether they asked to attend the professor's office hours or make an appointment. Many students agreed that making an appointment, rather than having the professor try to explain a concept after class in 3 or 4 minutes was a good idea. I shared that I preferred my students come to office hours or make an appointment at a time that was good for the student because I only have 15 minutes between some classes.

2. Asking questions

Students hate to ask questions because they claim they feel stupid. No one likes to feel stupid, I responded. I continued by sharing that if they already knew the content, they wouldn't be taking the class. One student claimed to understand a professor's answer even though he really didn't. Most facilitators of the event agreed that they were happy to answer questions. We all agreed if only one student is confused, perhaps that student may be better served by attending office hours or by making an appointment. They could, of course, ask the question before or after class (depending on the preference of the instructor). They could also get help from the tutoring center. Elizabeth Behrouzi then showed students the wide array of *On Demand* videos here at LCCC. *On Demand* videos show professors solving different math problems for different math courses. She also shared that she encourages students over and over to please ask questions.

3. Attendance policies and make up work

Many students were upset about the attendance policies for some of their courses at LCCC. I have



to admit, I was matter of fact on this topic. I shared that my grade data illustrates students who attended my class were successful and those that did not attend failed the course. I advised students they should have taken the class online if they weren't going to come to a land-based course. It is as simple as that. I give 100 points for attendance and participation and it is required in my class. I have no other policy regarding attendance. Elizabeth Behrouzi also gives points for attendance. Students felt strongly about this issue claiming that if they could not attend class they should not fail or be forced to withdraw from the course. Students that had been hospitalized were very disturbed that they were not permitted to make up the work. The facilitators stressed the importance of communication. Some students claimed they had not notified the professor of their illness. I stressed that someone (a parent, friend or sibling) should have notified the instructor ASAP to keep them posted. I shared I felt there was no excuse for not keeping the professor current on any mishap the student faces and that being proactive was key. That is, if I had a student that was hospitalized and informed me 2 weeks later, I would not be very forgiving. The facilitators differed in their responses to make-up work. Bryan Williamson has policies regarding the point loss reflected for late work. He argues that he wants the students to do the work. I definitely see the argument with this. That is, why have the student forego the learning experience and yet he is still fair to those students that met the deadline. I used to accept late work but I no longer do so. I give 4 days for students to complete online exams which are timed. Students have a week to complete untimed open book quizzes and all assignments are listed in the syllabus. Elizabeth Behrouzi does not allow make-ups unless they call to state their reasons or make a prior arrangement for the test.

2010/11 Innovative Learning Project Award Winners

Congratulations to the Innovative Learning award winners for 2010/2011! They are:

Teams Work

Project Director: Dorinda Smith,
Associate Professor and Coordinator of the
Public Administration Degree and Certificate
Programs Division of Social Science & Human
Services

Assessment of Academic Integrity

Project Director: Christine Sheetz, Associate
Professor of LCCC Library/Learning Resources

Enhancing Student Learning through an International Immersion Medical Experience in a Developing Country

Project Director: Patricia Sedlak, Associate
Professor of Allied Health and Nursing Division

Math Attitude Workshops (Eliminating Math Anxiety)

Project Director: Kathryn McNary, Coordinator
of Academic Support Center Division of
Academic Foundations

Executive Steering Committee, 2010-11

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 Associate, CTE Liaison, Recorder, Website, Newsletter Assistant
Jennifer Kukis	Professional Development Co-chair
Christine Sheetz	Website and Research Liaison
Michael Zellers	Coordinator of CTE Blog

Iona Abraham	Nancy Kelley
Ramona Anand	Susan Leiken
Ruby Beil	Claudia Lubaski
Elizabeth Behrouzi	Valerie McGowan-Doyle
Heather Bubnick	Greg Rivera
Dee Gross	Dorinda Smith
Dorothy Johnson	Marilyn Valentino
	Aaron Weiss

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