



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 February 25th and April 22nd for spring 2011. Courses will be researched in fall and piloted in spring 2012. 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."

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Innovative Learning Project Awards

Start thinking about grant proposals for Innovative Learning Projects for the 2012-2013 academic year. 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 December 2, 2011. Examples of past projects are available in the Center for Teaching Excellence (CTE) office located in the College Center in room CC 114B. 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

Blended Teaching and Learning in the Arts & Humanities

By Kim Greenfield

In the Fall of 2009, the English Department was preparing for a growing number of sections of blended English composition; blended teaching offers half of the course in a land-based environment, and half of the course online. This format is a completely new way to teach composition here at LCCC; therefore, a means for sharing and communicating ideas for how to teach these courses in the best way possible for the students needed to be established.

In the fall of 2009, Kim Greenfield and Byoung Park taught the first two sections of blended English 161. Concurrently, Professor Greenfield, with the support of CTE, developed a grant that would help redesign these blended courses to include best teaching practices, and to establish streamlined syllabi, attendance policies, and sample teaching materials. The goal of the grant project was to extend and develop

training for the adjunct faculty so that by the fall of 2010, Arts & Humanities would have a group of trained teachers prepared to teach in this blended environment.

Initially, the need for blended sections of composition, one of the top 30 enrolled classes, was based on burgeoning enrollment and the lack of space to accommodate these new students. As the grant project progressed, it was discovered that the blended teaching method lent itself nicely to the course's ongoing practice of the writing process; much of the course's drafting and revision is done online, which gives the student consistent one-on-one attention from the instructor. Currently, the pilot of blended composition is progressing in a positive manner, and the Arts & Humanities Division plans to offer more blended sections in the future.

E-CAR in 8 steps

By Aimee Dickinson

Faculty wanted a simple step by step word doc that would guide them through the e-car process. So here it is. It's also on the [CTE website](#).

1. Log onto the LCCC homepage 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 (4th one down)
4. Once at this page click on the Click to enter CampusNet Intranet in blue
5. You will be asked to enter you 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 suite Click New Item. A CAR form that populates for some of the dropdown items appears. It is very self explanatory. Email adickins@lorainccc.edu or jthomps@lorainccc.edu for questions.

Professional Development

ACADEMIC SUCCESS: WHAT DOES SELF-EFFICACY GOT TO DO WITH IT? (Part I)

By Jennifer Kukis

Imagine that you are sitting in your division meeting and the dean passes out an algebra test and says, "This is a test that covers basic algebra and you must take it now and pass it with a 70% to have your contract renewed with the college." If your response is "oh @%\$! I can't do math," you probably have low self-efficacy regarding your math ability. It would probably lead to thoughts such as "why bother, I never could do it even when I studied" or other behaviors such as getting up and leaving, crying or both. I would not even attempt taking the test because I too have low self-efficacy regarding my math abilities.

Let's imagine that you receive an e-mail tomorrow from the Provost Office stating that starting May 2011 all faculty need to pass a basic algebra test. Faculty could take as many times as needed but would have to earn 70% before their contract would be renewed. After I get over my initial shock and outrage, my thoughts are "I have passed basic algebra before (years ago). I know how to study and learn." I would then immediately call Heather Bubnick in the Science and Mathematics Division to beg her and offer her big bucks to tutor me. I would start playing online basic algebra games instead of doing my work. I would also get a faculty study group together and we would have lots of snacks (hey, this could be fun). My point is although I have low self-efficacy regarding math, I have high self-efficacy regarding my "capabilities to organize and execute the sources of action required to manage prospective situations" (Bandura, 1986) In this case, my high self-efficacy in problem solving and planning how to prepare for the test would lead me to behaviors which would increase the outcome of my taking the test and being successful.

So back to the original question regarding academic success: What does self-efficacy got to do with it? The answer is everything. As Henry Ford is quoted saying "whether you think you can, or think you can't you are right." This concept is crucial for educators to understand because it pertains to an individual's psychological state, attitudes, thoughts, behavior and motivation. Therefore, a student's self-efficacy will impact their motivation which in turn will impact the effort made to succeed. The research indicates that intellect alone does not guarantee academic achievement and that self-efficacy can be a better predictor of academic success.

Bandura made the best argument for why educators need to pay attention to a student's self-efficacy, "Most success requires persistent efforts, so low self-efficacy becomes a self-limiting process. In order to succeed, people need a sense of self efficacy, strung together with resilience to meet the inevitable obstacles and inequities of life."

(Part II on "Enhancing or Reducing Self-Efficacy" will appear in the next CTE Newsletter).

Sources:

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Professional Development continued

Social Networking in Teaching

By Aimee Dickinson

On October 18, 2010 Aimee Dickinson (Social Sciences/Human Services) and Mike Substelny (Distance Learning) facilitated a workshop that discussed the pros and cons of social networking sites, whether LCCC should have a policy regarding the site, whether or not faculty utilized the sites for personal or professional use, and whether they “friended” students. They also discussed the pros and cons of such sites.

Pros

- You have the ability to find old friends and reconnect with them.
- You can keep in touch with your friends, no matter how far apart you'll be physically.
- You can keep your friends and family members updated about what is happening in your life.
- You can promote yourself and any other work that you do.
- You can share your favorite music and videos with your friends.
- You can play many different games and use many different applications.
- You can communicate with your friends at any time you want.

Cons

- You will get bombarded with unwanted friend requests from many unknown people.
- Your friends and family members will be able to snoop around and know what is happening in your life at all times.
- Your pictures could be misused.
- You might mistakenly befriend an individual with dishonorable intentions.
- You will get unwanted newsfeeds about every single activity that your friends perform on Facebook.
- Your friends will get newsfeeds about every single activity that you perform as well.
- You will witness unnecessary

dramatization of unimportant occurrences in your friends' lives.

- Anyone on Facebook will be able to see your information and pictures, if you do not update your privacy settings regularly.
- Your friends may tag you in a picture that you do not want others to see.
- Applications will ask you for many details that you would not normally give out.
- You will waste many hours because Facebook is addictive for most people.

Source:

<http://www.buzzle.com/articles/pros-and-cons-of-facebook.html>

Teaching tips for using Social Networking sites in the Classroom

By Aimee Dickinson

- Create a “teacher” profile separate from your personal profile.
- Concerns about “friending” or sharing your social and family life with your students?
 - Create two profiles, one for your self, and one for your “teacher” self.
 - Create a third for your former students, as they don't want to be spammed about your class but will also want to stay in touch.
- Add Courses
 - <http://apps.facebook.com/courses>
 - is the only application with instructor and course management functionality.
 - Courses can be used without “Friending” your students.

Source:

<http://org.elon.edu/catl/conference/documents/FacebookEducation.pdf>

Spotlight On Faculty

By MaryJo DiGiandomenico,

We are spotlighting MaryJo DiGiandomenico, Professor, Ph.D, CHES, RTS from Lorain County Community College Health, Physical Education, Recreation and Student Life Division. MaryJo received her PhD from Kent State University in Health Promotion and Health Education.

How long have you been teaching here at LCCC?

I have taught at LCCC for 19 years. I started as an instructor and now I am a Professor.

What classes do you teach?

I teach Health & Wellness, CPR, Nutrition & Weight Management, Health Promotion and Behavior Change, Biomechanics of Resistance Training, Kinesiology, and Resistance Training for Women.

What hobbies do you have outside your LCCC life?

My current hobbies are exercising 6 times a week. My routine includes walking 3 miles a day either on the LCCC track or on a treadmill at LCCC or at home. I participate in resistance training 2 to 3 times per week. Exercise truly is my daily medicine. ☺ The exercise time is what I consider to be my self-esteem building time.

We have three daughters so my home life is very busy raising, caring, loving and trying to spend quality time with family. It seems like there is never enough quality time to spend with family. Our best time as a family is eating dinner together.

I have been a CYO coach for the last 4 years for volleyball and basketball for St. Judes in Elyria. The volleyball season starts in July and ends in October with conditioning and practices 2 times per week and games on the weekend. Basketball starts in November and ends in February. We practice twice a week with games on the weekend.

What is your teaching philosophy?

My current teaching philosophy is learning is a lifetime commitment for both the Instructor



*MaryJo DiGiandomenico,
Professor, Ph.D, CHES, RTS
Health, Physical Education, Recreation and
Student Life Division*

through Professor rank and for our students (learners). I consider myself a facilitator of learning, teaching the students how to teach themselves along the way.

How do you see your role in the educational process?

I see my role in the educational process as one that will continue to evolve and grow using evidence based practices from other professionals. I will continue to learn and use classroom technology to assist teaching strategies to further engage student learning.

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

My dissertation "What role does social support have on physical activity patterns of community college students?"

What type of student is your ideal student?

My ideal student is one that is eager to learn, respectful of self and others, and understands what it takes to be a successful learner.

What type of student is your nightmare student?

My nightmare student is one who is

Student/Faculty Event

By Aimee Dickinson

This semester's student faculty event was another success. At the request of student senate's president, Phoebe Kirk, I involved more faculty members. Kevin Hoskinson, Lynn Acheson, Jim McManus, Bryan Williamson, Kay Farris, Valerie McGowan-Doyle and Claudia Lubaski helped facilitate the event. All gave great advice to students.

Topics focused on the syllabi as the most important element of a course (from a faculty perspective) to the implementation of a freshman orientation (from a student's perspective). Students claimed that the transition from high school to college was indeed a huge leap. They admitted that they were not prepared. They shared that they did not think it unreasonable for faculty to announce upcoming exams, quizzes and assignments in class even though the information is on the syllabus. Most of the faculty agreed that we do remind students of upcoming exams as well as other important information, but that students need to take responsibility for their work.

One student came very prepared for the event. He had surveyed students in his classes regarding what they expect from faculty. He typed it out. Here is what he shared. Students want their papers returned in a timely fashion with lots of feedback regarding their submissions. He also asked students what they would expect to see their peers doing if they were giving 100% to the course. Students responded to the survey by stating they would expect their peers to be doing the readings, listening to others, keeping things lighthearted, going beyond academic conversation, appreciating diverse opinions, and bringing personal elements into the discussions. Students also expect faculty to be knowledge experts, skilled teachers and to care about students. They also noted that camaraderie was important. Although students understand that teachers



Phoebe Kirk, Student Senate President opens the discussion.



Some of the faculty listen intently to discussions

cannot be their friends, they feel when a teacher and student have a relationship that goes beyond the faculty member imparting an education, students learn more. Students claimed they would work extra hard at lessons and classes for a teacher they really liked even though the subject was not their favorite. Finally, comments stated teachers should understand the students they teach. That is, students feel it is up to the teacher to understand what motivates students and what makes them want to achieve success. All of these topics were used to facilitate discussion. Phoebe Kirk requested that future faculty/student events have one faculty member represented from each division. Thus, if you are interested in facilitating a faculty student event please contact Aimee Dickinson adickins@lorainccc.edu. Many thanks go out to the faculty that have participated in these discussions.

Spotlight On Faculty

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disrespectful towards others and is more interested in their electronic gadgets. In addition, a person who is not willing to learn new ideas from someone else.

How has education changed since you entered into the field?

Educational and information technology has evolved over the years. The information that can be retrieved from a variety of credible websites in a timely manner is a great asset for all facilitators and students.

How has LCCC changed since you started working here?

LCCC has changed in the increased number of program offerings, the increased number of University Partnership program offerings, increased number of students that we serve, increased number of buildings on campus,

increased number of total employees, increased number of women in Administrative/Dean positions, and campus renovations. The college community came back strong after we experienced challenging times during the semester we experienced the fire.

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

I love teaching at LCCC. I feel a sense of deep rooted pride as an alumna, as well as being born and raised in the city of Lorain. Being a part of the LCCC community with Dr. Church's leadership is a real privilege. I feel blessed to have this opportunity to be a part of a community that is making a difference in many lives.

Announcements

- The temporary new address for the Center for Teaching Excellence office is CC 114B.
- The Center For Teaching Innovation and Excellence (CTIE) invites you to attend a workshop at Oberlin College on Wednesday, December 8, 2010 at 4:30 - 6:00 p.m. The location is Oberlin College Library at the Mudd 052. Please RSVP to Steven Volk, Professor of History and Director of CTIE steven.volk@oberlin.edu or 775-8522. Laurie McMillin, Oberlin faculty member in Rhetoric and Composition, will host a workshop on the topic of "workshopping" writing for science students. Any LCCC faculty are welcome. A light dinner will be provided.