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Something Old...New... Borrowed...Blue

Letter from the Director

The Social Sciences: Active Learning for Reasoned Understanding

The Social Science Department is teeming with learning activities and experiences both inside and outside its classrooms' walls. That would be expected for a discipline that studies human relationships and the interactions of individuals and groups with their societal, political and cultural environments. Department Chair Julia Petry believes the social sciences help students learn to understand themselves as individuals, and the groups, institutions and systems that affect their lives in a variety of contexts. She says, "The Social Sciences explore

factors that impact who we are and who we can become as individuals and as a society."

So, what are the programs comprising the Social Sciences? They are economics, education, geography, political science, psychology, and sociology/anthropology.

Roxanne Greenia, Department Coordinator, takes us on a brief classroom tour to see reasoned understanding being accomplished through learning.

In Comparative Economic Systems, students prepare reports on the economic systems of different countries; then groups of students merge their findings into reports comparing the systems and their impact. World Regional Geography students study mapping techniques and the interaction between people and their physical and cultural environments, while also increasing awareness of international interdependency. The Economic and

Geographic programs, though substantively different, bring a global perspective to learning for reasoned understanding.

The Sociology program sponsors a Ghana trip to give students the opportunity to live, study, and work in another culture. In an Introduction to Sociology course, in-class time is used to debate critical social issue topics. In another section, the instructor created a Monopoly spin-off game to demonstrate, in a light yet eye-opening way, inequalities, stereotypes and prejudices.

Through the Education Practicum, students gain field experience by working alongside teachers with children in grades K-12. Students combine this experience with classroom study for a realistic understanding of the teacher's role. In both Sociology and Education, students are encouraged to explore and experience while learning

for reasoned understanding.

In Psychology of Personality students connect eastern philosophy to Christian perspectives through studying meditation and contemplative prayer. In Social Psychology, students are engaging in self-reflective exercises to understand their gender roles as defined by socializing agents such as family, peers, etc. In Psychology of Human Sexuality students examine all aspects of sexuality interactively through discussion and classroom exercises. Psychology courses bring perspective and personal challenge to learning for reasoned understanding.

In a Political Science Internship course, student internships are available in government offices, including the State Capitol. The course also offers a speaker



Center for Teaching Excellence Technology and Learning Center, Rm. 324 Phone: (517) 483-1680 Mon. - Thurs. 8 am - 7 pm Fri. 8 am - 5 pm Visit us on the web at <u>www.lcc.edu/cte</u>

ABOYE & BIEYOND

The CTE is pleased to recognize teaching and non-teaching faculty who extend their time, talents, and energy beyond expectations to help others achieve their best. The CTE also wishes to thank those colleagues who nominated Above & Beyond faculty.

ROXANNE FRITH Visual Arts and Media

Recognized by Mary Cusack

Roxanne is an adjunct in the Photographic Imaging Technology Program who makes herself available for activities that support both student and college goals. She has organized exhibits of her students' work both on and off-campus. She volunteered to help with the Artwork on Campus Program because she believes in the importance of art to enhance the quality of life on campus. Roxanne has also developed several "special topics" classes which give students the opportunity to take the skills they've developed in the program and expand them by researching, experimenting, trying, failing, succeeding, learning and growing. She is an incredible teacher who passes to her students a great passion for art and its ability to positively impact their daily lives.

IKE LEA Visual Arts and Media

Recognized by Connie Peterson



First of all, lke Lea is the very best Photoshop instructor I've ever met, and I have met quite a few. I don't think I can begin to explain how much lke does for his students and for faculty like me

here in the Art Program, or in the Photo Program for that matter. He's one of those folks that the axiom, "If you want something done, ask a busy person," fits perfectly and, "continuous quality improvement" could be his middle name. He takes on tasks that are above and beyond his responsibilities at LCC in order to serve other communities of students and adult learners, such as the yearly workshop he does for high school students and their advisors

working on yearbooks, the Plumbers and pipe fitter folks he helps, etc. He is a skilled educator with a mission, and the mission is PHOTOSHOP forever!

JONATHAN LIVINGSTON, Social Science

Recognized by Willie Davis



Jonathan is the embodiment of the Social Science teacher. He empowers his students by teaching them to use "praxis", a cycle of action-reflection-action, in

order to become critically conscious human beings as they approach world issues. In this way, Jonathan utilizes personal capacity building to teach each student to seek self actualization.

Additionally, Jonathan directly influences children and adults by living in community with them. He provides leadership through community work with local organizations, such as early childhood development (the building block to higher education), and adds special value at the community college level.

He is also well published for such a young individual. Though I am old enough to be his father, I often seek his advice on many subjects, especially the psychological and sociological stages that minorities go through that impact this society as well as international societies. Jonathan Livingston deserves this award.

DIANE GOFF Communication

Recognized by Leslie Farris

Diane serves as the portfolio coordinator for Writing 121, which is simply a huge undertaking in and of itself. She has been known to stay late, arrive early, and travel great distances to make sure the program runs as smoothly as possible. Diane is es-



sentially "the face" on the portfolio system for many faculty. To make portfolio training seminars available at a variety of times, Diane may lead up to 12 faculty seminars per semester. Because of her

professionalism during these seminars, she has become an outstanding mentor to Writing 121 faculty, especially for the many new faculty who join the program every year. She is always willing to share and work with faculty adjusting to the program. Even without serving as portfolio coordinator, she has always been willing to give her time to assist fellow instructors—I know, because she helped me immensely when I first came to work at Lansing Community College. All of this hard work stems from her deep concern for students, wanting them to have the best possible learning experience they can at LCC.

JAMES ALLEN Nursing Careers Recognized by Joan Berry



One way James empowers students to achieve their best is in identifying areas where they have difficulty, and then developing ways to address these areas. An example of his work is his

identification of students lacking the ability to express their thoughts through writing. James has gone above and beyond by spending extra time with individual students, as well as by offering a "Writing in APA" Format" informative session to all students. In addition to empowering student-learning directly, he empowers students indirectly through his willingness to "help" in any way he can. He has made learning studentfriendly by putting his PowerPoint presentations and lectures on CD, and was one of the first to embrace the concept of Mastery Learning and to put it into practice. James embraces

student evaluations as one way to reflect on his teaching methods and to adjust where needed.

James' passion for teaching is reflected in his interactions with colleagues as much as it is in his approach to students and teaching itself. James has mentored a number of new faculty. He shares his teaching materials with others; he willingly substitutes; he adds as many students to his sections as the room will hold; under special circumstances he has taken students into his courses as much as five weeks into the semester; he has even offered to teach an online course one week before it was to begin.

James engages in Divisional, Department and Program meetings providing valuable input. Though an adjunct, James serves on the Angel Task Force and is teaching his online courses on Angel this semester. James is an exemplary faculty member whose value to me, his peers, and his students is immeasurable.

BECKY LOVATO Science

Recognized by LuAnne Clark



Becky Lovato has definitely gone above and beyond. For several years she was coordinator of the BIOL 120 Environmental Science course. This is a core multisection science course

approved for non-majors which is very popular with students. (At least as much as one can expect from a science course - students tend to save us for last for some reason!) BIOL 120 has 10 field trips, some of which require an LCC bus. Becky took on the daunting task of scheduling these trips with the site coordinators, as well as scheduling buses for up to 18 sections. She also put together a CD, and a share-drive site with all the lab handouts; we don't have a lab book. She wrote lecture study sheets that both students and instructors can use. She never hesitated to answer my many questions when I started teaching this course. BIOL 120 often has 2 to 5 new instructors a semester,

and Becky has mentored all of us. She even sometimes accompanied a new instructor on a field trip, so they could see how it was led and what information to give students. And she did all of this as an adjunct faculty member. Now Meg Elias, with a little help from me, has taken over BIOL 120s many coordinating duties. We both want to thank Becky for all the hard work she's done for us and for the students. She's been instrumental in making Environmental Science a terrific course.



A teacher affects eternity: he can never tell where his influence stops." -- Henry Adams



Favorite Links

If you have a favorite teaching and learning web sites) you'd like to share, send an e-mail to the CTE, or send it to mail code 8111. You can find more links on the CTE's web site, http://www.lcc.edu/cte/resources. Scroll down and click on LCC Faculty Favorite Links.

Active Learning Activities

http://www.tlc.eku.edu/tips. htm ...a large collection of web links to sites concentrating on active learning activities. From Eastern Kentucky University.

Study Guides and Strategies

http://www.studygs.net/ ...a collection of simple, straight-forward study guides for learners of all ages. It can also serve as a useful resource tool for teachers helping students learn to study. The guides are based on educational research put into an understandable form.

Faculty Development

http://honolulu.hawaii.edu/intranet/ committees/FacDevCom/guidebk/ teachtip/teachtip.htm ...said to be "the most colorful, comprehensive, exciting, award winning faculty development site on the internet." Check it out for information and tips on many subjects of interest. From Honolulu Community College.

Sites by Academic Disciplines

http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/resource/chucks-2.htm ...links to more than 1,150 internet sites for students and educators. Created by Chuck Whitley, Honolulu Community College, ESL instructor.

Hot Stuff Works

http://www.howstuffworks.com/index.htm...although users have to dodge ads, the informative, fun site has simple explanations about computer stuff, home stuff, health stuff and more. Suggested by Gene Sullivan, Center for Teaching Excellence, LCC.





Teaching in these hi-tech times can be challenging. And although learning to apply

new technology to enhance learning is challenging enough, the greater challenge comes when technology difficulties occur *while* you're teaching. Preparing for this disrupting and uncomfortable experience is a good idea—but how to go about it???

When Bad Things Happen to Good People

by John Thommen, CTE Educational Technology Consultant



If you use technology in the classroom, the question is not will the technology fail, but when?...and the more important question is, "what can I do to minimize the impact of the failure.

HAVE A PLAN

The hope that technology will triumph over Murphy's Law is always plan "A". Sadly, if your presentation utterly depends on technology, the technology will let you down, and will do it at the worst possible time. (Yes, Murphy always adds "insult to injury"). When a technology failure does occur, showing easy to produce overhead transparencies of a PowerPoint presentation makes a very good plan **"B."** But, when the overhead fails, some idea of how to present using a chalk board or dry erase board makes a very good plan "C." If your misfortune causes you to need a plan "D", run home and get in bed, you have just experienced a major karma melt down.

IMPORTANT TIP Try out the equipment before class starts. Last week we got a particular technology to work two days before class. Then the instructor confirmed proper operation immediately before class, but as soon as the class started, it failedWho said Murphy doesn't have a sense of humor? (Still, despite our friend Mr. Murphy, try out the equipment before class starts; there's still a slim chance it *might* work.)

PROBLEMS AND SOLUTIONS:

1. No chalk, markers, or eraser

– Borrow from another room, then as a courtesy, re-place and restock what you used in both areas (Never leave a class room in worse shape than you find it). A call to the building operations person describing the problem may forestall future problems. Or you may opt to keep your own supply, carrying it into class; this is particularly wise when working with dry erase markers.

2. The overhead projector won't start Not turned on or not plugged in are the most common modes of failure for all electrical devices; always confirm this first. Try another outlet in the room; a blown circuit breaker may be the source of the problem. Is the projector lid ajar? Bulb replacement in an overhead projector is normally accomplished by unlatching the large lens at the top of the projector case. Many have a safety switch that disables power if the lid is lifted. Just pushing down on the lid may fix the problem. If all else fails unplug the projector, lift the lid and see if the bulb is burned out. If you are lucky, a replacement bulb may be in a box in the bottom of the projector case. If you are me, you will have to go to or call AV for a replacement, get two - one to replace and a second to leave in the projector.

3. The data projector starts, but there's no light – On West Campus: call AV Services West. They can check the condition of the bulb remotely over the network. They can also fix other projector problems remotely.

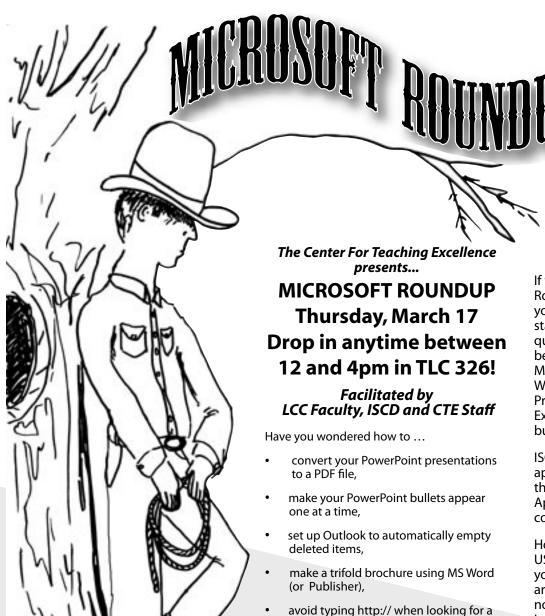
On Main Campus: if you can see two red lights on the front of the projector behind the lens, the bulb is burned out.

In either case, request a replacement bulb from AV Services, but be aware that bulb replacement is about an hour's job. This is the time to implement plan "B."

- 4. The data projector works but won't project your computer's screen - Press the input button on the wall; the desk computer is input 1 and the laptop connector is input 2. Successive presses of the input button cycles through the 4 input choices. If you are using a laptop, check the cable connecting the laptop to the projector for a tight connection. For a laptop, try pressing the Fn and F7 keys simultaneously. IBM laptops have 3 display modes, 1) screen only, 2) external displays only, and 3) both displays; successive presses of this key combination will cycle the laptop through these three modes.
- 5. The computer or computers won't work First check to see if it is plugged in and turned on. If that fails to fix the problem, call the Help Desk (x 5221) and specifically tell them you are "presently teaching a class and you can't get the computer to work." This phrasing will get a service technician to your class in the shortest amount of time.
- 6. The computer won't connect to the network or internet First check to see if the cable is plugged in. This cable looks like a large phone connector, typically on the back of the computer, and should have green blinking lights next to it. If the connection looks good, call the Help Desk (x 5221).



"Class, I've got a lot of material to cover, so to save time I won't be using vowels today. Nw lts bgn, pls pn t pg 122."



If you have time, drop by the Microsoft Roundup! Learn as much or as little as you like. We will have multiple stations staffed with experts to answer your questions specific to MS Office. We will be prepared to address the following MS Office Applications: Windows, MS Word, Excel, Access, Outlook, PowerPoint, Producer, Publisher, and Internet Explorer. Computers will be available, but feel free to bring your laptop.

ISCD staff will make many Microsoft applications available for purchase *AT* the Roundup, so bring your Star Card. Applications are sold by the CD, each CD costing \$10.

Hourly drawings for Genuine Microsoft™ USB Scroll Mice! With a USB scroll mouse you can simply roll the wheel to move around in documents and Web pages—no more clicking the on-screen scroll bar. In addition, it has a Universal Serial Bus (USB) plug to allow you to easily connect to any computer.

Now You Can Make Your Own PDF Files!

web page, or

download a file?



Ever wonder where PDF (Portable Document Format) files come from? Well, now you can find out at the CTE! We currently have three copies of Adobe Acrobat Writer, the tool used to create PDF documents. With Acrobat you can convert any Word or Excel document into a PDF file with a few simple mouse clicks. The document is quickly transformed into an easy to distribute file that can be emailed, uploaded or printed. The only requirement to view the file is the Adobe Acrobat Reader, a free program available for download at www.adobe.com. The advantages of using a PDF file over other formats are the ability to know your document will look the same on everyone's computer, PDFs do not transmit viruses, and the files are viewable on all systems even if the original publishing software and fonts are not available.

Adobe Acrobat also offers a capture-from-web feature. With this tool you can drag web pages, including all their links, into Acrobat for conversion to PDF. This can be very useful if you need to search an entire web site for a word or phrase, but don't want to look at every page within the site individually. You can capture the entire site into a single PDF document then use the Acrobat search feature to find what you are looking for!

Overall, you will find Acrobat a great tool to help you achieve a number of different tasks. If you would like to learn more about Acrobat please contact Scott Bell in the CTE at 483-1479, or email Scott at bells@lcc.edu. If you would like to explore on your own, come to the CTE (TLC 324) and we can direct you to computers that have Acrobat installed on them.



One of the 12 weeks in the seminar, **Transforming Learning Through Teaching,** focuses on understanding how what instructors do in the classroom affects student learning. To learn how to become more effective, faculty participants ask questions of LCC students invited to this special session. The Spotlight shares recent faculty questions and student responses...

Q: Under what conditions is working in a group to solve a problem most helpful to your learning? Under what conditions is it least useful?

- A: Good for getting different ideas.
- **A**: Time limits help the group stay focused.
- **A**: It's helpful to assign different parts of a topic to different group members so that everyone is held accountable.
- **A**: Instructors should interject if they observe a group not working.
- **A**: Helps students feel more comfortable working in groups.
- **A**: It is not good when someone in the group doesn't participate.

Q: Describe your most effective learning opportunities, i.e., what methods of instruction do you learn best from; application exercises, lecture, group work, outside activities (field trips), instructor's personal stories?

- **A**: I have found learning opportunities such as those offered in LCC's Math Lab very helpful because I can progress at my own speed.
- **A**: Self-paced with help (one-on-one).
- **A**: To make lectures more effective, either have the notes for students,

- or provide notes where students can fill in the blanks. Or, provide questions for students to fill in as you lecture.
- **A**: Having to write in class helps me keep focused.
- **A**: I like it when the instructor writes everything on the board first, and *then* goes over it afterwards.

Q: What ways have worked best for you to understand abstract concepts?

- **A**: Being able to apply the abstract concepts to concepts learned earlier.
- A: Showing links and relationships between what we know and what we don't know.
- **A**: Step-by-step for math.
- **A**: When the instructor uses human examples to illustrate topics into live human examples.

Q: What is the most annoying thing instructors do?

- A: Read straight out of the book.
- **A**: Go off track for more than 5 minutes.
- A: Give busy work.
- **A**: When two teachers co-teach and don't communicate.
- **A**: Reminding us to attend class every class period.

Q: What type of structure do you like best in the classroom; rules, no rules, high expectations from the instructor, or no expectations?

- **A**: Rules and high expectations. It shows they care.
- A: I like to know where I am going.
- A: I like structure and to know where I am going, but not to the point where I feel like I'm being treated like a child.
- A: There needs to be some flexibility with deadlines, but if there is too much leeway, students will take advantage.
- **A**: We need to be prepared for the work world.

Q: What is the most helpful thing an instructor can do in order to make the

environment conducive to learning? What is the least helpful thing?

Most: When the instructor makes the class comfortable and allows students to interact. When the instructor is open.

Least: When the teacher tries to be our friend and talks about topics he/she thinks we would be interested in, but are not at all

Education is what survives when what has been learned has been forgotten.

-B. F. Skinner

Social Sciences, continued from page 1

series program that provides students with information about public service careers. In an American Political System class, students use a Congressional Budget Simulation to work through a budget session, following bills through various stages to being "reported out." Several political science classes give students the opportunity to attend House and Senate meetings; the instructors say students have the opportunity to observe "real life people concerned about real life issues." Political Science students are encouraged to explore and experience the venues and tools for social change while learning to understand.

Several Social Science courses offer service learning opportunities where students learn to connect theory with practice through structured volunteer work in community organizations.

Department Chair Julia Petry is quick to note that the classroom and field activities mentioned are a very small representation of the dynamic course activities offered by Social Science faculty. She emphasizes that, "by studying the social sciences, students equip themselves with knowledge and skills for intelligent decision-making, responsive citizenship and sensitive behaviors within any context." The Social Science Department believes that students can best prepare for this task through "learning for reasoned understanding."



(no...no weddings at the CTE. We just like the rhyme.)

something OLD... something NEW... something **BORROWED....** something BLUE

something OLD...Teaching Circles!

...a CTE service since 2002! Have an idea you've been itching to explore with a few colleagues? Need someone to support your research with resources and a place to meet? Think CTE! Through the CTE, small faculty groups collaborate on teaching and learning topics of mutual interest. Each Teaching Circle receives up to \$500 from the CTE to support the group's activities (i.e. to buy books or materials, to reimburse part-time faculty who participate, for local travel, refréshments, etc.) Go to http://www.lcc.edu/cte/services support/ index.html for guidelines, sample topics, participant comments and more.

something NEW... Teaching Tips!

...started this semester! Have you noticed Teaching Tips coming to you by email? The CTE is sending two helpful teaching ideas per month to throw new light on how we might do things to make teaching a little easier. If you have a topic or teaching challenge you would like some tips on, please contact Tracy Price at prict1@lcc.edu

something BORROWED...the APPLEGRAM idea!

...from a 1999 newsletter article describing Pennsylvania's Slippery Rock University's Red Applegram program (whew!) evolved the CTE's own wonderful student feedback system! How positive can it get?! "A-grams" give LCC students an opportunity to say THANKS to teachers and staff persons who significantly impact their lives. Since 1999, and as of March 8th, 2005, the CTE has delivered 1,432 Applegrams to deserving faculty and staff! See, you DO make a difference!

something BLUE...CTE Bookmarks!

...Pick yours up when you visit the CTE or check-out CTE resources!

Reading is to the mind what exercise is to the body.

-Richard Steele



Dear Colleagues,

Welcome to Spring Semester 2005! I can't believe it has been two years since I last put pen (or in this case, keyboard!) to hand

I would like to invite

you to a very special

évent, thé CTE's 10th Anniversary

Celebration'.

to write a "Letter from the Director." Much has happened since then, but today I would like to invite you to a very special event, the CTE's 10th Anniversary Celebration.

We will be celebrating our anniversary on Faculty Appreciation Day, Thursday, April 14th, from 11 AM to 6 PM in TLC 326. This Faculty Appreciation Day will be both similar to and different from other celebrations. As before, you will enjoy a

light buffet, drawings throughout the day, opportunities to visit with colleagues, and so on. This year, though, we are veering from our traditional format of displaying faculty talents.

Instead we plan to look at the CTE's beginnings, remembering how the CTE got its start and the folks who first dreamed about "A Place for Faculty." On April 14th, we hope you will join us as we take a trip down memory lane. To give you a glimpse of how far we've come...did you know that the CTE was originally housed in a GVT classroom, or that the CTE was viewed by some as "A Technology Center" because all you encountered as you entered the room were computers? You may remember that computer technology

was taking a strong hold about that time it was during the "Distance vear. it's not how we are delivering education

> that all-the-buzz is about, but what product we are using to deliver it!) We certainly have come a long way in what feels like a short time. Much of the CTE's progress can be attributed to the passion

and efforts of colleagues like Carol Geer, Melanie Rogers, Dave Mattson, Wolfgang Miller, and many other dedicated faculty. Always I am grateful to our CTE founding fathers, past and current Leadership Team

Members, past CTE staff and others who have made it possible for us to support faculty through these many years.

If you have ideas, items or photographs that will help us depict the history of the CTE, please forward them to Mary Dunlap at dunlapm@lcc.edu or via courier to MC 8111. We are especially interested in photographs

of GVT 273 – as it was back then, of course. We do If you have ideas, plan to return to the 1994/1995 school items or photographs popular faculty talent that will help us displays and PowerPoint learning" was the **depict the history** presentations at next phrase of the day **of the CTE, please** year's Faculty Appreciation back then. (Today, **forward them to...** Day celebration.

> look forward to welcoming old and new

Yours in Teaching, Tracy Price CTE Faculty Director

friends on the 14th. Maybe some of you will want to become involved in shaping the CTE's future in the decade to come?





