# Social ght She Center for Jeaching Excellence

## **Inside**

- Videotaping Your Teaching
- Active Learning
- Technology Updates

# Letter from the Director

Dear Colleagues,

Welcome to Fall Semester 2001! The CTE staff has been busily preparing for the coming academic year. We've kept the best of our services, and added a few new ones. In this issue of the *Spotlight* see what new opportunities are coming your way (as well as teaching tips on active learning to add to your reper-toire!).

Beginning this fall, the CTE, together with Human Resources, is delivering college orientations designed specifically for faculty. Pam Bergeron and I are ex-cited about this collaboration and look forward to offering this new approach. Our next **Faculty Orientation** is sched-uled for Friday, September 14, from 12 to 3 PM, in TLC 326. To register, please call our registration line at 483-1977, or for more information, contact either me personally (483-1427) or Pam Bergeron in Human Resources (483-9727).

For those folks who don't have time to attend two to three hour workshops, but would like to pick up some technology tips, we are offering 45 minute *Techno-Bytes*. Each "Byte" will provide you with two or more skills to enhance your technology savvy. Techno-Bytes will be scheduled on a variety of weekdays from 12:15 to 1 PM. If there are topics you would like to see covered during a Techno-Byte session, please let us know.

The 12-Week Seminar, *Transforming Learning Through Teaching* will be offered again this Fall. To date, over 50 new and "seasoned" faculty have participated in this unique learning community. For more information about the seminar, please see page 4 of this issue. Carol Thomas, a past participant, had this to say:

# "... it was one of the best things I did for myself and my students."

- Carol Thomas, Court Reporting

We are offering **Teaching Incentive Grants** and the **Academic Software Grants** throughout the year (while funds last). We've eliminated submission deadlines and hope this flexible ap-proach will be more conducive to your busy schedules and needs. If you are interested in obtaining an application for either grant, simply call the CTE and our staff will send one to you via fax, email, courier, or regular mail. For more in-formation and guidelines for the grants, please see page 2.

We are also excited about the debut of our new **Faculty Resource Guide** designed to meet the needs of new faculty (experienced faculty will also find it useful!). This guide will be available at faculty orientations, or simply call the CTE for your copy. The Resource Guide is divided into four sections:

- Section I focuses on resources and services available to faculty through the CTE
- Section II covers general information about LCC that faculty may find useful in accomplishing their teaching goals
- Section III shares feedback from LCC students on how they learn most effectively
- Section IV offers tips for faculty on teaching and learning

Finally, the CTE continues to designate April as **Faculty Appreciation Month**, a time to say thanks, and to give special recognition to LCC faculty. Stay-tuned for more information on what's in store for



our faculty whom we appreciate *all* year! Drop by, call, e-mail, or visit our website—we're hoping to hear from you soon.

Best wishes in the coming year!



**Tracy Price**Faculty Director
Center for Teaching Excellence

# **A Call for Proposals**

This year the Center for Teaching Excellence will be offering two grant opportunities for faculty: **Incentive Grants for Teaching Innovations** and **Academic Software Grants**. For your convenience, we have eliminated submission deadlines.

## **Incentive Grants for Teaching Innovations**

Faculty are invited to propose teaching innovations that enhance student learning. The CTE will fund awards up to \$3000 for each project that supports innovation. The total number of grants awarded will be based on available funds.

Innovations might include:

- Teaching strategies that encourage student and teacher interaction
- Classroom research or experimental learning projects
- Learning tasks that encourage students to work together in small groups
- The use of multimedia, distance learning, or other instructional technologies
- New approaches to evaluating student performance and learning outcomes

Upon completion of the project, Grant recipients are expected to share project outcomes with colleagues via a Brown Bag, workshop, or the CTE webpage.

### **Academic Software Grants**

This grant provides faculty with an opportunity to try new and/or innovative software in teaching, research, or community service. Grants are limited to a maximum of \$600 each. The total number of grants awarded will be based on available funds.

Guidelines for software grants:

- Usage must be consistent with new software copyright laws, license agreements, and the LCC ethical and legal software use policy.
- The initial use of this software is not for public LCC computing labs.
- Software maintenance, training, and documentation is the responsibility of the grantee.
- Grant recipients will be asked to complete a brief questionnaire within twelve months from the date when the software is received by the requestor.
- The process of software installation may be subject to Information Services & College Development review.

Questions about these two grant programs can be directed to Tracy Price, Faculty Director, CTE 483-1427. To have a grant application sent directly to you, please call the CTE at 483-1680.

# Videotaping your teaching

Faculty members at all levels and in all disciplines have benefited from observing videotapes of themselves in the classroom. **The Center for Teaching Excellence's** *Presentation Room*, TLC 326, is equipped with video cameras and is available to faculty for videotaping.

Watching a videotape of yourself teaching can be an extremely valuable assessment tool. Videotaping allows you to view and listen to the class from the learner's perspective. By analyzing a videotape of the dynamics in your classroom, you will gain valuable insight into your teaching by identifying techniques that work and those that need refining.

After the onset of the semester, call the CTE to reserve TLC 326 for videotaping. Then invite your class to meet in TLC 326 for that class period. You will need to bring a blank VHS tape with you.

Select a typical class. Choose a class in which you are teaching as you normally do, using the overhead projector, handouts, etc.



There are 4 cameras in the room, each offering a different view of the presentation room.

Consider taping your students as well as yourself. Taping your students will allow you to see student responses and reactions to your teaching.

For more information, to reserve TLC 326, or to receive a copy of *Videotaping and Analyzing Your Class*, a guide to using TLC 326, please call the CTE at 438-1680.

## **Active Learning**

## by Tracy Price, Faculty Director

"What I hear, I forget. What I see, I remember. What I do, I understand."

Many teachers believe students are [inherently] actively involved while listening to formal presentations in the classroom. Chickering and Gamson (1987), however, suggest that students need to do more than just listen; they need to be actively involved by reading, writing, discussing or engaging in solving problems. Bonwell and Eison (1991) define active learning in terms of instructional activities that involve students doing things and thinking about what they are doing.

#### When incorporating active learning strategies, keep in mind the following: (Silberman, 1996)

- Get students active from the start of the semester and at the start of most class sessions, before passivity sets in.
- Try out a new method no more than once a week.
- Make your instructions crystal clear. Demonstrate or illustrate what students are expected to do.
- When introducing a new method, tell them it is an alternative to the usual way and ask for their feedback about the new method. This approach tends to increase their acceptance of new methods.

#### Ways to Incorporate Active Learning in the Traditional Lecture:

- Pause every 15 to 20 minutes for two minutes to allow students to consolidate their notes individually and/or in pairs. (Ruhl, Hughes, and Schloss 1987)
- Have students listen to a 20 to 30 minutes lecture followed by writing for five minutes on what they remember. Spend the remainder of the class period in small groups clarifying and elaborating on the material.
- Interrupt the lecture periodically and challenge students to give examples of the concepts presented so far. (Silberman, 1996)

#### The Power of Two

This activity can be used to introduce new concepts, review material and assess student learning. It also reinforces the benefits of synergy – that is, that two heads are better than one.

1. Give students one or more questions that require them to reflect and think. For example:

How do your bodies digest food?

What is knowledge?

What is "due process"?

Why do bad things sometimes happen to good people?

- 2. Ask students to take a few minutes to individually write the answer to the question.
- 3. After all students have answered the question individually, have them form pairs and ask them to share their responses.
- 4. Ask the pairs to write one new answer, improving on each individual's response.
- 5. When all pairs have written new answers, have some of the pairs share their responses.
- 6. Have students reflect on the activity by asking how their paired response compares to their individual responses.
- 7. For variation, assign specific questions to specific pairs.

On a personal note. I frequently collect both the individual and paired responses, and am impressed with the quality and uniqueness of the paired responses as compared to the individual responses. Rarely do I find that the paired response is a reiteration of an individual response. In other words, it is obvious that *both* students contribute to the paired response.

Adapted from Silberman, M. (1996) Active learning: 101 strategies to teach any subject. (Available for check out in the CTE.)

Other Silberman active learning strategies I have used include: Everyone Is a Teacher Here, What? So What? Now What?, Index Card Match, and Bumper Stickers.

Other books available in the CTE on active learning include:

# **Technology Updates**

## Reserving Laptop Computers

For those of you accustomed to checking out laptops at the CTE we now have a new procedure. Beginning Fall semester, the CTE's laptop computers will be available for check out through AV Services only. AV Services has an excellent check out system and full resources to support the maintenance and upkeep of the computers. Our decision to move the laptops to AV was made to ensure more consistent service. These laptops will continue to be available for one week check out periods. To reserve a laptop beginning Fall semester, please call AV services at 483-1715.

## Installing Lotus Notes at Home

Lotus Notes CD's for home installation will now be available for check out through the CTE (AV Services previously provided this service). For your convenience, you may check out a CD with the Lotus Notes client on it, or bring in a blank CD and a copy of the client can be burned on it for your personal use at home. Should you run in to unexpected difficulties while installing Lotus Notes, please call the Information Services & College Development Help Desk at 483-5221.

## Mid-semester Student Feedback

The CTE will **facilitate Small Group Instructional Feedback** (SGIF) sessions for faculty who wish to assess their teaching mid-semester. During the last 20 to 30 minutes of a class session, a CTE consultant confers with students about what is going well and what changes would improve their learning. The consultant soon after meets with the instructor to share findings and discuss possible strategies for increased learning. The SGIF and consultations are confidential.

Many instructors find that simple changes early on can help motivate students, enhance student learning, and reinvigorate their teaching. Students appreciate knowing the instructor has asked for their input, and the opportunity to voice their opinions.

This service will be available the 6<sup>th</sup> through the 12<sup>th</sup> week of the semester. For more information about this service, or to schedule a SGIF, contact Tracy Price at 483-1427.



Once again the Center for Teaching Excellence will be offering its 12-week seminar entitled **Transforming Learning through Teaching**. This unique seminar is offered in a small group setting allowing participants to experience:

- active learning techniques that can be adapted to their classes
- meeting colleagues from across disciplines to share victories and resolve challenges
- trying new teaching techniques with the support of colleagues doing the same
- learning more about LCC policies and practices that impact teaching and learning.

Wednesdays 4:00 to 6:00 pm September 12 through November 28, 2001 TLC 326. Join this unique learning community and connect with your colleagues from across campus!

For more information about the

seminar, or for a brochure, please contact Tracy Price, seminar facilitator, at 483-1427, or visit the CTE (located in the Technology and Learning Center, Room. 324) to view the 5-minute video on this seminar. You may register for this seminar by calling the CTE registration hotline at 483-1977.

"An asset of this seminar is its relevance to people at all stages of their teaching career."

- Celeste Mazzacano, Science.

# Pre-registration is requested for all workshops

The Center for Teaching Excellence asks that you pre-register for all workshops to ensure cost effectiveness in the preparation of handouts and refreshments. It also enables us to give you a reminder call or postcard, and to contact you about any changes. If you register and later wish to cancel, just give us a call at 483-1680, or call our registration line at 483-1977. You can even e-mail us at tcte@lcc.edu.

As always, if you have ideas or requests for workshops please let us know.



# **Center for Teaching Excellence**

Technology and Learning Center, Room 324, Phone: 517-483-1680, MC 8111

Monday – Thursday 8am to 8pm, Friday 8am to 5pm

Visit us on the web at: www.lcc.edu/cte