The Center for Jeaching Excellence TIGHT on Faculty

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CTE Online



Center for Teaching Excellence Technology & Learning Center, Rm. 324 Phone: (517) 483-1680 Mon. - Thurs. 8am - 7pm Fri. 8am - 5pm

Visit us on the web at www.lcc.edu/cte Background picture shows the restored Bauer Road Bridge, which originally spanned the Looking Glass River in Clinton County. It has now been restored and relocated to the Historic Bridge Park in Calhoun County.

Picture from www.historicbridges.org

While giving a lecture in the Fall of 1997, Vern Mesler mentioned to his class that he had to give up in his efforts to save a historic metal truss bridge in Jackson County because he couldn't find a way to fund the project, nor find a location for the bridge. As chance would have it, one of the students in his class was Professor Frank Hatfield, P.E., from the Civil and Environmental Engineering Department at Michigan State University. He was taking the class to help his students with their welding for the National Student Steel Bridge Competition. Professor Hatfield told Vern about Dennis Randolph, Managing Director of the Calhoun County Road Commission, and his efforts to start a park for historic metal truss bridges.

> Vern's passion about restoring these historic bridges, along with his steel fabrication and welding skills, must have been quite evident when he contacted Dennis Randolph in December of 1997. He was immediately hired as an Independent Contractor for Calhoun County to help with the restoration of two historic bridges for the Calhoun County Historic Bridge Park, located southeast of Battle Creek. He has since helped in restoring three additional bridges for the park, with the most recent being the Charlotte Highway Bridge which was originally built in 1886. This beautifully restored, single span, wrought iron bridge will span the park's entrance. The Historic Bridge Park, which is the first of its kind in the United States, currently features five bridges which have been preserved for their historic value. Eventually, officials hope the park will be home to as many as fifteen

> > restored bridges from around the State.

A unique aspect of this restoration work is that the original manufacturing techniques are used as much as possible. When asked to comment about bridge restoration, Vern states, "Should all historic metal truss bridges be saved? Probably not, but enough bridges should be preserved to provide an understanding of the advances in wrought iron and steel making processes, metal fabrication techniques, and machinery that was used to produce a metal truss bridge. The works of the craftsmen who fabricated these bridges are rarely recorded, and only a few of their tools remain to tell their story. The bridges themselves are the craftsmen's record."

Vern Mesler was raised in Lansing. He joined the Navy at the age of 17, and returned to Lansing after serving for four years. He began working, and eventually took classes in business and welding at LCC, earning an Associate's Degree. His combined education and experience led him to become an adjunct faculty member in the Welding program here at LCC. In the Fall of 2006, he received his thirty-year recognition award from the College. Vern has taught several courses in the Welding Program, and created two courses (WELD 120 Structural Fabrication and WELD 140 Creative Welding). In addition to being on the LCC Faculty, Vern retired from Douglas Steel Fabrication of Lansing in 1994, after working there for 34 years.

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Spotlight on:

Susie Antcliff

Susie Antcliff is a faculty member in the Media, Art, and Information Technologies Department /Art, Design, and Multimedia Program. She teaches Arts 102 (Design and Communication), Arts 162 (Typography), Arts 252 (Graphic Design 2), Arts 281 (Internship), and EISD Commercial Art.

Born in Livonia, Michigan, and raised in Brighton, Michigan, Susie graduated from Brighton High School. Because of the positive experiences that her childhood teachers had given her, she went on to earn a Bachelor of Art/Elementary Education degree from Western Michigan University and became an elementary teacher. After discovering that faculty meetings, parent-teacher conferences, report cards, and teacher lounges were not for her, she returned to school (LCC) and discovered Graphic Design. She designed for a few years and, although greatly enjoying her new career field, Susie still had a desire to teach. Therefore, she combined her two passions and began teaching Graphic Design at the college level.

Susie states, "For the last five years, I have been teaching at the college level and teaching subject matter that I am passionate about to adults who have an interest in the subject matter. I am happy to report that, to this day, I haven't had to have one parent-teacher conference!"

Susie's favorite thing about teaching is that each semester, she gets a new batch of people to work with and learn from. When asked to share a bit of teaching wisdom, Susie says, "Smile. Look for the humor in your day!"

In her personal life, Susie is a very busy wife and mother. Susie and her husband, Rob Antcliff, are the parents of three young children including Emerson, age eight, Aidan, age two, and Ella, age one. In her free time, Susie likes to play with the children, read, spend time with her family, and have dates with her husband.



Sue Butler

Sue Butler is a faculty member in the Nursing Careers Department /Community and Allied Health Program. Before joining the LCC faculty, she was an instructor at Ross Medical Education Center. Sue is a former LCC student (A.S. in General Studies), who is now a Certified Professional Coder (CPC). She has been certified to code medical records nationally, is an active member of the national chapter of the American Academy of Professional Coders, and is involved with the local affiliation of Capital City Coders. Sue has worked in the medical field for over 21 years. She started as a receptionist and gradually took on more and more responsibility, eventually coding medical records. Prior to entering the medical field, Sue worked as a legal secretary for 13 years. She hopes to one day combine her interests in medicine and law into one career.

Sue was born and raised in the small community of Adrian, Michigan. She is the oldest of three children. Her sister, Bridgett, now lives in California, and her brother, Bart, still

resides in Adrian with is wife and three daughters. Her mother and several family members still reside in Adrian as well.

Sue attended Madison High School. She was active in cheerleading and basketball, and was named "Cheerleader of the Year" and "Homecoming Queen" during her senior year. She is now a single mother, raising three children of her own. She has a son, Nathan, 23, who is studying journalism here at LCC. Her daughter, Helena, age 22, attends Eastern Michigan University, where she



is studying forensic psychology. Her youngest, Jordan, 14, is a freshmen at Lansing Catholic Central High School. Sue also has two dogs, Trulla and Browser. In her free time (although a rare commodity), Sue likes to watch old movies and sitcoms, as well as listen to all kinds of music (except for rap).

One of Sue's favorite things about being a teacher is when you see the "light go on," showing that the student has finally understood the concepts. "Medical billing/coding is very complex and requires constant learning on behalf of the individuals in this field," comments Sue.

When asked to share any teaching tips, Sue states, "I'm not sure if I'm qualified to give advice....I still consider myself a beginner when it comes to teaching. I guess the one thing I would say is that you must be flexible and have an open mind about what direction your teaching styles should go. With new technology and with many older students now returning to college, your presentation must be in a manner that helps to boost their confidence so that they believe that they can do this."

ANGEL7 New Feature: Games

By Susan Halick, CTE Online Teaching Consultant

One of the new features in ANGEL 7 is the ability to utilize games such as crossword puzzles and quiz shows. The crosswords are useful for vocabulary, while the Jeopardystyle quiz shows are best for memorizing facts or reinforcing concepts. The quiz show feature adds an element of motivation to practice a quiz over and over again. For

Students appreciate the learning that occurs in a less threatening, "gaming" environment.

example, if you give students a long list of review problems, you

hope they will attempt to answer them at least once. Add those same questions to a game, and students will not only want to learn the material, but they will also want to win the game and/or achieve a higher score with each attempt. Not surprisingly, students review the material multiple times because of these compelling factors.

Whether a neomillenial or a baby boomer, students appreciate the learning that occurs in a less threatening, "gaming" environment. The repetitive practice of trying to win the game helps the learner bring facts and concepts into their long-term memory. In addition, games can energize the learner, keep their attention, and promote positive emotions. Mary Brown, a science instructor at Lansing Community College, added a similar Jeopardy style game to her class and was amazed by her students' desire to tell her the levels they had reached. One student even commented to her, "You know... this is kind of a form of study," to which Mary responded, "Ya think?"

It is important to remember not to add a game for the game's sake. Start with a learning objective. What do you want your students to learn or practice? When creating the game content, give clear directions and demonstrate whenever possible. Consider ways to acknowledge students when they achieve the game objectives. Set up a prize folder in your site, or display a winner's list based on student-chosen nicknames. Also, consider finding ways to reinforce their learning experience through classroom and online discussions.

For more information on creating or using games, go to the CTE website at http://www.lcc.edu/cte/resources/onlinelearningresources/onlinegamessim/Online_Games.htm

Technical Tips for Using ANGEL Games:

For both games:

- Game types are added by going to Lessons > Add Content > Game
- 2. After entering a title and other settings, click Save and you will see the option of which type of game to choose.
- 3. All questions must be answered before the game can be submitted.
- 4. The timer doesn't seem to affect the score.
- 5. The game score decreases for wrong answers and for using hints.
- 6. If the quiz is added to the gradebook, the percent correct is multiplied by the assigned gradebook points.

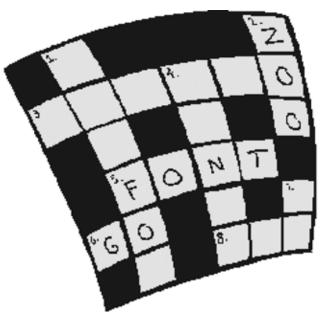
Note: There appears to be no record of the score, unless it is associated with the gradebook.

Crossword Puzzles:

- 1. Keep them small. You will receive an error page when the program can't fit all the words within the screen.
- 2. In game play, click inside one of boxes and the question will pop up.
- 3. Click on the second letter or any other box in a word if it is a shared box (i.e. used for both a vertical and horizontal word).
- 4. You can use the hint to get a letter, but it counts against your score.

Quiz Shows:

- 1. Type in the categories first. They will show up as selections in the pull down menus when assigning questions.
- 2. Click the edit button to add answers.
- When playing the game, click on a category and point total.Answer the question, submit and close after seeing the results.



Letters of Recommendation

During the 05-06 academic year, the CTE offered a session entitled, "Letters of Recommendation: The Do's and Don'ts." It was so well received, that it was offered again. If you were not able to attend, we thought you might find the following information helpful.

In the likely event that you will be asked to write a letter of recommendation for a student, did you know that LCC's HR Department has a couple of tools that you can refer to when writing those letters? First, to protect yourself (and the College) from any repercussions, there is a form called the "Student Reference Request and FERPA (Family Educational Rights and Privacy Act of 1974) Release," which should be filled out and signed by the student before you agree to write a letter of recommendation. FERPA is a Federal Law requiring student consent prior to disclosure of any part of their educational records by the educational institution or one of its employees. Under FERPA, "educational records" include

records, documents, files, grades, and other materials that contain information which is related to the student. A letter of recommendation is considered an "educational record" if written by a faculty member about the student's experience at the educational institution. Under FERPA, students have the right to access documents such as recommendation letters, unless they have waived their right to do so. So, how can you give an accurate and candid picture when you know that the student might be looking at the recommendations later on? Utilize the LCC FERPA release, which provides a section at the bottom where students can choose to waive/not waive their right to see the letter of recommendation. It is probably best to have the student sign the release. If they decline, you may want to reconsider their request.

LCC's FERPA release can be accessed by going to the LCC Human Resources homepage at www.lcc.edu/hr and clicking on "Employee Forms" on the right side of the page. Once you have accessed this page, you need to scroll down to the heading "Miscellaneous Forms." Under this heading, you will find the Consent for Letter of Recommendation form. If you continue to scroll down in that same section, you will find a Sample Letter of Recommendation. This sample will give you an idea of how to write a recommendation letter in the LCC-preferred format.

If you have further questions about writing letters of recommendation, contact Mary Stroebel in the Human Resources Department at 517-483-1203.

Snow Day

It had been snowing for hours when an announcement came over the intercom: "Will the students who are parked on University Drive please move their cars so that we may begin plowing."

Twenty minutes later there was another announcement: "Will the twelve hundred students who went to move 26 cars please return to class."



http://www.unwind.com/jokes-funnies/collegejokes/collegeshorts.html

Challenging Behaviors in The Classroom

BEHAVIOR: Shyness, silence, or lack of participation **POSSIBLE RESPONSES:**

Change teaching strategies from large or small group discussion to individual written exercises.

Make eye contact.

Engage in a conversation with them during class breaks and try to bring what they shared (about the topic) to class discussions as applicable.

BEHAVIOR: Talkativeness or "class expert"

POSSIBLE RESPONSES:

Acknowledge comments, then make eye contact with another participant and move toward that person.

Say: "That's an interesting point. Now let's see what your classmates think."

BEHAVIOR: Sharpshooting -- trying to trip you up

POSSIBLE RESPONSE:

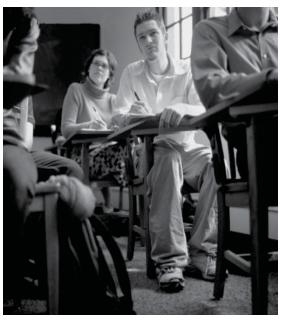
Admit that you do not know the answer and redirect the question the group or the individual who asked it.

BEHAVIOR: Heckling/Arguing -- disagreeing with nearly everything you say; making personal attacks **POSSIBLE RESPONSES:**

Recognize participant's feelings and move on. Acknowledge positive points.

Say: "I appreciate your comments, but I'd like to hear from others," or "It looks like we disagree."

BEHAVIOR: Overt Hostility/Resistance -- angry, confrontational behavior



POSSIBLE RESPONSES:

Remain calm and polite. Keep your temper in check.
If possible, allow him or her a way to gracefully retreat from the confrontation. Say: "You seem really angry. Does anyone else feel this way?"
Talk to him or her privately dur-

Talk to him or her privately during a break.

As a last resort, privately ask the individual to leave class for the good of the group.

If a student in any way threatens the safety of others or him/herself, call public safety at 911 using a classroom phone, or 517-483-1800 using a cell phone.

CTE Workshops for November & December

November 15: Google Scholar: The Inside, Upside, Downside, & Outside

10:30-12noon

November 16: Globalize Your Students: Take Them Abroad

2-4pm

November 29: ANGEL Online Gradebook

1-3pm

December 11: ANGEL Course Copy and Preserving Student Data

5:30-7pm

December 14: ANGEL Course Copy and Preserving Student Data

10-11:30am

Please check the CTE website at www.lcc.edu.cte for the most up-to-date workshop information.

TRANSFORMING LEARNING THROUGH TEACHING:

A 12-Week Seminar for Faculty and Interested Staff

Tuesdays 2-4pm

January 23rd - April 17th

in TLC 326

For more information:lcc.edu/cte/workshops/tltt.html

BEHAVIOR: Side Conversations **POSSIBLE RESPONSES**:

Casually move toward those talking.

Standing near the talkers, ask a nearby participant a question so that the new discussion is near the talkers.

From "Getting the Most out of Your AIDS/HIV Trainings"

East Bay AIDS Education Training Center Adapted from: California Nurses Association, AIDS Train the Trainer Program for Health Care Providers

http://honolulu.hawaii.edu/intranet/committees/ FacDevCom/guidebk/teachtip/behavior.htm

To register for any of the workshops, please call the CTE registration line at 517-483-1977, or register by email to cte@lcc.edu, or directly via our website at www. lcc.edu/cte/workshops.

Just For Laughs Two Students Miss an Exam

Introductory Chemistry was taught at Duke University for many years by professor Bonk. One year, two guys took the class and did pretty well on all the guizzes and mid-terms--so much so that going into the final, they each had a solid A. These two friends were so confident going into the final that the weekend before finals week, despite the Chemistry final being on Monday, they decided to go to the University of Virginia to party with some friends.

They did this and had a great time. However, they overslept all day Sunday and didn't make it back to Duke until early Monday morning. Rather than taking the final then, they found professor Bonk after the final and explained told him they went up to the Univer- went in the next day at the time that sity of Virginia for the weekend and had Bonk had told them. He placed them planned to come back in time to study, in separate rooms and handed each

but they had a flat tire on the way back and didn't have a spare. They couldn't fix it for a long time and were late getting back to campus.

Bonk thought this over and agreed that they could take the final the follow-

to him how they missed the final. They ing day. They studied that night and

"Always laugh when you can. It is cheap medicine." -Lord Byron



of them a test booklet. He told them to begin. They looked at the first problem which was something simple about molarity and solutions; it was worth 5 points. "Cool," they thought, "this is going to be an easy final". They then turned the page. They were unprepared, however, for what they saw

on it. The question contained only two words: (95 points) Which tire?

GRADE ENTRY SUPPORT INFORMATION

The CTE staff offers grade entry support on a drop-in basis in TLC 324. We offer the following extended hours during "get the grades out week."

Mon-Wed, December 11, 12, 13: 8:00 am until 7:00 pm Thursday, December 14: 8:00 am until 8:00 pm Friday, December 15: 8:00 am until 5:00 pm Monday, December 18: 8:00 am until 8:00 pm

Tuesday, December 19: 8:00 am until 5:00 pm (Grades due by 8 am)

Wed-Fri, December 20, 21, 22: 8:00 am until 5:00 pm

In addition, TLC 326 is reserved during "get the grades out week" for you as a quiet place to work on end-of-the-semester grading, paperwork, and such.

Organizational Development (OD) will offer the following face-to-face training sessions for entering grades. If interested, you may register through iLearning.

December 11, 3:00 – 4:00 Main Campus TLC 321 December 12, 11:00 – 12:00 Main Campus TLC 321 December 14, 5:00 – 6:00 West Campus U225

Additionally, OD will have an open lab for grade entry support on the West Campus on December 18th from 9:00 a.m. until 1:00 p.m. and 2:00 p.m. until 6:00 p.m. in U227.

http://www.short-funny-stories.com/funny_stories/s-funnycollege-stories/funny-collegestories-006.html

Good Teacher is one who makes himself progressively



-Thomas J. Carruthers-

Noteworthy Accomplishments

ELIZABETH (BETSY) TOY-KRUMMREY

(Science) recently received the Leica Leadership in Teaching Award presented by the National Society of Histotechnology. This is Betsy's 30th year as the Instructor/ Program Director for the Histotechnology program. The program became affiliated with LCC in 2000 and received the Governor's Award for Excellence in Practice in 2004 and the John M. Budinger Award from the Michigan Society of Histotechnology in 2005. Chances are good you've encountered a graduate of the program in one of your classes!

DALE M. HERDER

(Language Skills) recently wrote a book called "Common Sense Rediscovered: Lessons from the Terrorist Attack on America" and was recently the featured author at a book signing at Schuler's Book Store in the Eastwood Towne Center.

MARTINE COURANT RIFE

(Communication) recently had an article entitled "Why Kairos Matters to Writing: A Reflection on its Intellectual Property Conversations and Developing Law During the Last Ten Years" published in the 10th anniversary issue of the online peerreviewed journal, _KAIROS: a Journal of Rhetoric, Technology, and Pedagogy_

DIANE SPENCE

(Social Science) was named Michigan Teacher of the Year for Wal Mart/Sam's Club, with a \$10,000 award. She was also featured in the Lansing State Journal during the week of September 22. Diane is an adjunct faculty member in teacher preparation and is a participant in the MathARTS professional development project sponsored by LCC's Science and Mathematics Education Center. She is spending part of her award money on a mathematics field trip to West Campus for her middle school students from Gardner.

SALLY PIERCE

(Language Skills) has had her paper, "Can Computer Software Responses to Developmental Community College Writers' Essays Help Students Write?" accepted for presentation at the International Conference on Education which will be held in Hawaii in January, 2007. This was a juried selection process.

WILLIE DELL DAVIS, JR. PhD

(Social Science) has assisted in developing an International Partnership Agreement with Dar Es Salaam, Tanzania and the Lansing Regional Sister City Commission to upgrade the City of Dar Es Salaam Information Technology System. He has also co-published an electronic book titled "Key Topics on the End of Life Care

for African Americans," and an article with Joseph Dancy, Ph.D. MDiv, ThM entitled, "Family and Psycho-Social Dimensions of Death and Dying in African Americans" for the Duke Institute on Care at the End of Life Initiative to Improve Palliative Care for African-Americans. Willie also received the National Association of Black Social Workers Chapter Individual Service Award and the Anna McKeever Hilliard Visionary Award as a founding member of the Michigan Minority Health Coalition.

Additionally, at the Southwest Regional Conference of the National Association of Black Social workers, Willie presented a paper entitled, "Communitybased Methodologies to Combat Genocide in the Forms of Prostate Cancer. HIV/AIDS, Tuberculosis, High Blood Pressure, Diabetes, and Mental Health in People of African Descent."

One Bridge At A Time (Continued From Page 1)

Since he began working in the area of bridge restoration, Vern has been recognized both locally and nationally, and has been a featured speaker at many events and conferences.

If you are interested in visiting the Calhoun County Historic Bridge Park mentioned in the cover article, this is a great time of the year to do so. During the Christmas season, the bridges are lit up to create a beautiful display. For more pictures of the bridge restoration work, and to get more information on the park, you may visit their website at http://www.cccd.net/departments/parks hbp.html



Vern Mesler (left) and Dr. James Cooper (right) at a worksite. picture from www.wabashanderirecanal.org



Visit the CTE's website at www.lcc.edu/cte where you can...

- View and sign up for any workshops being offered this semester.
- Access teaching and learning resources including teaching tips and self paced online workshops.
- View services that the CTE offers such as Small Group Instructional Feedback (SGIF), Teaching Circles, and Academic Software Grants.
- Look at books, software, and journals available for check out.
- Access "Teaching for Success," a newsletter that features insight from instructors all over the country.

To find these topics on our website, use the "Search the CTE" feature on our homepage.