

Spotlight on Faculty

“How do you Maintain your Passion and Enthusiasm for Teaching?”

Henry Moore of Business Careers, shares his thoughts and techniques



I have been teaching at Lansing Community College for almost twenty years and I am more excited about teaching now than at any other time in my career. I actually look forward to the start of each semester and feel a little

sad at the end when the students and I say our goodbyes. I would, routinely, save a little time towards the end of a semester to allow students to express how they felt about their experience in the class. Looking back over the years I believe that I've maintained my passion and enthusiasm for teaching in the following ways:

- **Making a conscious effort not to be boring.** I try to put myself in my students' shoes. If an instructor is boring it will be difficult for students to come to class and sit for two or three hours at a time. At best, students would try to get “through” the course rather than trying to get something “from” the course.
- **Being prepared.** One way to reduce boredom is by being prepared. My preparation enables me to use a variety of approaches in the classroom (lecture, case study, video or general discussion). One technique I use to stimulate discussion is “Ask the Wizard.” This technique involves a piece of paper or a form entitled “Ask the Wizard,” encouraging students to write questions to the instructor. The instructor answers the questions or throws the questions to the class. This technique is very good for getting wide class participation, especially

from shy students who may not otherwise say anything.

- **By keeping my knowledge and teaching skills current.** The CTE does an excellent job in this regard to help instructors sharpen their teaching skills. The “Great Teaching Seminar” was another avenue for instructors. I found the enthusiasm of the program’s participants helped to light my life, or stoke the fire a bit.
- **Recognizing that “one size does not fit all.”** In the past I have had two sections of the same course, and what worked well with one class did not work well with the other.
- **Not taking myself too seriously.** I laugh along with my students at my miscues/ bloopers and the levity seems to go a long way in helping us all to lighten up. I adopt a learning attitude and frequently ask my students to share their experiences. This seldom fails to engender lively discussions.
- **By genuinely desiring the best for each student in my class.** This desire helps to make me more inquisitive than usual, more self critical and more open to seeking feedback from students. I get re-charged when my former students still seek my advice and counsel long after they have finished my class. Many former students send me invitations to their graduation. I find this to be very inspiring and gratifying.
- **Receiving thank you cards and/or applegrams.** The recognition from students and the college that I have played a part in someone’s development is the ultimate reward for me.

Meet You At
THE FORUM



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Technology and Learning Center, Rm. 324
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Mon. - Thurs. 8am - 7pm
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Visit us on the web at www.lcc.edu/cte

ABOVE & BEYOND

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.

Pamela Bellamy – Student Development Faculty Recognized by Carol Harton

Pam is one of the busiest people I know, yet she never says no if it is within her power to help. She is always willing to share her infectious laughter, her uplifting smile or a kind word. She has a great capacity to motivate others with unending encouragement and support. Her passion for teaching never ends, even when faced with challenges. Pam does not work to live, she lives to teach.

Betty Barks – Math Skills Recognized by Michelle Dersch



Betty co-piloted the “Techniques of Study” class which evolved into an actual class she now teaches. She also works with TRIO and the WRC every semester in addition to her job in the Math Lab. Betty mentors many at-risk students and gives them as much encouragement and support as they will accept. She specializes in Math Anxiety issues and goes above and beyond the call of duty to put their anxieties to rest. Her belief is “I can do it” and by the time she is done with a student, they really do believe that they can do it. I am constantly amazed at Betty’s interactions with students having difficulty and the effect she has on them. She is skilled at adapting her teaching style to their learning style.

Sue Anderson - Science Recognized by Lu Anne Clark



Sue Anderson is well known as the best anatomy teacher in the world—or close to it anyway. She has taught here 25 years. Sue has so many stories, songs, dances, mnemonics, whatever, to help students through the difficult BIOL 202 course so they can go on in health careers. She keeps them all apprised of their progress and helps them whenever she can. She even has a special study session in the lab each week. Ask any one in health and they will tell you that Sue is terrific.

Jim Lynch - GIS instructor for STAR Institute Recognized by Toni Glasscoe



Jim goes above and beyond by knowing each of his students up close and personal. He is very flexible and has experienced many changes in his 6 years with the STAR Institute. He has taught classes that have consisted of 2 student groups taking 2 different classes simultaneously. Jim has taught nearly every Geographic Information Systems (GIS) class, having to do multiple preps each year because of the changes we make and never complains. Jim has mentored 2 directors and at least 6 part time GIS instructors. He attends outside events for his students and knows their families personally. He recruits for the program and oversees the internship program. Jim brings a wealth of industry experience to the position, and has placed many graduates in job positions. Jim stays in contact with many former students who now do GIS for companies and takes current students on field trips to these locations. Jim is an extraordinary teacher and person.

Jane Repko – Science Recognized by Patti Hughey

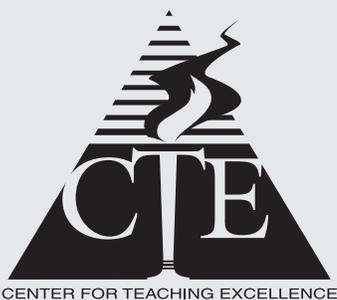


Jane regularly attends and participates in departmental and discipline meetings. She has developed or improved numerous courses—the most recent being PHYS200. She also attends conferences related to physics and physics education topics, including the Mid-Michigan Physics Alliance, which brings high school physics, 2-year college, and university teachers together to share and mentor each other. Jane herself spends much time mentoring faculty and students at LCC. She mentors faculty in areas to which they are new. She’s also served on the MAHE negotiation team for the last faculty contract, offering support to colleagues in a different way. Jane spends time beyond office hours with students making sure they are in the appropriate class and have the appropriate prerequisites. Jane is someone who goes above and beyond for us at LCC.

Pam Miller – Office Administration Recognized by Joan Silsby, Cathie Hudson and Elizabeth Cosby



Over the last two years, Pam has put in an extraordinary amount of time, effort and care into promoting and revitalizing the Office Systems Department. Besides leading the reconstruction of programs and curriculum, Pam has developed new courses, designed both a two-year Administrative Office Management program and a certificate of achievement program. She has also created a newsletter for students, developed the electronics office lab and furnished it by securing community donations, developed a program-wide Career Portfolio for students and a teaching circle for faculty, piloted a cohort program for high school students, and facilitated the development of learning communities with other departments. Pam makes everyone feel comfortable and offers assistance when new procedures are introduced. She takes time to make sure we are connected as a group through program dinners and Thursday luncheons. Students can get “hands-on” technology experience in the “office simulation” area she helped establish in Old Central. Her students say she is a good, organized and interesting instructor. Pam’s leadership and dedication are evident and appreciated by students and faculty alike.



DE-CLUTTER YOUR PAPER STASH!

Geoff Quick, Social Science
Recognized by Julia Petry



In addition to being an outstanding teacher, Geoff Quick goes beyond expectations in support of education. He is an advisor to students, a presenter at conferences, a ready volunteer to serve on LCC committees, a liaison between LCC and other colleges, and a member of many educational organizations. As advisor to the students' Future Educators Association, Geoff addresses education issues and advises students on how to become a teacher. He's also involved in planning the LCC Student Education Advising Forum. In addition, Geoff presented at four conferences this year, will be working on PRESS for the Education Program, and hopes to serve on a search committee. He is currently updating articulation agreements for education between LCC and CMU, and is working with CMU on the transfer potential of EDUC 228 and 226, as well as a CMU teacher certification program in Lansing. Geoff holds at least 5 memberships in educational organizations.

Leslie Farris – Humanities and Performing Arts

Recognized by Katherine Raphael

Leslie provides strong visionary leadership that is reflected in what she says and does. I saw this first-hand during the development of the online Children's Literature course (ENGL 208). She also created a DVD supplement to this course to demonstrate techniques for helping children think critically about literature. Then, to prepare herself for teaching the course online, Leslie took an MSU online literature course to gain a better understanding of online learning and teaching. Leslie presented her innovative methods for teaching Children's Literature online at a conference last October, and plans to share her experiences at another conference in February. In addition, Leslie involves former students in curricula and peer-teaching projects. She also mentors and encourages faculty to strive for quality instruction through Writing Across the Curriculum, a program she coordinates.

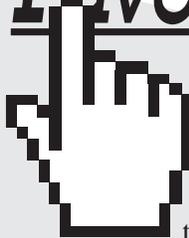
Our newest addition to the CTE lab is the Epson Perfection 3170 scanner. It is capable of bringing your document into Microsoft Word with superb accuracy. The software is equipped with a tool that analyzes and preserves the layout of a scanned document to reduce the amount of manual corrections often needed when using other software.

If you want to take advantage of the CTE resource but aren't sure where to start, don't worry! Simply bring your paper documents



to the CTE where one of our qualified staff will guide you through this painless process. Now's the perfect time to transform that paper clutter into a small digital document!

Favorite Links



If you have a favorite teaching and learning website(s) 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 website, <http://www.lcc.edu/cte/resources>. Scroll down and click on *LCC Faculty Favorite Links*.

Digital Cameras

<http://www.shortcourses.com> This site by Dennis Curtin has some great tutorials on digital cameras and digital photography. The tutorials are self-paced and easy to follow.

Teaching Resources

<http://ts.mivu.org/> The Technology Source section of the Michigan Virtual University site has many on-line learning articles. You'll find a helpful article on using PowerPoint and Cooperative Learning.

Teaching with Technology

<http://www.cmu.edu/teaching/technology/> A part of the Carnegie Mellon University, this site is devoted to Teaching with Technology. Many examples are given plus a step-by-step description of how the interactive learning example was developed.

"As we acquire more knowledge, things do not become more comprehensible, but more mysterious." --Unknown

Why Teach at a Learning Center?

Jean Morciglio, Director of Extension and Community Education, discusses teaching off-campus with the CTE

Some faculty say teaching at Learning Centers (LC) is enjoyable partly because students are generally older and more committed to learning. They enjoy the facilities and services provided as well. Together accommodating 1,750 students per semester, the full-service Livingston and Clinton County Centers are equipped with computer and math labs, mobile ITV course studios, teaching bunkers, Smart Boards, and multi-media projectors—and, the Livingston Center acquired a science lab last fall! Consolidating the remaining smaller 23 centers into similar regional centers is in Extension and Community Education's (ECE) future.

Though delivered in a different way, off-campus and on-campus services are similar. Needed materials and equipment are readily available, as they are trucked daily to LC locations. Additionally handbooks specific to each center are personally delivered to faculty at the semester's start.

They are also available online at www.lcc.edu/ece/faculty_staff/index.htm. The handbook is the product of 25 years of faculty experiences. With it, faculty can find pertinent, detailed information regarding their center along with emergency procedure information. An added plus for some ECE faculty is teaching close to home.

The main problem with off-campus teaching lies in simply getting started. Finding the building's main door and one's classroom can sometimes be

difficult. But ECE's handbook minimizes such problems. Another area often of concern involves adequate support staff. Aides from respective school districts are available at each location. Eight centers provide office support, while the

I love teaching at the Livingston Center. The staff and the students are really fun to be with. The students are very serious, committed and computer savvy. They always have their homework done, and it's very well done. Attendance is fabulous. It is just a joy!

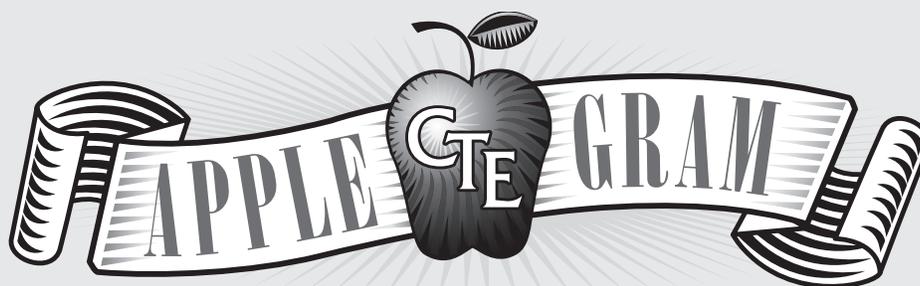
-Sally Madison, Language Skills

remaining centers supply more basic kinds of support, such as unlocking doors and the like. Although some Learning Center faculty may feel isolated, most find a "classroom community" evolves, making it natural for students and instructor to understand and know one another better.

Although credit courses form the bulk of ECE classes, non-credit courses remain popular, providing the perfect venue for faculty to share special interests, unusual experiences, talents and skills. Applying to teach for Extension and Community Education is easy. To teach a credit course, see your Department Chair and request the center you prefer. If interested in teaching a non-credit course, go directly to the ECE office to propose a course and request a particular center. ECE will help with course planning and matching your qualifications to an activity. For more information call 1-517-483-1860, or visit the Extension and Community Education office located in the North House.

Students and staff are wonderful. Students come from as far away as Mason and Holt to the St. John Learning Center. They say Learning Centers are friendly and provide great service, and that parking is a snap—and they would take all their courses at Learning Centers if possible!

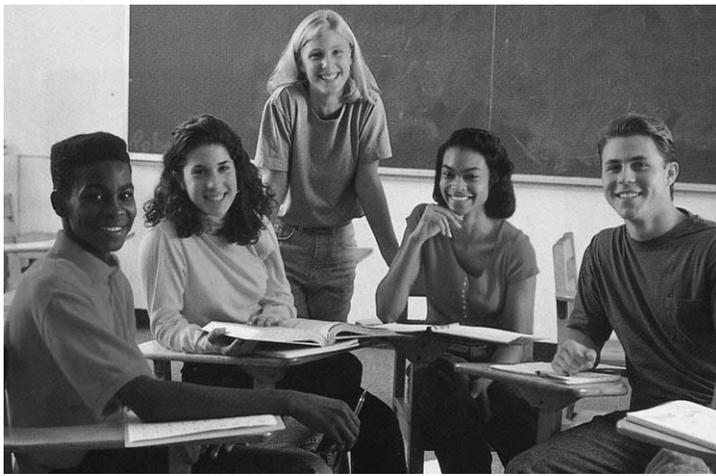
-Lu Anne Clark, Science Dept.



"Good teachers are gems" and students are telling them so—with Applegrams! The idea for this student feedback program originated at a teaching center at Slippery Rock University (PA). With permission, the CTE developed a similar program that has been popular with LCC students and

faculty alike. To date, 1,030 Applegrams have been sent and received since the CTE first introduced them in January 1999, and 230 of these were delivered last semester! With Applegrams, students voice their appreciation to teachers and staff for caring, helping, and making a

difference. Students can choose to send an Applegram anonymously, and the CTE takes measures to ensure confidentiality. Applegram drop-boxes with cards are available to students in many locations on campus, at Learning Centers, and on the CTE's website.



Q & A Learning from the Learners

One of the sessions in the 12 week seminar, **Transforming Learning Through Teaching** focuses on understanding how ‘what instructors do in the classroom’ affects what students learn. Faculty participants ask questions of LCC students invited to this special session. The Spotlight shares recent faculty questions and student responses...

Q. What is the most *efficient* use of class time; what is the most *effective*?

1. To be effective, teach us how to apply what we are learning to our daily life.
2. Make sure what we learn is real-world applicable.
3. What happens in class should be determined by the objective for that class period.

Q. What type of instructor works best for you?

1. ...one who uses easy to understand language, modulates his voice, and uses body language.
2. ...one who is organized and on time, so that my time isn't wasted.
3. ...one who is friendly and gets to know his/her students.
4. ...one who keeps office hours, gives straight-forward answers, and suggests resources.
5. I enjoy learning from the experiences of an instructor who is different from me.

Q. How do you feel about buying and using texts?

1. Textbooks are revised so often they quickly become outdated and can't be returned. Some can be used as references, but most are simply a waste of money.
2. After asking all my teachers' advice, I bought all the texts. Then I found out we weren't using any of them. I was out over \$200.
3. My instructor put the text on reserve in the library for her students' use; that was very helpful.
4. It would help if instructors told us whether or not to buy the text.

“An educational system isn't worth a great deal if it teaches young people how to make a living and doesn't teach them how to live.” --Unknown

Q. Do you like working in small groups? Why or why not?

1. I enjoy working in small groups—except when my entire grade depends on it. Instructors should devise ways to give individual grades as well as a group grade.*
2. Class time for group sessions is needed. Scheduling group sessions outside of class is hard to do.
3. Students should have the opportunity to change groups.
4. Group guidelines set by the instructor are needed. Drawing for different roles would help individuals stay on track.
5. I'd rather study by myself to avoid getting off track.

Q. What instructor behaviors interfere with your learning?

1. ...the use of unfamiliar personal slang words is confusing.
2. ...instructors who are judgmental and not open to what students have to say.
3. ...instructors who over-react when a student doesn't understand places stress on that student making learning even more difficult.

*Read “How to Evaluate Group Learning Activities” by Genell Hooper Harris, Ph.D., in the January issue of *Teaching for Success*. A 3-part system to evaluate group and individual accountability when assessing Cooperative Learning assignments is discussed. Go to <http://www.lcc.edu/cte/newsletters/tfs/issues/04/> Enter user name: lccemp, and password: tfs98



“My report took me five hours—one hour for research and typing and four hours to get my sister off the computer.”

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April: Faculty Appreciation Month

April 15: Faculty Appreciation Day!

FACULTY APPRECIATION MONTH...

- On each Monday, a CTE visitor draws two faculty names (one from the main campus and one from the Learning Centers) to receive a gift certificate from Shuler's Book Store.
- On April 15th, the CTE presents **FACULTY APPRECIATION DAY** (a day with no agenda!) to recognize and say thank you to faculty.
- On 3 separate Fridays, the CTE hopes to offer faculty opportunities to "do and discuss." (We're considering a travelogue, a creative experience, and a philosophical topic.)



FACULTY APPRECIATION DAY...

April 15, 11 AM to 6 PM, in TLC 326

This is a great day for meeting casually with old and new colleagues in a relaxed atmosphere—and it's a day of discovery. The displays will intrigue you, the food's tasty, and you'll have a chance to win a gift certificate each hour. If you would like to showcase your artwork, hobby, interest, or published work in a display or in a PowerPoint show, call (517) 483-1680, or email (cte@lcc.edu) the CTE. More information regarding participation is coming soon via email. Whether attending or participating, put Faculty Appreciation Day on your calendar today!

Offering:

- A light buffet
- An opportunity to socialize with colleagues
- A special display of faculty talents
- Prize drawings on the hour
- One-on-one assistance using scanners and digital cameras in the CTE's open computer lab
- No agenda!