

This *Semester* in the Teaching Center

Fall 2011

Including offerings for the Faculty Learning Certificate Program

- ◆ **Getting to Know Your Students: Race and Class in the Classroom**
- ◆ **Introduction to Teaching Online**
- ◆ **Conversations in Developmental English: Developing Beyond Developmental Classes**
- ◆ **Dewey “How we Think” reading group**
- ◆ **Weimer, “Learner Centered Teaching” reading group**
- ◆ **Faculty Learning Community on the Brain and Learning**
- ◆ **Faculty Learning Community on High Impact Practices**

and more!

**Community
College
of Philadelphia**

Dear Colleagues,

While fall is not usually associated with growth, it will be this year in the Teaching Center. Our Teachers-in-Residence have designed some great programming, all of which is eligible for the Faculty Learning Certificate, and there will be Faculty Learning Communities, reading groups, and more.

Amy Lewis is our newest T-i-R and we're excited that she's joining us as she also joins CCP's as a full-time faculty member. Amy has designed a series that addresses a topic in which many faculty have expressed interest. **Getting to Know Your Students: Race and Class in the Classroom** will deal with some really important issues about teaching across differences, which many of us do. This workshop series will allow faculty from all areas of the College to consider their teaching practices, their students' responses and changes that can be incorporated to improve student learning, retention and the quality of our classroom experiences.

We are also pleased to have Fran Lukacik and Melissa St. Pierre return to share a Teacher-in-Residence position. Their project will again be online teaching, an ever popular and important topic. **Introduction to Online Teaching** will offer faculty a genuine experiential learning opportunity as it puts faculty in the role of students while teaching about many aspects of online education. If you are considering on-line teaching, come join them to get your feet wet. Because this course runs as a hybrid — with both face to face and online sessions — you will get a real taste of what online learning feels like.

There are still Faculty Learning Communities running in the Teaching Center. As the FLC on critical thinking wraps up, a new one on high impact practices will be beginning. The FLC on Learning and the Brain continues. We will have reading groups: Another group will read John Dewey's "How We Think" together, and yet another group will be reading Maryellen Weimer's "Learner-Centered Teaching." If you're interested in either of the reading groups, contact the Teaching Center.

Conversations in Developmental English: Developing Beyond Developmental will be offered by Maddy Marcotte-Rolston, Assistant Department Head for Developmental English. This series is designed for both those teaching developmental English, and those who are not. It provides another wonderful opportunity for interdisciplinary exchange and learning.

There will be more. There will be some free standing workshops, the Faculty Research and Travel Forum with the Center for International Understanding, an Alana Collos Award workshop by last year's recipient, Rick Hock, and, of course, Lunching with the Lindbacks.

There's a lot, but there's room for more. If you have a teaching or learning related group or workshop you would like to see, let us know.

On behalf of the Teaching Center Advisory Board and Staff, welcome to Fall 2011. We look forward to seeing you in the Teaching Center!

Lisa Handler

Facilitator, Teaching Center

Getting to Know Your Students: Race and Class in the Classroom

AMY LEWIS, TEACHER-IN-RESIDENCE

CCP students. For many of us, they are the reason we decided to work here in the first place. They inspire us with their bravery and uniqueness. They challenge us with their academic and/or personal needs and ask us to rethink our teaching on a regular basis. They make us laugh with their humor and creative ways of looking at the world.

But it's not always about sunshine and happiness at CCP, for these same students who inspire, challenge, and entertain us can also frustrate, worry, and upset us. Sometimes, there seems to be a communication barrier between teacher and student that feels insurmountable. Other times, the penny just doesn't seem to drop; we explain what we want a million and one times, and yet somehow they don't get it. And then there are those most heartbreaking of times – the times it feels like a student simply couldn't care less.

It's an emotional rollercoaster that makes us jump out of bed some mornings and want to hide under the covers others. We want so badly to see our students excel, to see them move onto the next course, a four-year institution, or the professional world successfully, but in our darkest moments, we might doubt this can happen for a number of them.

So how do we overcome these issues? How do we make more jumping-out-of-bed mornings and develop greater confidence in our students' futures? One way is to learn more about them.

For many two-year college students – particularly those in urban settings - a number of environmental, social, and pre-collegiate educational factors can have an enormous impact on the way they interact with their professors, handle their workloads, and even understand the material we are teaching them. For some students, these obstacles will simply be too overwhelming and will, sadly, end some of their college careers woefully early, depriving the world of some brilliant young minds.

As teachers, it behooves us to understand our students as best as we possibly can, and this semester in the Teaching Center, Amy Lewis will be running a series of workshops entitled, "Getting to Know Your Students," which will go some way toward shedding light on the issues affecting many of our students. Amy has a great deal of interest in this subject area because of her own experiences as a working-class student thrust into the world of academia. Like many of our students, she struggled to make sense of why she felt so at odds throughout her time in higher education until years later, when she began to read the works of several authors included in this series. What began as some assigned reading during her MA turned into her thesis and pedagogical passion as she endeavors to make others aware of just how greatly class and race issues can affect a student's classroom experience and beyond.

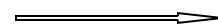
Amongst the many authors Amy will draw upon, some of the highlights are as follows:

- Patrick Finn's fascinating book *Literacy With an Attitude: Educating Working-Class Children in Their Own Self-Interest*, an eye-opening look at the educational journeys of minority and working-class students
- bell hooks' *Where We Stand* and its poignant observations of the alienation felt by students afraid of being "outed" as "the other"
- Pat Belanoff's scholarly essays about the importance of critical thinking for working-class and minority students
- Eli Goldblatt's *'Round My Way*, which deals explicitly with the challenges Philadelphia's working-class and minority students experience in college and beyond. (continued...)

Getting to Know Your Students

This series hopes to give attendees from all areas of the college some food for thought and useful strategies to consider in working with our wonderful, diverse, and often complex student body. Those who receive a Faculty Learning Certificate for this workshop will walk away with new perspectives on behavioral issues that may occur, problems with getting critical thought from their students, and ideas for how to empower their students whilst lightening their own workload. After all, we are promising a “Path to Possibilities,” so let’s make sure there are no roadblocks along the way!

Session information for Getting to Know Your Students



THE TEACHING CENTER’S FACULTY LEARNING CERTIFICATE

What is it? A form of recognition for faculty who engage in Teaching Center sponsored/affiliated activities to further enhance their teaching skills and strategies.

Who is eligible? All faculty, full and part-time.

How do you earn one? By successfully completing a workshop series sponsored by the Teaching Center (usually 4-5 hours), or by taking part in five sessions of approved Teaching Center sponsored/affiliated workshops/seminars/webinars. Look for announcements throughout the year for events that qualify.

Why? To enhance your effectiveness in teaching; To improve your students’ learning; To enjoy a collegial experience; To put the certificate in your portfolio or on your wall; To explore the possibilities; To learn something new or revisit something you already know in a new way...

Before you know it, we will be accepting nominations for the

Alana Collos Teaching Award.

Who will you nominate next year?

Someone

with an interested, optimistic attitude towards students
who designs creative learning activities
who reminds colleagues of the value of their work

Getting to Know Your Students

If you've ever wondered, "Why can't I seem to get through to some of my students?" this semester in the Teaching Center, we might just answer that question for you. In this series, we'll examine how race and class can affect the way our students behave, learn, and interact with their college community. Those who attend will learn about a gamut of issues affecting their students, tactics for handling these issues, and even ways to work LESS whilst enabling their students to learn MORE. So come on down to the Teaching Center, and you might just learn to see your students and your own teaching in a new light... Faculty from all disciplines are welcome!

Session One: What They Don't Know

Often, it can seem like students don't care about college or aren't taking it seriously, but for a first-generation college student, understanding what it means to be in college can be difficult. College is a place filled with new lingo, rules, and expectations and can overwhelm someone who has never been there before and has no college-educated family or friends to explain such terminology. Does this mean we absolve our students of all responsibility? Of course not. Does it mean we need to make sure concepts and expectations are explicitly explained? Absolutely. This session will explore ideas and standards faculty assume their students know and examine ways to clarify these in order to start students off on the right foot and empower them.

Tuesday: 9/20 at 11-11:55

Thursday: 9/22 at 12:30-1:25

Session Two: What THEY Don't Know WE Don't Know

For many students raised in working-class and closely-knit ethnic backgrounds, college can present enormous communication problems. It seems no matter how much they try to explain their ideas, their professors don't seem to understand them or want "more detail." What both student and teacher often fail to recognize is that this may very well be the first time this student has been asked to communicate with someone outside of his/her community. As a result, the student often uses implicit language that would make perfect sense to someone at home but is lost on the outside world. Getting students past this hurdle can be the difference between their ideas being heard by a larger audience or forever trapped within their immediate social circle, and getting students past this hurdle will be the focus of session two.

Tuesday: 9/27 at 11-11:55

Thursday: 9/29 at 12:30-1:25

Session Three: What You Know Is Just as Important as HOW You Know It

Getting working-class students to think critically can be difficult for a number of reasons, and yet college success is impossible without it. We ask students to formulate new ideas and draw connections based upon research and support, but what we often get in return is a series of disconnected facts, irrelevant babbling, or sometimes even plagiarism. This session will examine why critical thought can be so challenging for our students and examine ways to foster it within our classrooms.

Tuesday: 10/4 at 11-11:55

Thursday: 10/6 at 12:30-1:25

Getting to Know Your Students

Session Four: Why Some Students Don't Seem to Want to Know

College is difficult for many students, but for working-class and minority students, it can be particularly difficult. Academia operates within white, middle-class values and language, and for those who don't fit this mold, it can feel as though the message is the ways their communities speak, act, and think are "wrong" or "ignorant." This can be a difficult challenge as an educator because we don't want to devalue our students' home communities, and yet we know the academic and professional worlds will demand certain ways of expressing and conducting oneself that are necessary to succeed. This session will discuss and explore ways to find a balance between celebrating our students' personal backgrounds whilst preparing them for the world that lies ahead of them.

Tuesday: 10/18 at 11-11:55

Thursday: 10/20 at 12:30-1:25

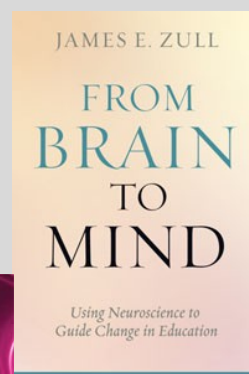
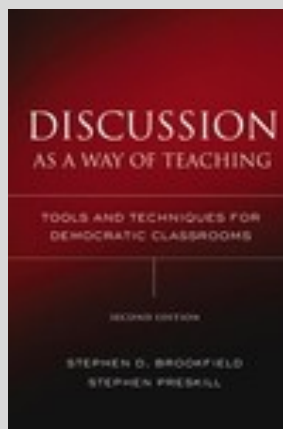
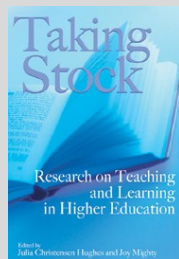
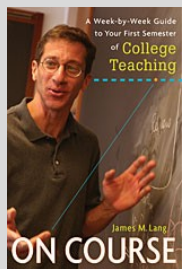
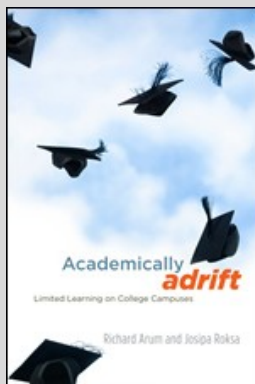
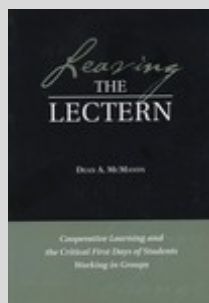
Session Five: Getting to Know When to Back Off

Throughout this series, we have explored what concepts within college might be hazy, confusing, or challenging for our students, and we've also examined the idea of critical thought. We've talked about the teacher's role in clarifying concepts and explaining expectations clearly. This is all important, but at the end of the day, we are trying to prepare our students for the even larger challenges further education and the professional world will hold for them. We can't hold their hands for too long. This last session will look at ways to empower our students and make them take a greater responsibility for their own education. The result? Students who enjoy their classes far more and feel a greater sense of pride in their work and teachers who actually do LESS work but see greater progress. It's a win-win!

Tuesday: 10/25 at 11-11:55

Thursday: 10/27 at 12:30-1:25

More new additions to the Teaching Center's Resource Library !



Introduction to Teaching Online

FRAN LUKACIK AND MELISSA ST. PIERRE, *Teachers-in-Residence*

- ✓ Do you dream of having *every* student participate in your classroom?
- ✓ Are you interested in tapping into greater opportunities for peer-supported learning and interaction?
- ✓ Does the idea of having a classroom not bound by physical or time limitations appeal to you?
- ✓ Do you mistakenly think you need to be an all-out techie to master teaching online?
- ✓ Are you nervous or hesitant about the thought of teaching online but looking to explore this learning modality?
- ✓ Ever think about how wonderful it would be to work in your pajamas at times convenient to your sleep schedule?

If so, then sign up for the Teaching Center's third installment of the popular series "*Introduction to Teaching Online*." This eight-week hybrid workshop series is exploratory in nature and designed to help you conceptualize your courses in an online or hybrid format. We incorporate a variety of teaching practices to model pedagogical ideas and strategies. Throughout the series, you will be introduced to best practices in the field and help you answer the question, "How can I virtually deliver some or my entire course online while meeting my course learning outcomes?"

The primary goal will be informational: to give you resources and ideas to think about delivering your course online or as a hybrid. We begin the series with a conversation about the overall strengths and challenges in distance education before moving into topics, such as course design, learning activities and assessment measures. One concern raised by instructors is the worry of isolation, for both faculty and students; thus, the series will present ways to build an interactive classroom community with learners who are separated by space and time. A small portion of time will be spent on the components necessary for an online or hybrid course syllabus. We will also share with you *Quality Matters*, a peer-reviewed rubric used to ensure that distance education courses meet pedagogical standards. And all the while you will be enrolled as a student in *WebStudy*, the College's course management system, showing you the nature and capabilities of this software as you submit homework assignments, participate in discussion forums, work in small groups, and take tests and quizzes.

This series is ideal for those of you who still aren't sure if distance education is right for you. It also benefits those more committed to converting their courses and looking to learn and share ideas about online education in a structured, interdisciplinary setting. To date, we've had over 30 faculty take a similar version of this series, from a wide variety of disciplines, including English, culinary arts, psychology, counseling, biology, sociology, philosophy, diagnostic medical imaging, and dental hygiene. We hope that you will join us and add your name to this growing list.

Quotes from evaluations of previous sections:

— The instructors were excellent – enthusiastic, highly knowledgeable, and well-prepared. They provided a terrific array of materials that will be very helpful as we move forward with course development.

— Everything was helpful. It is good to have the print and online reference materials. I think the timing, number of participants, and mix of online and in person sessions was just right.

— [The most helpful aspect of the series was] the instructors (!) and the variety of exercises and modes we employed. It was very helpful to experience things as a student would, rather than simply talking or reading about them.

— I am happy to have this kick start. Fran and Melissa have demonstrated excellent modeling for how to make this work as instructors

Introduction to Teaching Online Series

Series Overview

As a hybrid course, we will meet face-to-face 3 times during the semester, with the remaining 5 sessions happening entirely online. The weeks we meet face-to-face (in the Teaching Center) there will be two “sections”: one on Wednesday from 2:30 to 3:15 pm and the other on Thursday from 2:15 to 3:15 pm. (NOTE: due to space limitations, we ask that you select and stick with one of these days.) Students from both sections will participate in the same online course on *WebStudy*. Participants should attend all eight sessions to get the most from the series, since later sessions are built upon earlier ones. Because of space limitations, seating is limited to 12 in each section so RSVP early to save your seat.

Week 1: What’s it like to teach online?

Face to Face Meeting: Wed. 9/28 2:30 to 3:15 pm or Thu. 9/29 2:15 to 3:15 pm

In this session, we will discuss ways the strengths and challenges of distance education and common misconceptions held by both faculty and students. After the session, you will log on to *WebStudy* to experience the role of student in an online course.

Week 2: How do I create an online classroom community?

Online via *WebStudy*

This session will provide ways to promote interaction and build community between students who are separated by space and time. Topics will include the importance of introductory and first week activities, netiquette guidelines, and modes of communication.

Week 3: How does teaching and learning happen online?

Online via *WebStudy*

This session will introduce you to ways to create fun, engaging learning activities that are conducive to the online environment, such as group work, guest speakers, discussion forums, and student presentations.

Week 4: How do I assess student learning online?

Online via *WebStudy*

In this session, you will be introduced to various assessment measures available in *WebStudy* in addition to strategies that discourage cheating.

Week 5: What do other online courses look like?

Face-to-Face: Wed. 10/26 2:30 to 3:15 pm or Thu. 10/27 2:15 to 3:15 pm

For this session, you will get to see the facilitators’ courses to gain ideas about various ways to do things. We will also share some tips we’ve learned along the way.

Week 6: What are the legal and ethical issues involved in teaching online?

Online via *WebStudy*

This session will remind (or educate) you about issues such as copyright and ADA compliance for students with disabilities.

* Hybrids combines face-to-face and online interactions.

Introduction to Teaching Online Series

Week 7: What factors are present in a quality online course?

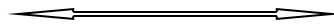
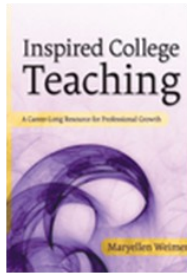
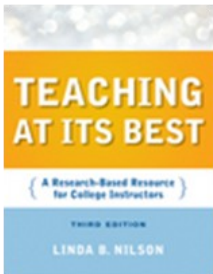
Online via *WebStudy*

We all know quality matters but what is *Quality Matters*? In this session, we will review the guidelines from this faculty-centered, peer reviewed process that is intended to confirm the quality of an online course and facilitate student learning.

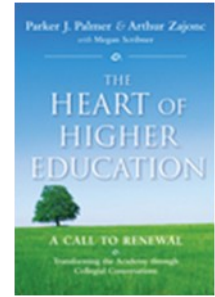
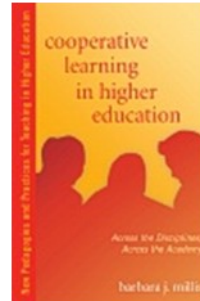
Week 8: What have I learned and what else do I need to know?

Face-to-Face: Wed. 11/16 2:30 to 3:15 pm or Thu. 11/17 2:15 to 3:15 pm

In our closing session, you will discuss what you learned from contacting a faculty member teaching online in your discipline and discuss other areas in which you might need more instruction. CCP's director of distance education, Peter Margolis, will introduce you to the "next steps" for launching a course.



**More available
resources in the
Teaching Center
Resource Library**



Get teaching tips.

Get answers from colleagues about teaching questions or feedback on classroom dilemmas.

Get announcements about upcoming teaching and learning conferences or related events.

Get specially selected articles of interest.

How to join? Send an email to Listserv@listserv.ccp.edu

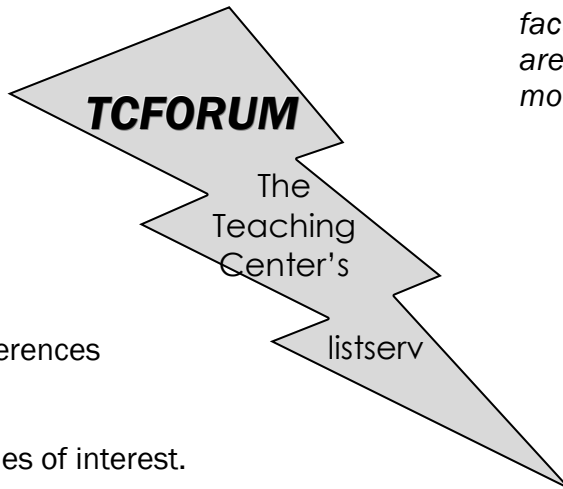
In the subject line, put: **Subscribe**

In the body of the email put: **subscribe TCForum firstname lastname**

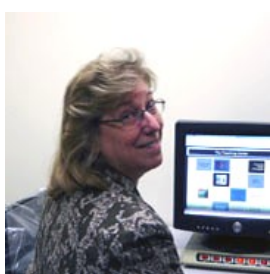
When you get confirmation with an embedded link, click to confirm or reply with "OK" in the first line of

Who can sign on? All full and part time faculty. All disciplines and programs are welcome. The more joiners, the more useful for all of us.

Why join? To have useful, targeted conversations with colleagues from across the college that help you problem solve, share your experience, continue to develop as a teacher, reflect on your teaching and your students' learning, while building a collegial community of



TEACHERS-IN-RESIDENCE 2011-2012



Fran Lukacik joined CCP as a full time faculty member in 2007; she is an Assistant Professor in Allied Health. Fran has her Master's in Applied Technology with an emphasis in distance education and has been teaching online since 2004. She has taken classes online and completed continuing education training via online. She has attended Quality Matters training sessions and is a Certified Quality Matters Peer Reviewer. She has also spoken at many conferences regarding online learning and technology. Fran has been involved with the Teaching Center since Fall 2007. She held the staff position as the Web Master / Technology from Fall 2007 until Spring 2010 and is now in her second year as a Teacher-in-Residence.

After years of teaching a variety of age groups on two different continents, **Amy Lewis** discovered her passion lies in teaching Developmental Writing. For this reason, she is delighted she can finally dedicate herself to doing this full-time at CCP, her favorite college with her favorite students. Amy joined the English Department as an adjunct four years ago and has been working with the Teaching Center since 2010, first as a volunteer and now as a T-i-R. Through conferences, Professional Development seminars, and some future publications, Amy hopes to facilitate discussion about the issues and challenges facing developmental students and those who teach them. She has a BFA in Drama from NYU, a PGCE in English from Cambridge University, and an MA in Writing Studies from St. Joseph's University.



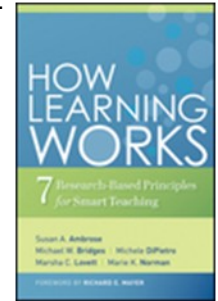
Melissa St. Pierre has been with the College since 2006, starting as a counselor in the former Act Now program. She is beginning her fourth year of teaching as an assistant professor of psychology. To date, she has converted 3 courses for online delivery, including CCP's Coun 101 course, a 3-credit college success course for a community college in Missouri, and most recently, PSYC 101. Melissa has taken college credited coursework in designing courses for online delivery and has attended several professional development sessions surrounding online learning. She has been involved in the Teaching Center almost since her start at the College, beginning as a volunteer before obtaining paid positions. This is her second year as a Teacher-in-Residence for the Center. Melissa holds an M.S. in Clinical/Counseling Psychology and a B.S. in Rehabilitation Psychology, both from the University of Central Missouri.



**UPDATE FROM
THE
FACULTY
LEARNING
COMMUNITY
ON LEARNING AND THE
BRAIN
FACILITATORS:
FRANCIE WOODFORD
AND TOM OTT**

Teaching and learning have long been guided by many things — intuition, common sense, folklore, experience, fads and more — but only recently have they begun to be guided by the brain. As technologies advance, so does research on the brain, allowing us to better understand the learning process empirically.

This interdisciplinary Faculty Learning Community focuses learning and the brain. Focusing on the recent and well-received *How Learning Works: Seven Research-Based Principles for Smart Teaching* this FLC does, by extension, look how what is being learned about the brain shapes our teach-



ess
on
re-
at
ing.

As this is an on-going FLC it is currently full, but if you're interested in reading *How Learning Works* on your own it's available in the Teaching Center's Resource Library. If you're interested in starting a reading group, contact the Teaching Center.

What is the hippest professional development activity you could possibly do? Well, being part of the faculty learning community studying High Impact Practices (HIP), of course! What are high impact practices? Practices such as undergraduate research, diversity/global learning, learning communities, and service learning/community-based learning. Why learn about them? Because research suggests that while such practices are beneficial for all students, they are particularly beneficial for underserved, minority and first-generation students, exactly the kind of student envisioned in our mission statement. Yet despite the promise of such practices many students have little chance for the kind of a deep meaningful learning experience that should be at the heart of higher education. This is not to say that CCP students have no chance for such experiences. There are many CCP faculty members who work hard to plan such experiences for their students and this faculty learning community will seek out their expertise. The goal here is to bring greater awareness of the possibilities of high-impact learning practices to more faculty and to help one another design a hip first-year experience for our students, taking advantage of the open ended framework of a proposed new course – First Year Investigations, which is designed with the HIP teacher in mind. If you are interested in service or community-based learning, undergraduate research, collaborative assignments and projects, and otherwise all things HIP, please contact either Maddy Rolston (mmarcotte@ccp.edu) or Sandy Harrill (harrill@ccp.edu).

**JOIN THE NEW
HIGH IMPACT
PRACTICES
FACULTY
LEARNING
COMMUNITY**

**MADDY ROLSTON AND
SANDY HARRILL**

**LOOK OUT FOR UPCOMING EVENTS INCLUDING
LUNCHING WITH LINDBACKS
AND THE CENTER FOR
INTERNATIONAL UNDERSTANDING'S
FACULTY RESEARCH AND TRAVEL FORUM.**

Conversations in Developmental English: Developing Beyond Developmental

MADDY MARCOTTE-ROLSTON

Even if you don't teach developmental classes, chances are you teach developmental students. What can academic teachers do to help developmental students continue to develop their reading and writing skills beyond the developmental classes? Research suggests that there are a number of things academic teachers can do that will help all of their students--not just their developmental students--become better academic readers, writers, and thinkers. Come join this semester's interdisciplinary "Conversations in Developmental English: Developing Beyond Developmental Classes" for both developmental and non-developmental instructors.

1. *The Developmental in Developmental Education*

Tuesday
9/27

An understanding of developmental psychology can help all teachers design course policies and assignments to support developmental students as they transition into academic culture.

3:30—5:00

2. *Small Group Work*

Goal directed use of small group work can help developmental students think critically about academic content across the disciplines.

Tuesday
10/11

3:30—5:00

3. *Reading and Study Skills*

Contextualized reading and study skill building in content classes can help developmental students become effective academics.

Tuesday
10/25

3:30—5:00

4. *Writing Assignments*

Carefully sequenced writing assignments that follow Kolb's learning cycle can help developmental writers become academic writers.

Tuesday
11/15

3:30—5:00

5. *Commenting on Student Writing*

By shifting into revision oriented comments academic teachers can help developmental students take pride in their work and reduce sentence error.

Tuesday
11/29

3:30—5:00

Maddy Marcotte-Rolston is an Assistant Professor of English and Assistant Department Head for Developmental English.

TEACHING CENTER STAFF

Facilitator: Lisa Handler (Social Science)
Teacher-in-Residence: Amy Lewis (English)
Teacher-in-Residence: Fran Lukacik (Allied Health)
Teacher-in-Residence: Melissa St. Pierre (Psychology)

TEACHING CENTER ADVISORY BOARD

Frank Bartell (Social Science)	Rebekah Higgins (Art)
Lawrence Deangelis (Marketing and Management)	Rick Hock (Biology)
Ji Gao (Math)	Jackie Knuckle (Library)
(Open Position — Learning Lab)	Ellis Lazowick (Office Administration)
Heidi Braunschweig (Psychology, Education, and Human Services)	Dan Reed (Transportation Technologies Mgt.)
Lisa Burton-Grika (Counseling)	Kristy Shuda McGuire (Biology)
Lisa Handler (Ex-Oficio, Facilitator)	Susan Tobia (Academic Affairs)

Teaching Center

Mint Building M1-20

Hours: 10ish-5ish (M-R)

Web: <http://faculty.ccp.edu/dept/teachingcenter/>

Email: teachingcenter@ccp.edu

We want you!

Do you have an hour or two to donate?

Volunteers help keep the Teaching Center open, alive and vibrant. Your volunteer time can be spent with colleagues, on your own work, or on some projects with which we need help. There are lots of possibilities. We welcome your ideas and involvement. To volunteer, please contact Lisa Handler at teachingcenter@ccp.edu