

# This *Semester* in the Teaching Center

Including offerings for the  
Faculty Learning Certificate Program

Spring 2010

Teaching Center Staff: (Department/Position)

Lisa Handler (Social Science/Facilitator)  
Fran Lukacik (Allied Health/Technology)  
Maddy Marcotte-Rolston (English/Teacher-in-Residence)  
Melissa St. Pierre (Psychology/Public Relations)

Teaching Center Advisory Board

Frank Bartell	Ji Gao
Paul Bonila	Rick Hock
Heidi Braunschweig	Jackie Knuckle
Lawrence DeAngelis	Susan Tobia

Community  
College  
*of* Philadelphia

Dear Colleagues,

The Teaching Center has moved to our temporary quarters on the first floor of the Mint Building (M1-20). Our look is different but our spirit is the same. While construction begins in our old space and we plan for our new permanent home in the old Welcome Center, you will find that our current quarters are cozy, comfortable and conducive to fulfilling our newly revised mission (see p. 12). We remain committed to sponsoring quality, faculty-driven programming and providing a welcoming space for collegial exchange that enhances the quality of our work lives, our classrooms, and our students' learning. We are excited about these changes as we continue to move towards making the Teaching Center a place that both fills the needs of our faculty and connects CCP to a nationwide teaching and learning movement.

Our new space offers some opportunities the old space did not. We still have a seminar table and a reading area, but we also have a work space that can be used for teaching circles or private teaching consultations. We continue to offer a rich set of resources. Come peruse our Learning Resource Library and the many quick-read newsletters for classroom related ideas.

The Faculty Learning Certificate is alive and well. We encourage you to take part in the Teaching Center programming described in these pages and to keep your eyes out for other offerings as the semester unfolds so that you can earn yours.

This semester Teacher-in-Residence Maddy Marcotte-Rolston will offer a series on *Understanding by Design (UBD)* to introduce us to the course design approach of James McTigue and Grant Wiggins. If you loved L. Dee Fink's ideas about course design for significant learning, you'll be interested in UBD. If you loved Fink's ideas but it felt like too much to take on, you'll be interested in UBD. If you weren't sure if you loved Fink's ideas, you'll be interested in UBD! Fran Lukacik and Melissa St. Pierre, both experienced on-line instructors, will offer a series called *Online Teaching: Everything you wanted to know but were afraid to ask*. These workshops are for you, whether you think of yourself as tech savvy or not, if you've ever wondered about the possibilities of teaching on-line.

We are also excited that Maddy Marcotte-Rolston and Rick Frei will continue to co-lead The Scholarship of Teaching and Learning series (SOTL) which provides a super opportunity for our faculty to reflect (in a systematic way!) on what is happening in our classrooms to improve our understanding of learning, teaching and our classes. Finally, we will host a series of brown bag luncheons with some of CCP's own Lindback Award winners. And there will be more! Watch for announcements throughout the semester about offerings by, and goings on in, the TC.

We look forward to seeing you in M1-20 and working with you in the Teaching Center this year. On behalf of the Teaching Center Advisory Board, staff and volunteers, I wish everyone a Happy New Year and a wonderful semester.

Lisa Handler  
Facilitator, The Teaching Center

## UNDERSTANDING BY DESIGN

BY MADDY MARCOTTE-ROLSTON, TEACHER-IN-RESIDENCE

I thought I was doing a pretty good job. I was attentive, caring, demanding, organized--yet, four of nine students I had for English 098-099 who attempted English 101 the next semester earned only MP's. Yet, they all earned A's and B's in the linked English 108, suggesting to me that they applied themselves to some degree. What had I missed? Luckily I still had their portfolios and was able to look over them for clues. My conclusion: my students did not really understand the writing process—at least not enough to be able to transfer the skills we had worked on to another class with another teacher. In fact, I realized, I had only taught my students to do well in my class. They responded well to my directions but could only respond well to my directions. They hadn't really understood what I was trying to teach them.

I set out to see if there was a better way. Happily I came across James McTigue and Grant Wiggins' *Understanding by Design*. Reading their book led me to a revelation: I had been focused on teaching well, not on students learning deeply; that is, my course design—as carefully constructed as I thought it was—did not ensure that my students would leave my class with transferrable skills or knowledge. In short, my teaching had been reduced to direction giving, albeit what I thought was good direction giving. The problem with this approach is twofold: one, I often felt I was the only one in class who was working really hard, and two, no matter how hard I tried to be clear in my expectations, some students would still not know what to do.

I spent the summer of 2008 redesigning my courses with student understanding as the goal using the design principles outlined in *Understanding by Design* (UbD). UbD is not a prescriptive approach; rather, it suggests fundamental design principles that once mastered are not only powerful but endlessly flexible. First, the teacher/designer asks, what big ideas or essential questions—those concepts or issues that persist and give a discipline its shape—do I want my students to understand deeply? Second, the teacher/designer asks, what would that understanding look like; that is, what should students be able to do if they really understand? Third, the teacher/designer asks, how can I help my students understand? Within this framework, the teacher/designer can leverage student learning by keeping the big ideas of the discipline in view and ensuring that there is time to work with, play with, and explore these ideas in ways that give the student insight into the very nature of knowledge.

Though I realize statistics don't always tell the whole story, I am encouraged to see that my Fall 2008 students have been more successful in their subsequent English 101-108 link. And not insignificantly, I find my job much more enjoyable and quite a bit less frustrating--and who among us hasn't at one time or another been frustrated by their students?

At about the same time I was discovering UbD, then Teacher-in-Residence Lisa Handler brought Dee Fink to campus and I was thrilled to see many of the same ideas propagated by both the UbD team--McTigue and Wiggins--and Fink. Namely, that course design should begin with the goal of significant learning (in Finkian terms) or deep understanding (in UbD terms). I applied for the position of Teacher-in-Residence because I wanted to further Handler's work and introduce fellow faculty members to UbD's simple approach to learning-centered course design, which while echoing

the integrated approach of Fink, frames course and program design on units. One attractive aspect of this approach is that it offers faculty a way of trying learner-centered design without having to completely overhaul an entire course.

If you attended Handler's Fink workshops, or attended Fink's session during Professional Development, UbD will seem familiar to you, and it will help you become even more comfortable putting the responsibility for learning squarely on the students' shoulders. If you did not attend any of these workshops, UbD will show you how to ensure your students see the big picture and develop as lifelong learners.

## 1ST AND 15 TIPS

The Teaching Center's new bi-weekly teaching tips.

### JANUARY 15TH'S TIPS: Remembering Names

Every semester we are faced with remembering a new set of student names and it's not always easy. Some of us learn upwards of 150 student names a semester!

Still, it is important to learn student names quickly. Most people who learn student names quickly aren't "naturally" good with names. They work it! You can, too!

Learning names provides a good opportunity to model for students how you learn. The process can be as fun and interactive as you want it to be. Here are some helpful hints for how to get names from the roster into your head.

- Print your class lists early. Read the names over and over. Memorize as many of them as you can. It will be easier to put a face to the name.
- Greet students as they come into the classroom. Ask their name.
- Design a chart of the classroom chairs. Record each student's name in the appropriate place as they introduce themselves. Most students return to the same seat each class.
- Hand out a Student Survey to ask students information about themselves. As you collect them, read the individual's name and look at the student. This will help you remember them.
- After class, read the Student Surveys. Try to cover up the names of the student. Can you remember the name, based on your recollections of what students said in class about themselves? Refer to your class list and your chart to help reinforce the student name.
- Repeat student names. Repeat student names. Repeat student names. It helps engrave them in memory.
- Ask students to remind you of their names. Ask until you've mastered the name.
- Try to make an association between the person's face and an image the name suggests. If you can't create an image for the name, don't despair. Just by trying to figure out an image that goes along with the name, you have reinforced their name in your memory.
- Learn the story behind the person's name, especially names from our diverse student population; this will help you make their name memorable!
- Ask students to greet each other, introduce themselves, and later, ask students to introduce you to other students as you need to be reminded of names.
- Hand things back. Hand things back. Hand things back.
- Publicly commit to learn names. Ask for help. Laugh with them when you forget. Keep your promise.

Adapted from Myron Jaworsky, Associate Faculty, Accounting, Pima Community College, Tucson, AZ (<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/remnames.htm>) and MindTools [http://www.mindtools.com/pages/article/newTIM\\_12.htm](http://www.mindtools.com/pages/article/newTIM_12.htm)

## WHAT'S THE BIG IDEA: A THREE STAGE METHOD OF DESIGNING INSTRUCTION FOR DEEP UNDERSTANDING

BY MADDY MARCOTTE-ROLSTON, TEACHER-IN-RESIDENCE

This will be a hands-on, practical series of workshops on unit and assignment design based on the ideas of educators Grant P. Wiggins and Jay McTighe as described in their book Understanding by Design (UbD). Participants will develop a three week unit, one stage at a time, following a framework that easily integrates all aspects of instruction, leading students to *uncover* (as opposed to 'teachers *covering*') the big ideas or core concepts of a specific discipline.

The main design premise is referred to as “backward design,” which, like many good ideas, is counter intuitive and may offer faculty a whole new way of looking at their courses. Moreover, UbD helps faculty conceptualize unit and course design in terms of existing established standards and requirements, such as those of outside accrediting agencies, requirements that some CCP faculty in past workshops have seen as a hindrance to integrated course design.

The three week unit has other selling points: it could facilitate greater collaboration between faculty who may balk at a semester length effort, but could, perhaps more readily, conceive of three-week unit collaborations; and, the three week unit is a good way for faculty to experiment with these design strategies short of redesigning entire courses—a kind of test drive before a large purchase that requires a lot of commitment.

The series will walk participants through re-conceptualizing their teaching around big ideas and essential questions, and may even include an exciting paradigm shift for some faculty. Faculty can come to all or one of the workshops. Participants who attend all five sessions will receive a Faculty Learning Certificate. To register for the series, please send an email to [teachingcenter@ccp.edu](mailto:teachingcenter@ccp.edu).

**Each session will be offered twice, once on a Wednesday (10:10am to 11:05am)  
and once on a Thursday (3:30pm to 4:25 pm) in the Teaching Center, M1-20**

Session Topic	Series #1 Wednesdays 10:10-11:05	Series #2 Thursdays 3:30-4:25
Session #1: How To Uncover The Big Ideas And Frame Essential Questions	2/3	1/28
Session #2: What Is An “Authentic Performance Task”?	2/10	2/4
Session #3: How To Think Like An Assessor, Which Isn't As Bad As It Sounds	2/17	2/11
Session #4: Designing Meaningful Learning Activities	2/24	2/25
Session #5: Putting It All Together— The Three Week Unit	3/3	3/4

**ONLINE TEACHING: EVERYTHING YOU WANTED  
TO KNOW BUT WERE AFRAID TO ASK  
BY: FRAN LUKACIK AND MELISSA ST. PIERRE**

Are you considering teaching online? Do you have questions? Concerns? Hesitations or doubts? We have answers, help, reassurance and more to help you on your way. The Teaching Center is offering a workshop series to assist faculty who are thinking about converting a face-to-face course to the online classroom. More seasoned online instructors or those further along in the design process are welcome to share their knowledge and learn a few tricks themselves.

Fran Lukacik and Melissa St. Pierre will lead this series with special guest Peter Margolis, Director of Distance Education. Participants should plan to attend all four sessions since they will build on each other. Some work outside will need to be completed.

To register for the series, please send an email to [teachingcenter@ccp.edu](mailto:teachingcenter@ccp.edu). Participants who attend all four sessions will receive a Faculty Learning Certificate.

**We will meet Thursdays in February from  
2:15 to 3:15 pm in the Teaching Center, M1-20.**

**Thursday, February 4th**

**Session 1: Introduction to Teaching Online**

- ? What exactly is teaching online like?
- ? How is it different from teaching in the traditional face to face classroom?
- ? What would it mean to teach my course in an online environment?

This session will address these questions and help you consider the good, the bad, and the ugly of teaching online. There will be brief introduction to course design, such as course objectives and creating a timeline (schedule) for your course.

**Thursday, February 11th**

**Session 2: Building a Collaborative Community**

- ? How do I create a community when participants are separated by time and space?
- ? What things can I do to encourage dialogue and cooperation between students?
- ? How will I communicate my presence in the classroom to my online students?
- ? How do I handle miscommunications from lack of non-verbal cues or inappropriate interactions in an online environment?

This session will look at ways to promote interaction between students, including the importance of introductory and first week activities, netiquette guidelines, and modes of communication.

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## ONLINE TEACHING: EVERYTHING YOU WANTED TO KNOW BUT WERE AFRAID TO ASK

**Thursday, February 18th**

**Session 3: Activities, Assignments, Assessments..Oh, my!**

- ? How am I supposed to lecture online...or do I even lecture online??
- ? What fun, creative ways can I use to transmit information to students, other than requiring mounds of reading?
- ? Isn't it easier for students to cheat in an online class?
- ? I've heard there's more grading; is that true?

In this session, we'll look at ways to create an interactive learning environment that discourages cheating and manages grading. Topics will include academic integrity, graded and ungraded assessments and various learning activities, such as group work, guest speakers, discussion forums, and student presentations.

**Thursday, February 25th**

**Session 4: Implementation**

- ? What do I have to get my online course actually online?
- ? I know quality matters but what's Quality Matters??

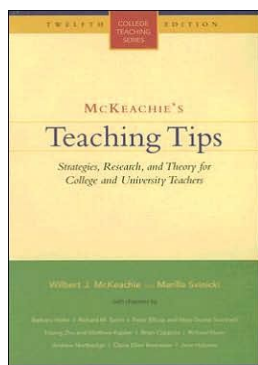
This session will include the process for getting your online course approved and opened for student registration. Peter Margolis, Director of Distance Education, will join us for this discussion and highlight some important aspects of course design and Quality Matters. Quality Matters is a peer review process that is faculty-centered intended to confirm the quality of an online course and to facilitate student learning.

### SCHOLARSHIP OF TEACHING AND LEARNING (SoTL)

Many define the Scholarship of Teaching and Learning (SoTL) as a growing movement in higher education, grounded in the notion that teaching is a serious scholarly endeavor and that faculty inquiry into student learning, shared publicly, will increase our understanding of how students learn and how best to help them learn. The SoTL group at CCP takes this definition one step further: we believe that it is quite good fun! Our sessions over this academic year are designed to give faculty the support they need to engage in their own investigations and to share their findings. If you are interested in publication and like to do research, you will find us a bunch of like-minded blokes. Join us for the Spring semester sessions even if you could not join us in the Fall. We will meet Tuesdays, 3:30 – 5: 00pm on 2/2, 3/2, 3/30 & 4/20. Contact Rick Frei (rfrei@ccp.edu) or Maddy Marcotte-Rolston (mmarcotte@ccp.edu) for more information.

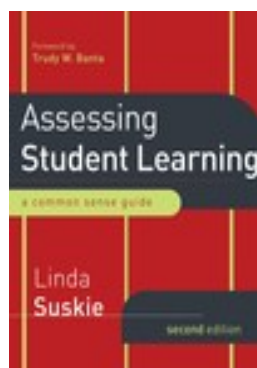
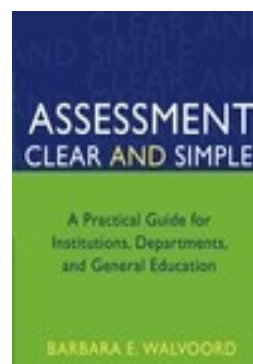
## TEACHING CENTER RESOURCE LIBRARY

We are happy to report that the Teaching Center Resource Library is growing! Colleagues from across the college are using what we have on offer to learn a bit, change a bit, and share what they're doing. Come look over both old and new offerings this semester. Feel free to browse them while visiting the Teaching Center or make arrangements to borrow them by signing them out in the Teaching Center Resource Library notebook.



*McKeachie's Teaching Tips: Strategies, Research and Theory for College and University Teachers, 12<sup>th</sup> ed.* (Houghton Mifflin, 2006). This is the most recent edition of a classic. Written by Wilbert J. McKeachie and Marilla Svinicki, with additional chapters by other educators, this comprehensive volume is chock full of useful goodies for both the novice and the experienced instructor. From tips on how to improve lectures and tests, to cheating, discussion and active learning, it's all here. There are also useful sections on "Understanding Students," "Active Learning," and chapters on "Teaching Students how to become more strategic and self-regulated learners," and "Teaching thinking." Read a few pages, read a chapter, read the whole thing. Whatever your approach you will find something useful.

*Assessment Clear and Simple.* (Jossey-Bass, 2004). Barbara Walvoord's short volume on assessment is targeted for institutions, departments and programs. It's also useful for any faculty member as it has a super introductory chapter on assessment that most faculty will find sensible and faculty-friendly. Think what we do can't be assessed or the things you really care about will be lost or not captured well in assessment? Think again!



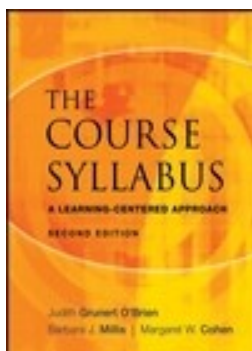
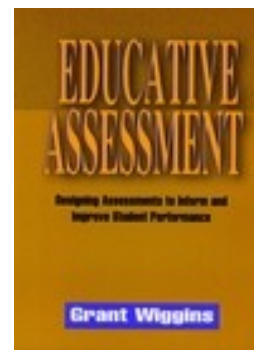
*Assessing Student Learning: A Common Sense Guide, 2nd Edition* (Jossey-Bass, 2009). Linda Suskie, a vice-president for Middle States, is another big name in assessment and one of the most sensible voices going on the topic. Another book geared towards both the institution and the classroom, faculty will find the section on the "assessment toolbox" particularly helpful. Among the topics covered are writing tests and assessing some of the less "objective" aspects of learning.

*Effective Grading.* (Jossey-Bass, 2009). Who among us loves to grade? If you're among the many who dread this part of teaching, come check out the new edition of Barbara Walvoord and Ginny Anderson's book. It's inspiring (really!), practical and helpful. You might want to read the whole thing before Anderson's visit to CCP for Professional Development Week.



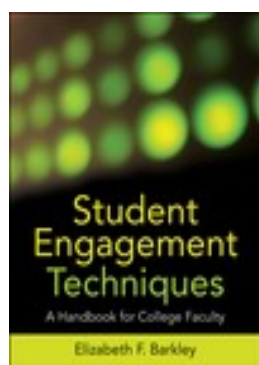
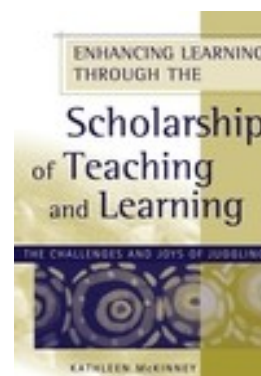
## TEACHING CENTER RESOURCE LIBRARY (CONTINUED)

*Educative Assessment: Designing Assessments to Inform and Improve Student Performance* (Jossey-Bass, 1998). Grant Wiggins' first big push for changing how we think about assessing what our students are learning: moving from auditive (what did they learn?) to educative assessment (what are they learning and how can they learn it better?) Wiggins is also the author of *Understanding by Design* which we will be working with in the Teaching Center this semester.



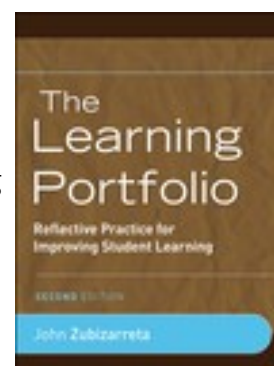
*The Course Syllabus: A Learning-Centered Approach, 2nd Edition* (Jossey-Bass, 2009). O'Brien, Millis, and Cohen have written the book on writing a syllabus. Whether you've been doing it for years, or you're just starting, their comprehensive book will give you some things to think about (and change!) The syllabus is one of the most important ways you communicate with your students. What does your say.... About you? About your course? About what the students will learn?

*Enhancing Learning through the Scholarship of Teaching and Learning: The Challenges and Joys of Juggling* (Anker, 2007). Kathleen McKinney's book about SOTL will be useful to those currently taking part in the SOTL workshops in the Teaching Center, and those interested in finding out more about what SOTL is all about.



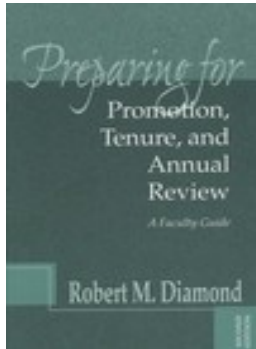
*Student Engagement Techniques: A Handbook for College Faculty* (Jossey-Bass, 2009). Barkley has pulled together a book that speaks to one of the perennial teaching challenges: how to get and keep students engaged in their learning. Filled with helpful and thoughtful strategies and teaching tips, this book is another that will be useful to both the experienced and newer faculty among us.

*The Learning Portfolio: Reflective Practice for Improving Student Learning, 2nd Edition* (Jossey Bass, 2009). Having students reflect on their learning is a critical component of the learning process. One way to encourage such reflection is with the learning portfolio which is not only for English classes! John Zubizarreta, "the name" in portfolios, has edited this revised volume which is both a how to guide and exploration of the power of learning portfolios. Not sure if they'd work for you and your students? Check this book out.



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## TEACHING CENTER RESOURCE LIBRARY (CONTINUED)

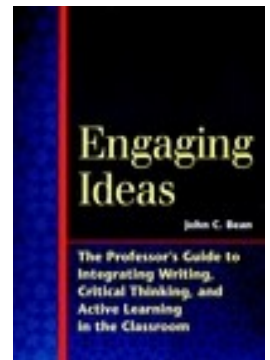


*Preparing for Promotion, Tenure, and Annual Review: A Faculty Guide, 2nd Edition* (Jossey-Bass, 2004). Thinking about promotion? Have to prepare for tenure? Robert Diamond's pithy guide will be useful for thinking about the process and the product as you put together your portfolio.

*Designing Courses for Significant Learning: Voices of Experience: New Directions for Teaching and Learning, No. 119* (Wiley, 2009). Has anybody ever **really** Finkified a class and lived to tell about it? You bet! And a bunch of those folks have written about their experiences in the newest volume of *New Directions for Teaching and Learning* edited by L. Dee Fink. Quick and easy to read, it's worth looking over these articles about courses that have been redesigned for significant learning. It's inspiring and do-able.

*Team-Based Learning: Small Group Learning's Next Big Step: New Directions for Teaching and Learning, No. 116* (Jossey-Bass, 2009). Larry K. Michaelsen, Michael Sweet, Dean X. Parmelee have edited a great resource on team-based learning -- one of the most powerful ways to work with small groups. Widely used in the sciences and professional schools, elements of team-based learning can be adapted to great effect for students' learning in a wide range of classrooms. This edition of *New Directions* explores some of the possibilities.

*Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (Jossey-Bass, 1996). John Bean's guide is a super overview of the link between writing, learning, and thinking. We all want our students to be critical thinkers. We don't all know how to get them there. This book can help. Practical and helpful, it will appeal to all.



*The Art of Changing the Brain* (Stylus, 2002). James Zull, Professor of Biology at Case Western Reserve University, has written an engaging book on the connection between learning and the brain. It is sure to change... your brain! If you missed the Teaching Center's discussions on the book, check it out.

*Teaching on Solid Ground: Using Scholarship to Improve Practice* (Jossey-Bass, 1995). Robert J. Menges and Maryellen Weimer edited one of the early comprehensive books on how faculty can, and should, link the scholarship on teaching with their students' learning. Engaging and readable, it's worth a look. Thanks to Joan Monroe for donating this edition.

Interested in starting a discussion group using one of these books?  
*Let us know!*

Have any favorite books on pedagogy you think we should have?  
*Let us know!*

Have any books on pedagogy you would like to donate?  
*Bring them in!*

## 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 5 sessions of approved Teaching Center sponsored/affiliated workshops/seminars/webinars. Look for announcements throughout the semester 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 To....

### WEB PAGE UPDATE

You've looked and looked and you still can't find the Teaching Center website, right? Well, no longer. You can now get to us through the Faculty & Staff Website. Our link is under Academic Affairs. You can also still get to us directly at: <http://faculty.ccp.edu/dept/teachingcenter/>

In addition to the usual, you will find:

An overview of our **RESOURCE LIBRARY**. Come check out our offerings over a cup of coffee.

Our new "**PHILADELPHIA: OUR COMMUNITY CLASSROOM**" listings. Philadelphia is a vibrant city filled with opportunities for our students to explore, experience and enhance their life experiences and their learning. If you've been thinking about adding a component to your course that involves taking or sending students out into the city for cultural or intellectual experiences, this list is for you. There are lots of free and low cost opportunities available and we've begun to compile a list of places/events - with Faith Watson and Jackie Akins' help- to make your job easier!

**1ST AND 15 TIPS:** The Teaching Center's new bi-weekly teaching tips Check them out!

## NEW FACULTY ORIENTATION SPRING 2010 SCHEDULE

**CO-FACILITATORS: RICK FREI, FRAN LUKACIK, MELISSA ST. PIERRE & SUSAN TOBIA**

New Faculty Orientation is designed to encourage incoming full-time and part-time faculty to engage in critical thinking about their teaching styles and philosophies and to foster a collegial network of support. Information pertinent to the fulfillment of teaching responsibilities will also be shared. Some sessions will include basic information to assist new faculty members in transitioning to the College. Others are designed to provide a venue for sharing promising teaching practices and materials. Sessions will often be interactive in nature and thus, require “homework” between sessions.

A certificate of merit will be awarded to those faculty members who complete at least 80% of the sessions designated for new faculty (indicated below by the starred dates in gray boxes). This certificate may be included in promotion portfolios.

Below is the Spring 2010 schedule. Note the all-day session on January 14th during Professional Development Week. The starred dates in shaded boxes are for new faculty; the other dates are open to any interested faculty.

<b>Date</b>	<b>Time</b>	<b>Location</b>	<b>Topics</b>
*Jan 14 PD Week	10 am to 3:00 pm	C3-5	Comparing Courses: Fall to Spring Promotion Process & Tips Teaching Online
*Feb 4	3:30 to 5:00 pm	S1-09	Teaching Circle Activity: Civility on Campus and Classroom Management
Feb 18	3:30 to 5:00 pm	The Teaching Center M1-20	Curriculum Facilitation Team (CFT) – new course and revision process
*Mar 4	3:30 to 5:00 pm	M3-6	Teaching Circle Activity: Using Groups in and out of the Classroom
Mar 18	3:30 to 5:00 pm	The Teaching Center M1-20	Sources of Funding at CCP Grant writing
*Apr 1	3:30 to 5:00 pm	C2-5	Teaching Circle Activity: Reporting of Classroom Observations
*Apr 15	3:30 to 5:00 pm	The Teaching Center M1-20	Closing Discussion Reception (appetizer potluck ): Invite your Department Head and Dean

## INTERESTED IN VOLUNTEERING FOR AN HOUR?

### WE WANT YOU!

We are seeking faculty volunteers to help staff the Teaching Center. Basic duties include greeting colleagues, answering the phone, and scheduling events. Volunteering at the Teaching Center is a super way to meet faculty from around the College and help keep us alive and vibrant.

But, wait! There's more! Are you looking for a bit more involvement and more challenge? Have ideas for pedagogic programming you would like to see in the Teaching Center? Interested in pulling together some resources to share with faculty or to facilitate interdisciplinary teaching circles on pedagogical themes or readings? Do you have a workshop you've been thinking about that you would like to see in the Teaching Center? There are lots of possibilities for how you can be more involved in the Teaching Center and we welcome your ideas and involvement.

To volunteer or offer suggestions, please contact Lisa Handler at [teachingcenter@ccp.edu](mailto:teachingcenter@ccp.edu).

Sooner than you think, we'll be asking for nominations for the Teaching Center's Alana Collos Award. What deserving colleague can you nominate?

### NEW FACULTY ORIENTATION: NOT JUST FOR NEW FACULTY ANYMORE!

One goal of New Faculty Orientation is to help incoming faculty build an interdisciplinary network of colleagues. To help promote interaction and encourage collegial relationships among new and seasoned faculty members, all faculty are invited to attend the following New Faculty Orientation sessions from 3:30 - 5:00 pm in the Teaching Center, room M1-20:

February 18th: Curriculum Facilitation Team  
and  
March 18th: Sources of Funding at CCP and Grant writing

Participation in these seminars counts towards the five hours required for the Faculty Learning Certificate.

## LUNCHING WITH THE LINDBACKS!

The Teaching Center is delighted to announce a new series of lunchtime workshops with some of our very own Lindback Award winners. These monthly workshops will begin at the end of January and go through the semester. Keep your eyes open for more news about this Faculty Learning Certificate offering.

## Need to contact the Teaching Center???

We've moved!

Come find us in our new, temporary home in M1-20.

Everything else is the same:

**Hours:** 10ish-5ish (M-R) and 10ish-1ish (F)

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

**Email:** [teachingcenter@ccp.edu](mailto:teachingcenter@ccp.edu)

**Phone:** 215-751-8846

## MISSION STATEMENT

As a faculty driven effort, The Teaching Center is uniquely positioned to be at the forefront of faculty development, programming and research at the Community College of Philadelphia.

Our goal is to enhance teaching effectiveness and promote interdisciplinary exchange and collegiality. Effective teaching is informed by the literature on how people learn and creates classrooms, both face-to-face and on-line, where deep learning occurs, fostering students' intellectual, personal and professional growth consistent with CCP's mission.

The programming and resources we offer are responsive to the needs of our faculty and consistent with current trends and best practices in higher education. The TC offers workshops and presentations to increase awareness of current research on learning and pedagogy, including classroom based assessment practices, innovations in technology and teaching, and best practices for addressing the specific needs of our diverse student body. We also encourage faculty to reflect on and develop their teaching practices, individually and collectively, by providing opportunities for exchanging ideas and experiences related to teaching and learning.

The Teaching Center helps integrate the efforts to promote effective teaching campus wide by partnering with various offices, programs and College initiatives.

We are committed to serving all faculty, full and part time, across disciplines or programs.