

December 1, 2009

CLT Team Vision

The CLT aspires to be recognized as leaders in educational innovations to enhance learning and success.

CLT Mission Statement

The CLT is an instructional resource for all faculty members. The CLT collaborates with and supports faculty in research and the implementation of innovative strategies and technologies to enhance learning and increase student engagement and success.

The CLT Chatter

The Center for Learning & Teaching—What is it ?

The Center for Learning and Teaching, known around campus as the CLT, has taken on a new identity. The CLT was previously been staffed by a faculty member. In addition to teaching responsibilities, this person provided support to faculty members and assisted with the planning of Planning & Prep Week. While each of the predecessors paved the way for the redesigned CLT, today's version of the CLT is quite different. It is now a center staffed with six full-time and two part-time team members eager to assist you. While the director, Dr. Glenne' Whisenhunt, is new to OCCC, many of the faces in the CLT aren't new to the College.

The focus of the area, formerly known as Online Learning, has also changed. "The CLT is here to support all faculty, regardless of content delivery method," said Whisenhunt.

The CLT team is working to provide increased resources in the CLT resource room for faculty members'

reference. Multiple titles have been purchased covering a variety of topics including student engagement, using clickers, encouraging critical thinking, and the learner centered classroom. These resources can be utilized to continue our learning.

Spring professional development is being planned now based on data received from faculty members regarding professional development needs. These sessions will also be coordinated to provide opportunities for adjunct faculty participation as well.

If you would like to receive additional information on a specific topic, email one of the CLT team members. We will be happy to secure the resources to provide the requested information.

THE CLT TEAM

Morgan Felty

Valerie Havrilla

Bill Hill

Shelly Ingle

La Dawn Parker

Glenda Prince

Suzie Sells

Dr. Glenne' Whisenhunt

CLT to Host Faculty During Planning & Prep Week

The CLT will be hosting daily demonstrations in the CLT (2G3-SEM) highlighting teaching strategies and technologies that can be utilized for a variety of content delivery methods. Daily emphases include:

Multimedia Monday - Demos will include SmartBoards, "clickers", and an engaging presentation software called Prezi.

Teaching Tips Tuesday - Featured strategies will include ideas for quick formative assessments (without papers to grade), how to use movie clips and sound

bytes in courses, active learning, and authentic learning.

Wacky Wednesday - Featured strategies will include the use of Webcams, unique ways to introduce your course syllabus, and student introductions.

Terminating Thursday - Thursday will be an emphasis on "terminating student disengagement". Strategies highlighted will include teaching strategies specifically for the millennial learner as well as unique presentation ideas that can apply to all disciplines.

Faculty that participate in these daily sessions will also be eligible to register for a daily drawing as well as receiving the featured give away item of the day. These sessions are "come and go" style and will be short in length. If you have questions, please feel free to call the CLT at ext. 7838, otherwise, we'll see you in the CLT during Planning & Prep Week!

“The teacher who is indeed wise does not bid you to enter the house of his wisdom but rather leads you to the threshold of your mind.”

- Kahlil Gibran

“Who dares to teach must never cease to learn.”

- John Cotton Dana

The Chill of Winter Means Spring is coming!

It's hard to believe that it's already December and it's time for finals and beginning preparations for the Spring semester. Please know that the CLT team is eager to work with you and support you in your efforts to have your course designed in ANGEL in such a way that both you and your students benefit, regardless of whether the course is on-campus or online. We can provide support in several ways:

1) Create a sandbox course that will provide you a course “play area” to upload, edit, and develop course content before classes are “live” for the spring semester. Once the

course is “live”, we can assist you in importing the course from your sandbox to the live course for students.

- 2) Professional development on ANGEL will be offered during Planning & Prep Week.
- 3) Individual sessions can be scheduled with members of the CLT team to assist you. These sessions can assist on-campus instructors in the creation of grade book and attendance in ANGEL.

However, due to the increased scope of the CLT, individual sessions may be difficult to schedule during Planning &

Prep Week. So, we encourage you to plan ahead so we can meet your needs. The CLT team has been cross-trained to allow for more staff to be able to assist you but each still has their area of expertise. An ANGEL consultation form is located on the CLT webpage at www.occc.edu/c4lt and in the CLT office. Once this form is completed and submitted, the appropriate CLT team member will be contacting you within 24 hours to schedule an appointment. The CLT team will be on campus until 5:00 p.m. on December 23rd and we will return on January 4 at 8:00 a.m.

Teaching Strategy Highlight: Authentic Teaching & Learning

“I'm in this class because they said I have to take it. I'm not sure why, it has nothing to do with what I'm studying...”.

Do you ever hear students make this type of comment or others very similar? Students often fail to see the need for learning particular content. We, as instructors, would like for them to have the intrinsic need for knowledge, but, many fail to possess it. As a result, we must find a way to engage students with active learning opportunities that engage critical thinking skills and have relevance beyond the classroom. This experience is known as authentic teaching and learning.

It is important to remember as we plan and teach that the students are the sum of all of their experiences. It's very difficult to tweeze out only the portions of their experiences that can contribute to their learning of your course content. They bring with them all the data and informa-

tion they have collected over the course of their lives, accurate or not. Bransford, Brown, & Cocking (2000) found that if students view the learning as incongruent with their world experiences, unfortunately, they will discard the information. What can we do to minimize the chances of this occurring? Authentic teaching.

Authentic teaching can help students find congruency between course content and the world in which they live and work. The components of authentic teaching (Newmann, 1996; 2003) are:

- 1) Construction of knowledge - Organizing, synthesizing, interpreting, explaining, and evaluating information to convert it into knowledge.
- 2) Disciplined inquiry - Collecting information from a variety of methods of inquiry and exploring relationships and issues. Consists of elaborated communication.

- 3) Value beyond school - The problem is connected to real world issues.
- 4) Implicit view of the student - The student is seen as an individual and his/her experiences are acknowledged and incorporated in examples where applicable.

Meaningful and authentic learning for students:

- ◆ Allows for student choice (Yair, 2000b).
- ◆ Involves social interaction (Greeno, 1997).
- ◆ Creates an intellectual climate that nurtures and challenges students and results in high student engagement. (Hargreaves, 2003; Yair, 2000).