

February 2, 2010

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

Collaborative Learning & Learning Management Systems?

Seemingly opposite teaching tools can prove to be quite compatible and productive for students

Collaborative learning is a strategy that utilizes the synergy of students working with their peers as well as the power of peer tutoring to increase student achievement. “The use of collaborative learning has been shown to promote higher achievement, higher levels of reasoning, and more frequent generation of ideas and solutions, and a great transfer of learning,” (Brandon & Hollingshead, 1999; Webb & Palincsar, 1996 in Comeaux, 2002). The use of this strategy has been restricted to the traditional classroom. However, students’ increased access to the Internet as well as advanced features of the College’s learning management system (LMS) provide the capability to transfer this practice into an online environment.

Many traditional students will find the transfer of group work or

team work from the classroom to collaboration via email or discussion post very easy. OCCC’s non-traditional students may have more difficulty.

The College’s LMS, ANGEL, has a teaming feature that will allow you to have separate discussion posts for separate groups to allow a pair and share environment and then a larger group post to all students. There are other features in ANGEL that can support students as they work together to learn to establish new meaning as they learn new course content.

As you begin to investigate the use of collaborative strategies in your courses, be prepared to scaffold learners as they begin this process. One of those scaffolds can be an informal student collaboration space in a discussion board. This allows them to collaborate and problem solve as-

signments and other issues before approaching you more formally. Another important learning support is faculty interaction. As they learn they will need support and reassurance as they learn the content and the expectations related to their performance in the online environment.

Whether an LMS is used as a companion or primary learning environment, it has a variety of features to support student collaboration and assist faculty members as they work to create a feeling of community in the online environment.

The CLT has several resources available to faculty for reference on this and other topics supporting collaborative and active student learning. Feel free to stop by 2F2 in the SEM Center to discuss these strategies and investigate these resources.

“The real path to greatness, it turns out, requires simplicity and diligence. It requires clarity, not instant illumination. It demands each of us to focus on what’s vital—and to eliminate all of the extraneous distractions.”

Jim Collins

SAVE THE DATE

Assessing in ANGEL
Feb 3 4:00-5:00

Future of ANGEL Webinar
Feb 11 1:00-2:00
Feb 18 12:00-1:00

Best Teaching & Design Practices in LMS
Feb 23 3:30-4:30

For details of these sessions and to register, please utilize MineOnline.

Faculty Learning Circles

By Peggy Jordan, Professor of Social Sciences

The Faculty Development Committee and Center for Learning and Teaching have approved delivery of a new opportunity for faculty development. Faculty Learning Circles are small groups of faculty members who meet on a regular basis to share ideas, experiences, practices, and questions of mutual interest. The learning circles are issue- or topic-focused and designed to meet a variety of faculty development needs. They may meet two to three times or twenty

times, depending on the goals of the group. Learning Circles may meet to discuss practical issues, pedagogical issues, philosophical issues, scholarly issues, seek to solve problems, share ideas from common readings or other issues in which several faculty members have an interest. As OCCC grows, the diversity of the faculty development needs grow as well. Faculty Learning Circles can be created for topics most appropriate to specific disciplines or those that apply across disciplines. They are self-directed and facilitated by a group member. Each Learning Circle sets their own times, meeting agendas, and goals. Any faculty member can suggest a topic for a Learning Circle.

In the spring of 2009, the Faculty Development Committee recommended and helped implement professional training in Cooperative/Collaborative Learning

by Roger and David Johnson. This opportunity was expanded during 2010 Spring Planning and Preparation Week with Roger Johnson conducting an introduction to Cooperative Learning and an advanced training session. He also brought a special session to the Math faculty members. In order to continue the momentum of these opportunities, the Faculty Development Committee and CLT are hosting a Faculty Learning Circle on Cooperative Learning. An email with the details of time and location will be sent to all faculty members in the near future.

CLT Training Postponed Due to Weather

Basics of Agents in ANGEL will be rescheduled to a later date as well as using tokens in ANGEL as it is important these two workshops occur in sequence. If you have questions about agents please call the CLT and we can help you individually.

Your Help is Needed!!

The General Education Committee is currently accepting assignments, quizzes, exams, essays, or other artifacts for the General Education Assessment process. Please contact Jon Inglett at jinglett@occc.edu.