

# Exploring How We All Learn: Tuesday, September 16, 2008 (Session 1 of 2)

Where	When	Facilitator	Title
Gaiser Student Center	9:00–10:15 am	Keynote Speaker: Dr. Peter Collier	First Generation Students: What We Know and How to Work With Them
GHL 213	10:30–11:45 am	Dr. Peter Collier	Unpacking an Intervention to Improve First Generation Student Retention and Academic Success
GHL 205	10:30–11:45 am	Cosimo Giovine	Reasoning Across Curriculum: How to Design Prompts and Assess Writing in Academic, Professional, and Technology Programs
PUB 258C	10:30–11:45 am	J. Darley-Vanis & M. Williams	How Rubrics Enhance Student Learning
PUB 258B	10:30–11:45 am	Bob Hughes	A Visit to the School of the Future
SHL 018	10:30–11:45 am	Mary Evens	Using PowerPoint to Teach Effectively
GHL 214	10:30–11:45 am	Karla Sylwester	Can We Teach and Assess Character in Our Class? Discuss and Discover How to Make This Work for You.
SHL 018	1:00–3:30 pm	Elizabeth Donley	Engaging the Online Learner
PUB 161	1:00–3:30 pm	L. Lewin & M. Payne	Focus On Outcome Assessment Project
GHL 207	1:00–3:30 pm	Gail Liberman	How People Learn – Concept Mapping
SHL 019	1:00–3:30 pm	Kathy Chatfield	Using Blackboard for Collaborative Learning Techniques <b>(RSVP Required)</b>
GHL 205	1:00–3:30 pm	G. Chao & A. Snyder	Humanizing Online Teaching: Making eLearning Work for You and Your Learners
GHL 214	1:00–3:30 pm	Marci McReynolds	Better Learning Through Listening

## 9:00–10:15 am

**First Generation Students: What We Know and How to Work With Them** ~ Gaiser Student Center  
*Dr. Peter Collier (Associate Professor of Sociology at PSU)*

## 10:30–11:45 am

**Unpacking an Intervention to Improve First Generation Student Retention and Academic Success** ~ GHL 213  
*Dr. Peter Collier (Associate Professor of Sociology at PSU)*

This workshop takes a deeper look at the underlying processes and program outcomes of the Students First project. Based on three years of data, the Student First Mentoring Program (SFMP) has positively impacted participating students' GPA, average yearly credits earned, and retention rates. Dr. Collier will share the rationale for the evaluation plan for the Students First Project. Group discussion will explore issues relating to evaluating the impacts of retention and performance improvement initiatives.

**Reasoning Across the Curriculum: How To Design Prompts and Assess Writing in Academic, Professional, and Technical Programs** ~ GHL 205

*Cosimo Giovine (English)*

Reasoning is fundamental to how students learn, and writing is an effective way for students to demonstrate it. However, assigning and assessing writing can be overwhelming for teachers who have not been trained to teach or assess that skill. This workshop will address the following questions: How does reasoning relate to writing? What are the connections between writing classes and classes in other programs? What kinds of prompts are feasible for teachers to assign? What are the options for a basic writing rubric that could be used across the community college curriculum?

**How Rubrics Enhance Student Learning** ~ PUB 258C

*Jill Darley-Vanis (English) and*

*Mary Jean Williams (Communication Studies)*

This session addresses the use of rubrics. How does the creation of rubrics cultivate student learning? How do students interact with rubrics? How is learning "soft skills" enhanced when students write their own rubrics? Additionally, we will take a quick look at what instructors can learn from them. Participants will see some examples of rubrics and hear anecdotes about their use in the classroom.

**A Visit to the School of the Future** ~ PUB 258B

*Bob Hughes (Computer Technology)*

In 2005 Philadelphia Public Schools collaborated with Microsoft to develop "The School of the Future," a new high school in West Philadelphia. This pioneering instructional initiative incorporates many significant uses of technology and learning centered instructional innovation resulting in a remarkable increase in student persistence and success. In Spring 2007, Bob Hughes visited School Of The Future (SOTF) and he will share both his and Microsoft's perspective on the school and the facility. Participants will discuss the question: "What would you like to see addressed in a collaborative project involving Microsoft and Washington State community colleges?"

**Using PowerPoint to Teach Effectively** ~ SHL 018

*Mary Evens (Business Technology)*

Are you frustrated with the PowerPoints that you use in your class, or do you shy away from using PowerPoint altogether because you think all it entails is "reading the slides" to your students? Come see some innovative ways to use PowerPoint to effectively grab your students' attention. We will look at ways to modify the slide shows that come from your publisher, as well as identify the newest trends in effective presentations, and various ways to "share" them with your students. If you have a presentation you've created that you really like and would be willing to share, and/or if you have presentations you've started on which you'd like some advice, bring them to this workshop (either in printed or digital form).

**Can We Teach and Assess Character in Our Class? Discuss and Discover How to Make This Work For You** ~ GHL 214  
*Karla Sylwester (Dental Hygiene)*

This session will examine the role of faculty in career technical/professional programs and transfer courses and how faculty can promote character development in college students. Additionally, we will discuss the challenges in assessing this complex educational process. The facilitator will illustrate an approach to defining character attributes and behaviors, assignments, and other character development learning opportunities. Join a discussion about how to encourage moral and civic learning and ethical behavior in the educational process.

## 12:00–12:45 pm Lunch Provided in the Cafeteria

## 1:00–3:30 pm

**Engaging the Online Learner** ~ SHL 018

*Elizabeth Donley (English)*

Students who are not engaged in an online course can feel isolated, alienated, and disconnected from the learning experience. These students are also more likely to fail or withdraw from a class. The aim of this workshop is to provide online instructors with some simple strategies that can help their students become more engaged in the online learning experience. The workshop will be organized around three topics. Virtual conferences on using:

- **Effective Course Design**
- **Peer Partnerships and Group Activities**
- **Conferences and Student Feedback**

**Focus On Outcome Assessment Project** ~ PUB 161

*Lewis Lewin (Psychology) and Melissa Payne (Outcome Assessment)*

Clark College has recognized that a full commitment to teaching and learning must include assessing and documenting what and how much students are learning and most importantly, using this information to improve the educational experiences being offered. Our Outcome Assessment Projects can provide the feedback essential to helping faculty understand what is and is not working and how to improve their curricula and teaching/learning strategies to bring about even greater learning. During this session you will receive individualized or collaborative assistance in design and implementation of 2008/09 Assessment Project. You will also have the opportunity to electronically locate and complete the Assessment Project Results or Initiation forms.

**How People Learn – Concept Mapping** ~ GHL 207

*Gail Liberman (Director of the Teaching and Learning Center)*

Concept maps graphically illustrate relationships between information by linking words that describe connections between major concepts and other concepts students are learning. Further, they encourage understanding by helping students organize and enhance their knowledge on any topic. Concept maps help students learn new information by integrating each new idea into their existing body of knowledge. They are also ideal for measuring the growth of student learning. As students create concept maps, they reiterate ideas using their own words. Participants will collaboratively learn what concept maps are and how to use them to increase student learning through synthesis and creative thinking.

**Using Blackboard for Collaborative Learning Techniques** ~ SHL 019

*Kathy Chatfield (eLearning)*

Collaborative learning is extremely effective for learners of all ages. Can it be done as homework or otherwise outside of the classroom? With the use of Blackboard, there are many collaborative learning techniques that can be employed for either face-to-face or online courses. Join us for this very interactive, hands-on session. Advance registration is required and seating is limited due to the size of the computer lab. **\*\*Note: You must RSVP for this session to [tlc@clark.edu](mailto:tlc@clark.edu) by September 15th in order to participate. Thank you!**

**Humanizing Online Teaching: Making eLearning Work for You and Your Learners** ~ GHL 205

*Geneva Chao (English) and Ann Snyder (Interim Dean of eLearning)*

In our teaching, the "human" or relational element is often the essential catalyst for learning. eLearning presents a special challenge; it is often relatively easy to create beautiful eLearning organization and design, but factoring in the human element is less intuitive. In this workshop, we will learn practical ways to incorporate this crucial element that directly benefit both students and instructor. This session will help both newcomers and those experienced in online instruction give their eLearning courses the same efficiency, impact, and personality that students in face-to-face courses enjoy!

**Better Learning Through Listening** ~ GHL 214

*Marci "The Listening Lady" McReynolds (Theatre)*

Students report that they learn better and commit fully to a class when they feel valued, when their ideas heard, and when there is a sense of safe community in the classroom. Listening is one way we build rapport and community, imbue values, and process ideas democratically. It is also the primary way we learn. During this interactive session you will learn ways to use listening skills in your classroom to facilitate discussion, to encourage original ideas, to promote collaboration skills, and to invite the knowledge and wisdom of students into the learning process as well as making them more responsible for their own learning and decisions.

**Adjuncts Welcome; RSVP to Melissa Payne at (360) 992-2516 or [mpayne@clark.edu](mailto:mpayne@clark.edu)**

# Exploring How We All Learn: Wednesday, September 17, 2008 (Session 2 of 2)

Where	When	Facilitator	Title
Gaiser Student Center	9:00–10:15 am	Deena Bisig & Gail Liberman	<b>Plenary Session</b> Faculty Focus on Teaching and Learning Opening Discussion ( <b>Adjuncts must RSVP</b> )
PUB 258C	10:30–11:45 am	Kate McPherson	Increasing Student Engagement
HKH 104	10:30–11:45 am	Maureen Morasch	WOW Factor for Using Images in the Classroom
PUB 258B	10:30–11:45 am	K. Bailey & S. Brookhart	Process-Oriented Guided Inquiry Learning: A Collaborative, Student-Centered Classroom
GHL 214	10:30–11:45 am	D. Hughes & K. Stansbury	Reframing a Program or Course to Align Assignments with Learning Outcomes ( <b>Bring relevant materials, see description</b> )
GHL 213	10:30–11:45 am	J. Farney & S. Southerland	Learning in Groups: Strategies for the Classroom
GHL 205	10:30–11:45 am	Cosimo Giovine	Reasoning Across the Curriculum: How to Design Prompts and Assess Writing in Academic, Professional, and Technical Programs
SHL 019	1:00–3:30 pm	Kathy Chatfield	Using Blackboard for Collaborative Learning Techniques ( <b>RSVP Required</b> )
PUB 258B	1:00–3:30 pm	Panelists	Technology in the Classroom: Friend or Foe?
GHL 258C	1:00–3:30 pm	Marci McReynolds	Better Learning Through Listening
GHL 205	1:00–3:30 pm	M. Ceriello & C. Myers	Stimulations and Examples to Increase Course Content Knowledge
GHL 207	1:00–3:30 pm	L. Lewin & M. Payne	Focus on Outcome Assessment Project
SHL 018	1:00–3:30 pm	Tani McBeth	Reconstructing Learning: Applying Learning Styles to an Assignment

## 9:00–10:15 am

### Faculty Focus on Teaching and Learning

#### Opening Discussion ~ Gaiser Student Center

- *Deena Bisig* will highlight the results of faculty outcome assessment efforts over the past year. How are faculty making a difference in students' learning?
- *Gail Liberman* will outline some exciting new opportunities the TLC is offering for the 2008/09 academic year.

## 10:30–11:45 am

### Increasing Student Engagement ~ PUB 258C

*Kate McPherson (Project Service Leadership)*

Explore ways to increase student participation by involving students in projects that have value beyond the classroom. Practice a planning process you can use with students to develop projects that enrich course content and provide an authentic demonstration of student learning. Lively discussions and resources will be woven throughout this session.

### WOW Factor for Using Images

**in the Classroom** ~ HKH 104 (Computer Lab)

*Maureen Morasch, Librarian*

Want to WOW your students and increase their learning? Research has shown that combining both text and images in a learning situation increases students' retention of information. Discover how to use images in the class-room while also learning about the image resources available at Cannell Library.

### Process-Oriented Guided Inquiry Learning:

**A Collaborative, Student-Centered Classroom** ~ PUB 258B

*Karl Bailey and Susan Brookhart (Chemistry)*

Process-Oriented Guided Inquiry Learning (POGIL) is a widely-used methodology developed by chemistry instructors across the country whose work is funded by the National Science Foundation. Easily applicable to other disciplines, the POGIL classroom is one in which students work in self-managed and highly organized groups to master course content and develop skills. Lecturing infrequently, the instructor acts as the "guide on the side" rather than the central expert in the room. Come experience a short POGIL activity, learn about the research that supports this methodology, and reflect upon how you might adopt some of these techniques in your own classroom.

### Reframing a Program or Course to Align Assignments with Learning Outcomes

~ GHL 214

*Dwight Hughes (Data Networks and Telecommunications) and Keith Stansbury (Computer Aided Drafting and Design)*

In this session we will examine how learning outcomes serve as a scaffolding for course/program design and how they direct the development of effective assignments that have students do something that demonstrates their learning. This design for alignment will provide the teacher with reliable evidence that the students are learning, both during and after the course/program. **\*\*Note: To maximize your time, bring syllabi or other relevant information to session for accurate assistance.**

### Learning in Groups: Strategies for the Classroom

~ GHL 213

*Jennifer Farney (Mathematics) and Suzanne Southerland (Communication Studies)*

Facilitators in this session will guide participants through aspects of collaborative group work, providing solid information on what to do, how to do it, and why collaborative learning is important for student learning. Participants will explore a range of collaborative learning topics including how to form groups, assign roles, and solve problems.

### Reasoning Across the Curriculum: How To Design Prompts and Assess Writing in Academic, Professional, and Technical Programs

~ GHL 205

*Cosimo Giovine (English)*

Reasoning is fundamental to how students learn, and writing is an effective way for students to demonstrate it. However, assigning and assessing writing can be overwhelming for teachers who have not been trained to teach or assess that skill. This workshop will address the following questions: How does reasoning relate to writing? What are the connections between writing classes and classes in other programs? What kinds of prompts are feasible for teachers to assign? What are the options for a basic writing rubric that could be used across the community college curriculum?

## 12:00–12:45 pm Lunch Provided in the Cafeteria

## 1:00–3:30 pm

### Using Blackboard for Collaborative Learning Techniques ~ SHL 019

*Kathy Chatfield (eLearning)*

Collaborative learning is extremely effective for learners of all ages. Can it be done as homework or otherwise outside of the classroom? With the use of Blackboard, there are many collaborative learning techniques that can be employed for either face-to-face or online courses. Join us for this very interactive, hands-on session. Advance registration is required and seating is limited due to the size of the computer lab. **\*\*Note: You must RSVP for this session to [tlc@clark.edu](mailto:tlc@clark.edu) by September 15th in order to participate. Thank you!**

### Technology in the Classroom: Friend or Foe? ~ PUB 258B

*Panelists: Mary Evens (Business Technology), Ali Aliabadi (Chemistry), Willy Cushwa (Biology), Tami Jacobs (Disability Support Services Manager), and Ann Snyder (Interim Dean of eLearning)*

Traditional media for teaching, speech, text, and images, is so ingrained in our methods and curriculum that we rarely pause to consider its use. Current research indicates that digital media surpasses traditional media in its ability to meet students' diverse needs in a variety of instructional contexts. This panel of educators will discuss how they have integrated digital media into their curriculum to engage diverse learners in meaningful educational progress. They will further discuss their results: were they a success or just more flash over substance? If you've been thinking about adding some new technology into your traditional classroom, come share your ideas and brainstorm with other educators!

### Better Learning Through Listening ~ PUB 258C

*Marci "The Listening Lady" McReynolds (Theatre)*

Students report that they learn better and commit fully to a class when they feel valued, when their ideas heard, and when there is a sense of safe community in the classroom. Listening is one way we build rapport and community, imbue values, and process ideas democratically. It is also the primary way we learn. During this interactive session you will learn ways to use listening skills in your classroom to facilitate discussion, to encourage original ideas, to promote collaboration skills, and to invite the knowledge and wisdom of students into the learning process as well as making them more responsible for their own learning and decisions.

### Simulations and Examples to Increase Course Content Knowledge

~ GHL 205

*Michael Ceriello (Political Science) and Cyndi Myers (Nursing)*

Few classroom formats can bring course material to life as effectively as simulations. They allow students to "live out" the hypotheses and implications of theories, giving students intense emotional, cognitive, and behavioral experiences that they might never have otherwise. This session will address the teaching, learning, and assessing of Student Learning Outcomes (SLOs) through simulations in a career technical course and a transfer course.

### Focus On Outcome Assessment Project ~ GHL 207

*Lewis Lewin (Psychology) and Melissa Payne (Outcome Assessment)*

Clark College has recognized that a full commitment to teaching and learning must include assessing and documenting what and how much students are learning and most importantly, using this information to improve the educational experiences being offered. Our Outcome Assessment Projects can provide the feedback essential to helping faculty understand what is and is not working and how to improve their curricula and teaching/learning strategies to bring about even greater learning. During this session you will receive individualized or collaborative assistance in design and implementation of 2008/09 Assessment Project. You will also have the opportunity to electronically locate and complete the Assessment Project Results or Initiation forms.

### Reconstructing Learning: Applying Learning Styles to an Assignment

~ SHL 018

*Tani McBeth (Human Development/Counseling)*

This interactive session will explore learning/teaching styles as we reflect upon how effectively our teaching style links to the learning needs and styles of our students. You will identify aspects of your own learning preferences and how these preferences relate to your teaching style. You will then apply this knowledge to an assignment from one of your courses.