

TLC Roundtables: Let's Talk About Teaching

by Howard Miller

Each one of us has so many responsibilities around campus, in addition to our work in the classroom, that we don't get the chance to talk about teaching and learning as much as we would like. That's where the TLC Roundtables come in. The theory behind these Roundtables is to get great teachers together to discuss what we do best - teach. Offering a wonderful opportunity both to share the techniques that you employ successfully in class and to learn from your colleagues so that you can be even more successful moving forward, the Roundtables are also an outstanding place to interact with colleagues from other Departments and Divisions around Brookdale. If you've attended in the past you already know that; if you haven't, you've missed a great exchange of ideas.



Let me fill you in on what we've discussed so far this semester. In September, the Roundtable theme was the role of lecture in the classroom. We discussed whether or not lecture is as outdated a teaching method as we sometimes hear or if the so-called "sage on the stage" can actually engage millennial students.

In that session, there were two things that the room seemed to agree on. First, we all lecture. Second, none of us really lecture. The dichotomy seems strange at first but makes perfect sense with just a little exploration. To paraphrase one idea that we discussed, the thing we most have to offer our students is content area expertise. So we have to share that, and lecture is the most straightforward way to do so. None of us, however, seemed to think that we lecture in the way that is described by "the sage on the stage". Rather, we interact with our students, even during what we describe as "lecture." We get our students involved simply by using their names, by asking them to answer questions, and by comparing the larger themes we're discussing to that with which they're already familiar.



One of my favorite parts of this Roundtable was our discussion of lecture in terms of the textbook. The general sentiment was that the text and lecture should support each other. One person talked about context and voice, saying that we are there to add a voice to the material. The text is one voice, discussion another, and lecture still another. All of those voices can and should work together to help students reach the learning outcomes of the course.

In October, our Roundtable theme was Raising the Bar. Inspired by a suggestion from the faculty, during this Roundtable we asked what we can do to keep the bar high at a time when many of our students seem to under-prepared and/or under-motivated. A spirited discussion ensued covering everything from grade inflation to the Student Monitoring system to Basic Skills courses. So much of the discussion centered on classroom management issues as opposed to raising the bar, so it seemed clear we were onto something with this discussion. After all, if we were bogged down discussing classroom management issues when the conversation of the day was raising the bar, it would seem clear that keeping the bar high is a challenge.

A number of faculty members are using ANGEL to web enhance their classes. While there can be some debate over whether putting so much on ANGEL raises or lowers the bar, I think it does both. Sure, using the calendar to post reminders that assignments are due might suggest to students that they don't need to take the responsibility to review and understand the course schedule. But every student who logs on to ANGEL also has a chance to view YouTube videos that are meant to complement what was discussed in class, to participate in a discussion forum with other students, to review class notes that weren't entirely clear when they were first discussed, or to bump into some supplemental Camtasia videos. We absolutely can use ANGEL to raise the bar and increase student success.

In the end, there were some wonderful ideas that any of us could employ. One person suggested mid-semester evaluations. Though time consuming, these one-on-one evaluations can help to raise the bar, in part, by encouraging students to take responsibility for their work. Another person is experimenting by teaching to the top of the class and encouraging those students who are struggling to come to office hours for extra help. This might help the under-motivated students push themselves and encourage the under-prepared students to seek the assistance of their Professor or a Learning Assistant – in either case the under-prepared student could make a personal connection on campus, which could help with retention.

Online Course Orientations Fall 2010

The Teaching and Learning Center facilitated two general orientations for online students on Saturday, September 11th, and Wednesday evening, September 15th; approximately 200 first-time online students were in attendance. Presentations were made by Norah Kerr-McCurry and Professor Larry Hartzell; Denise Vigil, Maria Breger, and Dan Greenwood assisted.



Attending the Saturday Orientation:
Standing: Barbara Boyington; Richard Wallace; Joan Scocco; Phyllis Shafer; Mary Roth-Davies, Carol Pingitore; Sherri West; Raj Wesley; Linda Wang; Anna Teodorescu; Front Row: Joe Varone; Tom Cioppa (not pictured – Alex Idavoy).

Attending the Wednesday evening orientation, pictured below: Standing: Jane Scimeca; Barbara Baron; Eugene DeRobertis; Eric Goll; Carey Fox; Linda Wang; Delores Steinhauser; Kenneth Brumbaugh; Front Row: Joe Varone (not pictured – Larry Hartzell).

The TLC hosted its first **Virtual Orientation** for first-time online students in the 11-Week term on October 1st; 14 students participated from home or work, and six students received an archived version. The orientation was organized and designed by BIG Grant recipients Dan Greenwood and English professor Meg Matter, and facilitated by TLC Director Norah Kerr-McCurry, utilizing the virtual conferencing tool, Elluminate Live!

(See page 8 for more information about Elluminate Live!)



Moving Forward: The Teaching and Learning Center

“The TLC provides training on the use of technology for academic endeavors where faculty can develop their own content, (and) leverage the College’s educational services systems such as the ANGEL LMS. The TLC also plays a critical role in helping faculty to learn how technology can be used in pedagogical areas such as improving student engagement, meeting ADA-508 compliance, and creating active learning opportunities” (ESMP). So it seems that faculty clearly know that the TLC is the place to visit when technology is being used; how do we expand that perception and make the TLC a place for pedagogy?

“In a ‘Learning’ College, one dedicated to teaching and learning excellence as well as in-house professional development, training becomes central to the institution’s guiding and planning documents and centered in a place of and for pedagogical best practices” (ESMP).

So what is your perception of the TLC now, and what should it be in the future? Please participate in our survey and help us determine the direction and scope of the mission of the Teaching & Learning Center.

<https://www.surveymonkey.com/s/FFNHG3K>

Who’s Teaching Online Courses?

Fall 2010 saw 89 faculty members teaching 72 fully online courses over 132 sections.

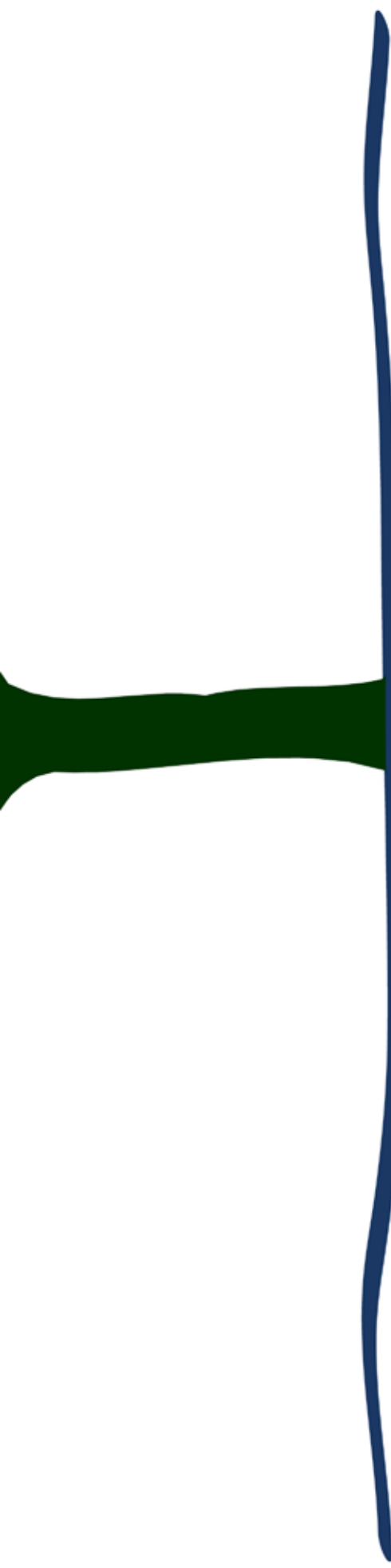
With close to 200 faculty members certified to teach online courses, Brookdale can offer students access and opportunity to earn college credits.



Joe Accurso; Anoop Ahluwalia; Roseanne Alvarez; Barbara Baron; Tom Berke; Bettejane Bolan-Kenney; Barbara Boyington; William Boyke; Joe Boyle; Michael Broek; Kenneth Brumbaugh; Barbara Burk; Tom Cioppa; Jim Cody; Doug Coil; Mike Conklin; Brent Costleigh; Karen D’Agostino; Eugene DeRobertis; Richard Dery; Tom Doll; Ken Duffie; Jayne Edman; Mary Ehret; Bernice Eng; Joanne Eskola; Ileana Fleites-LaSalle; Shawnda Floyd; Carey Fox; Geri Girard; Diana Glynn; Eric Goll; Elizabeth Gualtieri; Gail Harrigan; Lillian Harris; Larry Hartzell; Teresa Healy; Linda Hoffman; Catherine Holl-Cross; Alex Idavoy; Nicole Jackson; Barbara Jones; John Knight; Nancy Lenaghan; Marcia Krefetz-Levine; Jess LeVine; Greg Liano; Marilee Luick; Darlene Macomber; Art Marshall; Tom Mason; Bob McGovern; John Mensing; Debbie Meyer; Diditi Mitra; Joel Morgovsky; Jonathan Moshberger; Andrea Murowski; Dianne Nagler; Nancy Noe; Elaine Olaoye; Carol Pingitore; Kathy Pultar; Mike Quissaunee; Dan Radel; George Reklaitis; Mary Roth-Davies; Frank Rother; Angela Saragusa; Lynne Schmelter-Davis; Jane Scimeca; Joan Scocco; Phyllis Shafer; Diana Skarbek; Robin Smith; Ron Sopenoff; Delores Steinhauser; Mike Sullivan; Virginia Taverna; Ana Teodorescu; Robert Thomas; Donna Thompson; Joe Varone; Christine Vasquez; Richard Wallace; Linda Wang; Raj Wesley; Sherri West; Paul Zigo.

Teaching and Learning Center





BROOKDALE COMMUNITY COLLEGE

“Someone’s sitting in the shade today because
someone planted a tree a long time ago.”

Warren Buffett

Illuminate: Tool for Online and Face-to-Face Courses

Illuminate Live is a virtual environment that features everything an instructor might need to reach his/her students quickly, easily, and effectively. High-quality audio, multi-point video, polling, quizzes, file and application sharing, and even the recording of specific sessions are available.

The English Department's Meg Natter teamed with the TLC's Dan Greenwood with a BIG Grant proposal to pilot this tool. The purpose of the Illuminate Live! project is to provide faculty members and their students with a truly interactive learning environment that is user-friendly. The goals of this project are as follows:

- *Meg to be trained as an Illuminate Live! moderator.
- *The creation of an Illuminate Live! demo/tutorial for faculty
- *Creation of an Illuminate Live! demo/tutorial for online students.
- *Run a small pilot (10 students) Illuminate Live! program for the TLC's fall orientation.
- *Offer training sessions for Illuminate Live! for TLC faculty.

Meg's feedback so far has been positive,



“What I like is that Illuminate Live! is good for both my face-to-face and online courses ... It's better than just a phone call. They can see what I see.”

Update on users for Illuminate Live!

Linda Wang, pictured right, is holding weekly study sessions for her face-to-face and online MATH sections and gets a few students each week. Linda was interviewed for the Project EMIT podcast about the tools she has used for these sessions. The interview (Episode 54) can be located at the EMIT episode page: <http://www.brookdalecc.edu/pages/874.asp>. Linda has signed up for moderator training with Illuminate Live!

Lillian Harris is holding weekly sessions for her PLGL 135 online course and gets about 12 – 14 students each week. Students get participation points for attending. Both she and many students use audio and video.

Alex Idavoy of the Language Department is experimenting with Illuminate Live! to test Spanish speakers.

Dan Greenwood continues to use Illuminate Live! weekly with face-to-face ELEC 241/ENGI 251 classes. Students working on group projects have been using the Illuminate Live! room for the virtual enterprise work.

Allison Fitzpatrick, Director, HEC, is working with HEC center staff on training and setting up meetings.



TLC Faculty Fellow: Larry Hartzell

The Teaching & Learning Center staff provides faculty with the instruction and support needed to develop materials for delivery in web-enhanced, hybrid, and fully online modes to foster the growth of courses and the success of students. In order to implement a team approach utilizing staff and faculty skills, the Teaching & Learning Center developed a position known as the Lead Faculty Fellow.

The main function of the Lead Faculty Fellow is to support the goals of the Teaching & Learning Center with an eye toward targeted, quality growth of online courses and sections. The Lead Faculty Fellow works closely with the Director of the TLC to assist in the achievement of the TLC goals. The Lead Faculty Fellow is available to work with faculty on a drop-in basis and to assist in the TLC with online course and program development.



Come to the Teaching and Learning Center, located next to the Bankier Library, to see the Faculty Fellow, Larry Hartzell at the following times:

Monday: Noon - 2:00 PM

Tuesday: 11:30 AM to 1:30 PM

Wednesday: 2:00 PM to 5:00 PM

“I have found my time in the TLC to be extremely rewarding; I like nothing more than helping my colleagues solve teaching-related issues. What’s more, as they learn from me, I learn from them; this is what makes the TLC so valuable for faculty. Keep me busy - please - and stop by when you are having a problem, or have a solution to share.

Cheers! Larry

The Lead Faculty Fellow provides faculty with pedagogical and technological support.

The Lead Faculty Fellow works with groups and individuals to build online student-centered learning environments.

The Lead Faculty Fellow promotes effective teaching techniques.

The Lead Faculty Fellow helps faculty to implement new, innovative ideas to be shared across disciplines.

The Lead Faculty Fellow reviews current educational research and industry reviews of new software, peripherals, and other products and makes recommendations to the TLC Director for exploring new technologies or approaches to teaching with technology.

Departmental Workshops Hosted by the TLC



Members of the **Biology Department** attended a workshop in the TLC on using the ANGEL learning management system to support lectures and labs for their students. The workshop was organized by Professor Carey Fox.

Seated: Dorothy Artale-Salinas; Maria Judice; Barbara Seuffert; Caroline Wong. Standing: Jim Crowder; Bob Gant; Linda Ryan; Cheryl Fencik; Norah Kerr-McCurry; Caitlin Burns; Leslie VanCleve; Gitanjali Kundu; Ron Kudile.

The TLC is available to work with academic departments to present workshops and sessions specifically for you.

Workshop Descriptions - See Page 12 for Schedule

ANGEL is the College's Learning Management System (LMS) currently supporting over 700 sections per term. ANGEL is used for fully online, hybrid, and face-to-face (web-enhanced) courses as a repository for information, to reinforce course concepts, and as a tool for communication.

Introduction to ANGEL - upon successful completion of the course the student will be able to do the following: Navigate within ANGEL; set Personal Preferences for their ANGEL account; use the HTML editor; customize their course home page and follow best practices; organize course materials and follow best practices; create course Announcements and follow best practices; understand how to find help using ANGEL.

Gradebook in ANGEL covers the use of the gradebook tool, which allows faculty and students to track progress and have access to information within the ANGEL system.

Assessments covers the important assessment components of the ANGEL system to include quizzes and drop boxes.

Camtasia software allows for a multi-media experience to be captured and presented to students. Camtasia can also be used for voice over PowerPoint skills, and audio over screen shots for various delivery.

Jing is a screencasting software and is free to download and use.

Agents in ANGEL can automate many repetitive tasks or add increased interactivity to your course.

Spring 2011 TLC Workshops

TLC Workshops and Roundtables are designed for full and part-time faculty.

January

Wed	1/19	11:00 am 1:00 pm	Intro to ANGEL Gradebook
Thurs	1/20	11:45 am	Roundtable: MAC 203
Fri	1/21	8:30 am 10:30 am 1:00 pm	Agents in ANGEL Intro to ANGEL Camtasia Studio
Mon	1/24	9:30 am 4:30 pm	Intro to ANGEL Gradebook
Tues	1/25	11:45 am 4:30 pm	Assessments Intro to ANGEL
Wed	1/26	10:00 am	Jing
Thurs	1/27	11:30 am	Gradebook
Fri	1/28	9:00 am 10:30 am 12:30 pm 2:00 pm	Intro to ANGEL Gradebook Intro to ANGEL Gradebook

February

Thurs	2/10	11:45 am	Roundtable
Fri	2/11	11:00 am	Camtasia Studio
Tues	2/15	1:30 pm	Jing
Thurs	2/24	3:30 pm	Intro to ANGEL
		5:30 pm	Certification Orientation (Required)
Fri	2/25	9:00 am	Certification Orientation (Required)
		10:30 am	Intro to ANGEL
		Noon	Gradebook

Certification Course: "Online Teaching and Learning: Systems & Students"- is needed for faculty wishing to teach fully online courses. Faculty meet at the initial face-to-face session for introductory information including course requirements. The course requires a 3 to 4 hour per week commitment for the duration of the term (10 Weeks) during which time the group will interact in the online environment. Individual projects will be selected and completed. Upon completion, faculty receive a certificate and are eligible to teach fully online courses at the discretion of academic departments. In addition to this course, faculty should sign up for the technical ANGEL workshops.

March

Thurs	3/3	5:00 pm	Gradebook
Thurs	3/31	11:45 am	Roundtable

Join us for the 4th Annual TLC Open House and Faculty Appreciation Day on Thursday, April 28th, at 11:45 am.

All workshops are held in the Teaching and Learning Center, located next to the Bankier Library, unless otherwise indicated.

Focus On Teaching Newsletter Staff:

Norah Kerr-McCurry, Editor
Dan Greenwood, Graphic Designer
Maria Breger, Photographer
Denise Vigil and Arline San Antonio, Copy Editors

Teaching and Learning Center Staff:

Norah Kerr-McCurry: nkerr-mccurry@brookdalecc.edu
Dan Greenwood: dgreenwood@brookdalecc.edu
Maria Breger: mbreger@brookdalecc.edu
Denise Vigil: dvigil@brookdalecc.edu

732-224-2089

Call (732) 224-2089 or access the TLC Calendar at <http://brookdalecc.edu/pages/4285.asp> to register for workshops.

