Message from Director of TLC
Norah Kerr-McCurry

I’d like to take this opportunity to re-introduce the Teaching & Learning Center, the TLC, to the College Community. Although we work with hundreds of faculty and staff, and thousands of students, we may not have worked with you. Our mission is two-fold: to consult and collaborate with faculty in the development and application of instructional design methodologies, learning theories, and appropriate technologies, assisting in the construction of courses for online, hybrid, and face-to-face delivery, and to direct the support operations for students and faculty in online, hybrid, and web-enhanced courses. Come to the TLC where our focus is on teaching.

Let’s Talk About Teaching: Then and Now

The Teaching & Learning Center promotes cross-disciplinary interaction through the TLC Roundtables.

Some may think that the TLC focus is on technology. While we do manage the ANGEL learning management system and teach workshops concerning the use of educational technology, our focus is on teaching. October 2009 Roundtable participants pictured.

Technology is a tool that can be used to achieve the goals in an active learning environment. The Roundtables are facilitated by Professor Paul Keating and Norah Kerr-McCurry. The discussions focus on teaching methods, classroom issues, and course management.

Our first TLC Roundtable (pictured left) was held October 2006, and we were thrilled to have eight faculty members participate. Most recently, 53 faculty signed up so we’ve adjusted the format to form small groups for discussion who then come together to share ideas.

Join us at the next TLC Roundtable to share with and learn from your colleagues, as we continue to Focus on Teaching.
(Re)Introducing the TLC Staff

The Teaching and Learning Center is staffed by a Director, Instructional Designer, Web Coordinator, and Distance Education Associate. The TLC is responsible for both professional development initiatives and the infrastructure and support services for online teaching and learning.

Denise Vigil, Distance Education Associate, holds a number of degrees from Brookdale Community College, and a Bachelor’s degree from Thomas Edison State University. Denise is the key staff member in responding to student and faculty inquiries on distance education; correspondence with students; development of the Distance Education brochures; and assistance to students with ANGEL and other technical issues.

Norah Kerr-McCurry, Director, is an adjunct instructor in the Brookdale Speech Communication department, and a part-time lecturer for the School of Management and Labor Relations at Rutgers, The State University of New Jersey. Norah teaches “Online Teaching & Learning: Systems and Students”, the course faculty take before teaching fully online. She is a graduate of Brookdale Community College and holds undergraduate and graduate degrees from Rutgers.

Norah’s responsibilities include developing and coordinating a comprehensive program to encourage and support faculty in the application of technology in teaching; directing the process for development and delivery of online learning; providing consultation with faculty on best practices for teaching; facilitating TLC Roundtables, directing and managing the implementation of support services for students in online, hybrid, and web-enhanced, courses; and the administration of the ANGEL learning management system.

Dan Greenwood, Instructional Designer, is an adjunct instructor in the Electronics and Art departments, at Brookdale Community College. Dan holds undergraduate and graduate degrees from Northern Illinois University, and a BFA from American Intercontinental University. Dan’s responsibilities include the development and design of engaging, interactive materials for web-based instruction; the development and design of multi-media video, audio, and animation solutions and interactive components to instructor identified teaching/learning issues; the development and delivery of workshops; the design and upkeep of the TLC and Distance Education web sites. Dan is a programmer with skills in web markup and scripting languages, HTML, SQL, PHP, PhotoShop, Illustrator, Flash, Captivate and Camtasia.

Maria Breger, Graphic Designer, is a graduate of the Computer Science program at Brookdale Community College. Maria also holds a Bachelor’s degree from Pace University. Maria’s responsibilities include the design and delivery of graphical content; the design and manipulation of graphics files and objects for web-based instruction; the coordination and upkeep of the course stream video component; the administration of the ANGEL database; and the integration of e-packs. Maria is a programmer with skills in HTML, SQL, PhotoShop, Illustrator, and Camtasia and Flash.
I approached teaching online with much caution. I was concerned that the technology associated with the delivery method would impede student learning by needlessly increasing anxiety. Students may additionally feel overwhelmed by being presented with the entire term’s content when they first enter into the course, which may further adversely affect their performance. As such, I wanted my students to feel that the online educational experience was as comfortable and familiar as the traditional methods they have experienced throughout their educational careers.

Re-creating the weekly pace of a traditional in-person class was easy enough; throughout the online training offered by the wonderful staff of the TLC (Norah, Dan, and Maria), I was fully versed in the creation and setting of access (start dates and end dates) to control the presentation and deadlines for assigned content. However, in our in-person classes we require that students come to class prepared by reading the content to be discussed during that week’s meeting. To reinforce the necessity of this practice, I administer a brief quiz at the beginning of each class (prior to engaging in formal lecture), which serves as a formative assessment. How could I replicate this process online?

After several discussions with Dan about my concerns over re-creating the structure of my in-person classes within ANGEL, and the nature of my quizzes in particular, he recommended the use of Agents. In ANGEL, Agents allow you to create a logic (if/then) based program that permits further control of the delivery, presentation, or access of content and course materials. The content connected to an Agent is based upon a password system, whereby some activity (e.g. opening or submission of some content) within ANGEL is tied to a password that automatically opens, closes, or is otherwise connected to additional content. The use of Agents enabled me to fully replicate the structural delivery of my quizzes and lecture based-content of my in-person classes within the online system.

The application of Agents has worked exceedingly well in my online classes, with my students routinely reporting that it was “very well organized” and the structure of the class “made taking an online class much easier”.

I look forward to further refining this method by creating a gateway quiz that will have the students demonstrate their knowledge of the course requirements and structure of the course— including the nature of “passwords”, or rather the lack thereof. Successful completion of this gateway quiz will be required before any further content will be made available. Thus, I will be creating an Agent to enable access to the course as a whole, saving my students’ needless anxiety and me responses to harried emails.
Collaboration: Academic Departments and the TLC

The TLC collaborates with academic departments to provide professional development opportunities, explore innovative teaching techniques, and create learning objects to meet learning goals. Take a look at what your colleagues are doing across the College this academic year:

Arts & Communication Division

Professor Marie Maber (right) developed ARTH-107 as a fully online course for a first time offering in the Spring 2010 term. Professor Barbara Baron (below) worked with the TLC to refresh SPCH-115.

Professor Paul Keating leads TLC Roundtables. He is pictured above with Professor Howard Miller of the Speech Communication department. Professor Alex Idavoy worked with the TLC to develop two new fully online Spanish courses.

Business & Technology Division

Professor Debbie Meyer of the Economics department has been teaching online and in ITV classrooms for many years. Most recently she utilized a flip camera to capture student feedback on an academic exercise for placement in her ANGEL shell and student access anytime, anywhere they had access to a computer. She is working with the TLC Faculty Fellow, Mike Qaissaunee.

Mike Qaissaunee, pictured with Debbie and Professor Mohammad Shanehsaz

Arts & Communication Faculty Certification Course Completed

Paula Baier; Barbara Baron; Kevin Burkitt; Mike Conklin; Alex Idavoy; Martin McDermott; Debbie Mura; Erica Osmond; Joan Scocco.

Business & Technology Faculty Online Certification Course Completed

Claire Berg, Barbara Boyington, Dan Celenti, Ken Duffie, Bernice Eng, Joanne Eskola, Pat Gallo, Scott Gibson, Katherine Hader, Lillian Harris, Sarah Leahy, Roberto Mattos, Debbie Meyer, John Mensing, Marilyn Ryder, Phyllis Shafer, Mohammad Shanehsaz, Michael Sullivan, Delores Steinhauser, Donna Thompson, Michael Qaissaunee, Monica Urban, Alice Zagury
Collaboration: Academic Departments and the TLC

English and Reading Division

Amy Clark, Dr. D’Agostino, Dr. Burnham pictured above.

Professor Karen D’Agostino is a Brookdale leader in addressing the needs of Writing students. Dr. D’Agostino is a founding Faculty Fellow of the TLC and led the effort to recognize that technology can be a powerful tool for teaching and learning.

Professor Sally Sorrell (left) is working with the TLC to develop a hybridized version of her academic skills workshops, in support of students with learning disabilities. Professor Nancy Noe is meeting the needs of students by offering additional sections of Business Writing online.

Professors Scott Ridley and Joe Varone work closely with the TLC to schedule online courses and add additional sections as needed. Professor Jack Ryan web-enhances all of his ITV offerings.

Professor Meg Natter is collaborating with the TLC to identify synchronous tools for online orientations.

Professors Natter, Noe and Varone pictured with Social Science’s Richard Wallace and Raj Wesley.

Jack Ryan, Margaret McMenamin, James Sulton pictured left.

Reading Department Chair Professor Judy Lipke manages a Learning Object Repository of materials for full and part-time instructors to reinforce course concepts.

English and Reading Faculty Online Certification Course Completed

Roseanne Alvarez, Stephanie Bennett, Wendy Blanset, Michael Broek, Margot Bruemmer, Amy Clark, Chris Elliott, Dara Evans, Cathy Lee Finnegan, Geri Girard, Jennifer Kaminiski, Bliss Kern, Joe King, Dina Long, Kelsey Maki, Elana Maloney, Laura McCullough, Bob McGovern, Charles Mencel, Sarah Morgan, Meg Natter, Nicolette Nicola, Raymond O’Meara, Catherine Pagliuca, Kelly Parr, Jana Phelps, Deana Plaskon, Donna Pope, Evelyn Reid, Jack Ryan, Angela Saragusa, Emily Tedeschi, Karen Topham, Joe Torchia, Joe Varone, Shanna Williams, Lynn Zinser
Linda Wang: MATH 025

“I think the Tablet PC is an excellent idea to have for both face-to-face and also online. My students really enjoy the way that they can view my videos 24-7 and they can hear how I solve the problems step by step. They can hear my voice. And they can keep repeating until they understand.”

Eugene DeRobertis: PSYC 209

“I wanted to be able to more clearly convey the content within my online courses. Rather than simply having them read the textbook, I wanted to be able to give a narrative that went along with what they were reading, similar to what I give in class lectures.

The good thing about Captivate was that it gave me the opportunity to integrate visual imagery to accompany my lectures. I wanted to have some means to have the essence of what was being taught brought to them in a way they could literally hear out loud. It wouldn’t be just text driven. It wouldn’t have to rely purely on their textbook. What I was ultimately able to give them through Captivate was just that and more. I’ve actually been able to bring the Captivate lectures in class and use them to augment my lectures in class. I can give them my regular lectures plus give them the Captivate presentations which is like PowerPoint on steroids.”
Bob McGovern: ENGL 122

“I’ve been using Jing for almost a year now. I started off in two different ways. The first way was as I got student papers in I would Jing the paper. Jing is a five minute video shot of their paper. I would actually explain the corrections that I had made in the paper and send back the Jing link [to the video]. Last summer I started experimenting with students “Jinging” each other’s papers or a problem they had. I got one comment that one of my students “Jinged” his history professor and the professor was blown away.

I think its applications are tremendous. It’s easy. It’s free.”

Linda Servidio: NURS 261

“My main use of Articulate Presenter is to clarify, verify and amplify content. It is very helpful for students who are having a particularly difficult time with one concept. They can go back and re-hear the lecture. They can do sample questions that you can import into Articulate Presenter.

Then the students can modify their notes and improve their understanding.

So I love it and I’ve been working with it a lot. It’s a big help particularly for students who have limited language proficiency because they can hear me repeat the terms that they have difficulty learning.”
Collaboration: Academic Departments and the TLC

Social Sciences Division

The Social Sciences Division offers students plenty of options with online courses. Students can earn a degree fully online in Social Sciences, History, and Psychology.

The Social Sciences division worked with the TLC to develop five new, fully online courses this academic year: ANTH-116; HIST-137; HIST-202; POLI-101; PSYC-209; and SOCI-105.

Professor Elaine Olaoye has been a featured faculty member at TLC Open House activities showcasing her work in web-enhanced, ITV and fully online Psychology courses.

Professor Darlene Macomber of the Philosophy Department provided valuable input to the ESMP 2020 concerning the evolution of online learning.

Social Sciences Dean Frank Rother and Chairs Ron Sopenoff, Joe Boyle, Jane Scimeca, Tom Cioppa, Mary Ellen Hurley, Darlene Macomber and David Stout met with the TLC Director to explore the possibilities concerning the Quality Matters initiative.

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Professor Larry Hartzell of the History Department co-chairs the TLC Advisory Committee, teaches several sections of American History online, and mentors adjuncts teaching online. Larry was a founding TLC Faculty Fellow, and currently volunteers time in the Center to work with full and part-time faculty.

Professor Jess LeVine teaches several online History courses, and developed HIST-202, History of New Jersey, as an online course this year.

Professor Jane Scimeca chairs the History Department and works closely with the TLC Director to meet the scheduling needs of students. Jane completed the online certification course and developed a section of Women’s History online, utilizing active learning techniques.

Professors Joel Morgovsky and Raj Wesley work with Dan Greenwood using the Site Builder toolkit to create new Psychology Department and faculty web pages. Both Joel and Raj teach online courses.

Social Sciences Faculty Online Certification Course Completed

Joe Boyle, Kenneth Brumbaugh, Tom Cioppa, Caroline Calogero, Brent Costleigh, Andreea DiLorenzo, Thomas Gambino, Amy Gingold, Diana Glynn, Nicole Jackson, Manjeet Kaur, John Knight, Jess LeVine, Darlene Macomber, Denell Marsh, Art Marshall, Steven Martin, Traci Moore, Jonathan Moschberger, DeeAnna Nagel, Elaine Olaoye, Diane Oliver, Dan Radel, George Reklaitis, Frank Rother, Lynne Schmelter-Davis, Jane Scimeca, Mindy Shenker, Ron Sopenoff, David Stout, Robert Thomas, Richard Wallace, Raj Wesley, Sherri West, Mark Winter, Paul Zigo
Collaboration: Academic Departments and the TLC

Mathematics Division

Mathematics Faculty Online Certification Course Completed
Anoop Ahlawalia, Michael Elmes, Terry Healy, Lois Higbie, Catherine Holl-Cross, Laura Jimenez, Lorraine Kevra, Elaine Klett, Greg Liano, Olga Malpica-Proctor, Yuliya Melikhova, Sue Monroe, Sally Mulvey, Ellen Musen, Andy Panitz, Gabrielle Sprague, Robert Stetler, Ana Teodorescu, Linda Wang, Mindy Wey, Mary Young

The Mathematics department works with the TLC to provide course content to all full and part-time faculty. Professor Barbara Tozzi coordinated the effort.

Pictured at left is Professor Terry Healy, working with colleagues and the TLC to bring MATH-131 online.

Pictured below are Professors Mike Elmes and Lois Higbie, MATH-145.

Science & Health Sciences Division

Pictured above working on development of NURS-162 for fully online delivery are Norah Kerr-McCurry, Diane Booker, Bonnie Ross, Richard Greene, Elizabeth Gualtieri, Barbara Burk, and Gail Harrigan.

Professor Michael Toomey, right, is working with the TLC to web-enhance his courses.

Science & Health Sciences Faculty Online Certification Course Completed
Still Growing Strong...

Growth in Online Course Enrollment

... and continuing to expand opportunities for Faculty and Students!

A Closer Look at ANGEL Use

Course Shells

Fall 2009
127

Spring 2010
137

Student Accounts

Fall 2009
687

Spring 2010
501

Faculty Learning 2009-2010*

Registered for TLC Roundtables

181

Completed Introduction to ANGEL Workshop

158

Newly Certified to Teach Online

24

* Through March 2010
Pictured above are some of the members of the TLC Advisory Committee. Standing, left to right, Marie Maber, Bob McGovern, Mike Qaissaunee, Joe Boyle, Norah Kerr-McCurry. Seated, left to right, Denise DeMichael, Alex Idavoy, Linda Servidio, Carey Fox, Kim Toomey.

The purpose of the Advisory Committee is to provide guidance and feedback to the Director of the TLC in the areas of online teaching & learning, student services, faculty professional development, and instructional technology.

The Committee is co-chaired by Larry Hartzell; members not pictured are Barbara Baron, Bettejane Bolan-Kenney, Barbara Boyington, Karen D’Agostino, Sue Desiderato, Pat Gallo, David Murray, Mohammad Shanehsaz, Karen Topham, Sandy Varone, and Linda Wang

Quality Matters - Evaluates Course Design NOT Online Teaching

So what is Quality Matters? According to the organization’s web site at http://qualitymatters.org, Quality Matters (QM) is a faculty-centered, peer review-based process that is designed to certify the quality of online courses and online components.

QM uses national surveys and research to define a rubric with a series of standards that online and hybrid courses should meet. The goal is that certified courses reflect the latest proven concepts on what makes a well designed course.

Talk to the TLC about making sure your course is all it can be and utilize the QM Rubric.
Upcoming TLC Workshops

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

April

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May 11th Roundtable Topic: Classroom Civility

Professor Paul Keating and Norah Kerr-McCurry will lead our TLC Roundtable discussion. Join us for a lively discussion over lunch; location TBA.

This TLC Roundtable is co-sponsored by the Office of Student Life & Activities, and will feature Director Robert Quinones.

RSVP please to Denise Vigil, 732-224-2089 or by email to dvigil@brookdalecc.edu

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“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. 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.

Call (732) 224-2089 to register for workshops.

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