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The Impact of Policy and the Importance of Research and Global Competency to Student Centered Learning

By Melinda Hernandez, Communication

The experience of teaching in China was truly transformative, both personally and professionally. I lead the following six LCC instructors in training eighty faculty and teaching eighty first-year students for a month at Harbin Institute of Technology (HIT): Marcy Bauman, Jeanne Brown, Susan Henderson, Peter MacFadden, Chris Manning, and Susan Serafin. Often referred to as "the MIT of China", HIT is well acknowledged for having the largest international program in the country - producing world-class engineers and the nation's aeronautics space program. I admired the dedication and scholarship of its faculty, the courage and perseverance of its students and the unparalleled generosity shown to visiting foreign instructors. I was inspired, above all else, by the institution's vision, to send all its faculty abroad to research and teach. Now that's vision! Through the lens of this international experience and after a good deal of reflection, I have come to understand some practical, concrete implications that policy, research and global competency have on teaching and learning.

Much like the United States, China's polices shape and too often retard language development (Hu, 2005; Lippi-Green, 1997; Liu, G. & Lo Blanco, J. 2007); as a result, teaching English in China meant confronting what is called "Mute" or "Dumb" English. We worked with faculty who had an average of 15-18 years (some as many as 25



Outside of the HIT Administration Building LCC Faculty (front row) and Chinese Participants

years) of English education. Most HIT faculty had more years studying English than their LCC English instructors. Yet, few had access to English speakers or occasions to speak English and most dismissed their English skills as poor. In contrast with US language policy toward non-native English speakers (Robinson, Rivers, & Brecht, 2006), HIT faculty are the nation's intellectual elite.

Continued.....

The implications of research went beyond curriculum, instructional methods and assessment to the more fundamental questions of cognition and epistemology. Before travel or foreign experience can impact teaching and learning, the instructor must first endure the difficult work of examining his or her own social attitudes and values (Olson & Kroeger, 2001; Schuerholz-Lehr, 2007). My experience only impacted student learning when I discovered not only that research was essential to teach in China, but it is also necessary to effectively teach Chinese students or any other non-dominate cultural group in the US. International experiences are not about a location or a discipline. Rather they are about a perspective, a way of seeing and knowing (Schuerholz-Lehr, 2007, 182). Research and global competency are essential to teaching international students well (Rubenstein, 2006); however, this international lens or perspective is even more imperative to the teaching and learning process of dominate cultures students, who live in a global, technologically rich, knowledge economy, (Duderstadt, 2005).

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Did you know???

The CTE has a Mimio available for checkout.



The Mimio is a combination of hardware and software that allows you to capture whiteboard notes and/or turn your ordinary whiteboard into an interactive "smart board." The Mimio hardware works with regular expo markers in a casing that sends sound waves to the device as you press on the surface. When used with a computer and projector, the Mimio can be calibrated so that the projection on the white board becomes touch sensitive. This allows you to be part of your presentation as you control your computer from the board. In addition, captured notes and drawings can be saved and put online for students to access.

For more information, or to setup a oneon-one training, contact Susan Halick at 483-1408.



The Center for Teaching Excellence

TLC Room 324 Phone: 517-483-1680 Monday-Thursday 8 am to 7 pm

Eriday 8 am to 5 pm

Friday 8 am to 5 pm

Visit us on the web at: www.lcc.edu/cte

Focus on Faculty

Dale Franks

Transportation Technologies



According to Dale, he chose a career in teaching because "my high school auto body instructor, Jerry Whitney, gave me a skill. He taught me many things about myself that I was not seeing. Jerry has been my sole inspiration for helping students that are in a similar situation I was in." Dale continued. "School has never been easy for me. I have always had trouble hearing and

speaking certain words and sounds. When I was thirty, it was discovered that I had been born almost legally deaf. I tried hearing aids, but I could not adjust." Despite these challenges, Dale has earned two Associate Degrees in Collision Repair Technology and Automotive Technology. He furthered his education by receiving a Bachelor of Science Degree in Technical Education through Ferris State University, and graduated Summa Cum Laude. Dale is now pursuing his Master of Science Degree in Career and Technical Education/Postsecondary Administration through Ferris State University. "I want to give students a chance for a future like the one my instructor gave me."

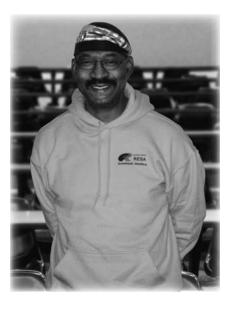
Dale says his favorite thing about teaching is having his students really succeed in the field. He indicated he enjoys teaching in the Collision Repair Program "...because of the diversity in the student population, where students range from seventeen to seventy years old." He also stated, "I like seeing the students working together and helping each other with their projects. The end of the semester always brings happy faces when projects get completed and paint gets polished." When asked for a little teaching wisdom, Dale stated, "the paint will eventually match...I may just have to paint your entire car."

On a more personal note, Dale and his wife Tina rescued a Chocolate Lab/Chesapeake Bay Retriever that receives much of their attention. Also, Dale belongs to the Delta Waterfowl, Ducks Unlimited non-profit organization.

Chris Daniels

Public Service Careers

Having retired in 2002, after 27 years working in various capacities in corrections, Chris Daniels gives credit to a professor at Eastern Michigan University for choosing teaching as a second career. "He brought so much energy to the classroom, which encouraged me and got me excited about learning. I wanted to share that type of



learning environment with others." Chris also added that teaching was just a natural choice for him. His favorite thing about teaching is watching the students learn and grow as they face new and different challenges during the course of the year. Chris enjoys teaching Criminal Justice courses in the Clinton County Regional Education Service Agency (CCRESA) because of "the great community support, the wonderful staff support, and the challenges I face with the students each year. Watching the traditional teenager turn into a young adult as the year progresses, as they develop self-confidence, responsibility, character and discipline...that is my greatest joy!"

When asked what teaching tips/wisdom he would like to pass on, Chris stated "Set your expectations HIGH. More often than not, your students will meet and exceed those expectations. Bring positive energy to the classroom, the students feed off of your attitude and your commitment to what you teach. Students love to be challenged... challenge them. Set clear classroom rules and stick with them, students want and need structure. Finally, be consistent. Students are people and they need to know what to expect from you everyday!"

In his free time, Chris likes to "talk really rude to Michigan State fans...I bleed the Maize and Blue! Wolverines RULE!" He also enjoys bowling and loves college sports.

Above & Beyond

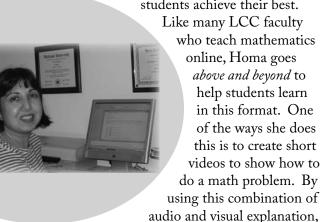
The CTE is pleased to recognize faculty who extend their time, talents, and energy beyond expectations to help others achieve their best. The CTE also wishes to thank those colleagues who nominated Above & Beyond faculty.

Homa Ghaussi – Math and Computer Science Recognized by Nan Jackson

"Homa Ghaussi uses a variety of strategies in her mathematics teaching to help

students achieve their best.

Homa reaches students with a



variety of learning styles. Her students really appreciate the extra effort. In the words of one student, "here I get to rewind, fast forward, pause, and basically do the review at my own speed. I am able to go back and listen to your explanation multiple times! I love it!"

Lydia Hilton – Business Recognized by Hong Trebesh

"Lydia cares not only about students in her class, but in the whole accounting program. Sometimes she sets her office hours in the accounting lab to help out any students who have questions. She provides a free review during the summer for tax students who are interested in the Enrolled Agent (EA) Exam by the Internal Revenue Service. Lydia has been very helpful to me as a new instructor on how to teach community college students on certain difficult subjects. She is tough but fair, which is what I like about her teaching style. Students love her because they know that she cares about them."

Douglas Sjoquist – Humanities & Performing Arts Recognized by Michael Nealon

"Prof Doug Sjoquist brings passion, enthusiasm, dedication and expertise to a broad range of subjects, teaching courses from world civilizations and Asian studies to religion and the history of rock and roll. His sincere concern for student success is demonstrated not only in the generous time that he spends advising and assisting his pupils, but also in the leadership roles he plays regarding continuous improvement of course assessment and curriculum development. In addition to his work with LCC students, Doug remains active in the scholarly arena. He has recently authored a monograph entitled Mii-Dera: The Intersection of Buddhism and Culture in Japan (Kendall/Hunt, 2008), edited a special issue of Interdisciplinary Humanities (journal of the National Association for Humanities Education), and is currently director of the international conference for the Humanities Education and Research Committee to be held in Chicago in April 2009. He has shared his love for Asian cultures with hundreds of students and the community through his long-term service to LCC's Japan Adventure and expert advice regarding the design of the Shigematsu Japanese Garden. Domo arigato, Doug!"

Melinda Hernandez - Communication

Recognized by Wanda Larrier

"Well for one, look at the CTE workshop on teaching in China. That was all Mel's doing. While she was in a class at MSU, one of the other students was discussing how the president of the University wanted faculty to go to China. Their first thought was for MSU faculty and Mel managed to get them to consider LCC faculty by telling them that they did not need professors but they did need TEACHERS! She is involved in many community affairs. She has helped countless Native American students as well. She challenges all of her colleagues to get students not just writing for portfolio but also writing for life!"

John Suckow – Business

Recognized Anonymously

"John has taught many sections of the first accounting class, ACCG 210, which is required on many

curriculum guides and is very hard for many students. Year



after year, he has one of the highest retention rates in his sections. His sections earn some of the highest average scores on the department final. He has created a lot of supplemental activities that actually work for the students. He shares these activities with all the other faculty teaching the course and has spent a lot of his time

mentoring other faculty. The students know he cares about them. In spite of ACCG 210 not being the course they really wanted to take, they come away saying it was a great experience. He challenges them and motivates them in a very positive way."

Arlena Hines – Environmental Design and Building Technologies Recognized by Christa Robinson

"Mrs. Hines is determined to have each of her programs excel. She does this by providing constant support to the faculty, providing training and literature to motivate students, including those of varied backgrounds, to set clear expectations of excellence for students, to stem problems before they arise and deal with unforeseen circumstance. She readily shares her experience and knowledge with faculty and acts as a mentor.

Mrs. Hines is consistently representing our programs to the industry and soliciting their expertise to aid our students in their education and job search. She is able to bring very talented industry persons to LCC to share their expertise with the students. She has an open door to students and faculty alike. Her instruction and expectations of students have allowed them to pursue successful design careers across the country.

Mrs. Hines stays abreast of industry trends and pushes us all to do more. Her vision and her leadership are a great asset to those of us under her wings in the Interior Design and Fashion Programs, as well as to the Environmental, Design & Building Technologies Department."

Kim Cohen - English

Recognized by Barb Clauer

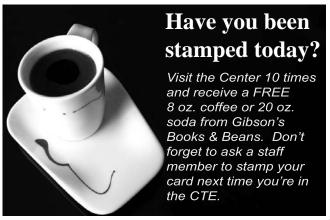
"I have had the good fortune to have worked alongside Kim for several years and have witnessed both her strong commitment to students as well as her commitment to collegiality and intellectual growth in the English Department. Through a creative emphasis on service learning in her courses, she empowers students to not only achieve their best but to also move beyond the classroom and connect in empathetic ways to the community surrounding them. She has a clear passion for teaching and learning exemplified by her openness to new ideas, collegial discussion regarding teaching challenges and techniques and her continual reflection on her own approaches in the classroom. A PhD student nearing graduation, she is clearly in the midst of doing fascinating research and

of doing fascinating research ar writing at the leading edge of her field as evidenced by publications past, present and forthcoming. While Kim was the assessment coordinator for Eng 122 in Spring

Eng 122 in Spring 2008, she modeled how to mentor both new faculty as well as seasoned faculty. In addition to providing strong visionary leadership

during the semester by sharing

many of her creative teaching ideas and workshops without any reservation, she also began and moderated a "best practices" e-mail dialog and opened up her classroom to observation by her peers in order to provide opportunities for more discussion. Kim is a wonderful teacher and colleague and both the English Department as well as countless LCC students have been lucky to work with her."



ANGEL

Helpful Hints for Using ANGEL 7.3

by John Thommen, Educational Technology Consultant

Hint #1 – Reducing Course Clutter

When entering ANGEL from the home page, faculty may be confronted with a long list of courses, some of which they seldom enter. There is a simple method for reducing the course list clutter and displaying only those that are accessed frequently.

There is a thick graphical bar at the top of the course list (widget). Hover your cursor over that bar and four Icons will appear at the right of the bar (a pencil/Settings, a curved arrow/Refresh, a line/Hide and two boxes/OpenNewWindow). Click on the pencil/Settings icon. The screen will immediately redraw and a complete listing of all courses that you have access to will appear with check boxes to the left of each. Unchecking any of the boxes adjacent to the title will suppress that particular course link from display.

Once you have unchecked unused courses, click on the **Save** button at the bottom of the **Settings** sheet. A course may be restored to the list at any time in the future by reentering this **Settings** mode and rechecking unlisted courses. Below is a screen shot of the course list from my Settings screen.

All

- Angel Secure Browser
- CTE00 Training Site
- Thommen IRXT 121 Master Course<
 - Thommen IRXT 122 Master Course
- Thommen IRXT 131 Master Course
- ▼ Thommen IRXT 132 Master Course<</p>

This class will be

This class not displayed

Grade Entry Training & Support

With the change to Banner from Oracle, the CTE is offering the following brief sessions on grade entry:

Tuesday, December 2^{nd} 10:00 am to 10:30 am TLC 326

Wednesday, December 3rd 5:30 pm to 6:00 pm WC U221

Monday, December 8th 12:00 pm to 12:30 pm TLC 326

Tuesday, December 9th 5:30 to 6:00 pm WC U222

The Center for Teaching Excellence (CTE) also offers grade entry support on a drop-in basis in TLC 324 during "Get the Grades Out Week" at the end of Fall Semester.

Monday - Wednesday, December 8th - 10th 8 am -7 pm

Thursday, December 11th 8 am – 8 pm

Friday, December 12th 8 am – 5 pm

Monday, December 15th 8 am – 8 pm (grades due Dec. 16th, 8 am)

In addition, the CTE's Presentation Room, TLC 326, is reserved from Monday, December 8th, through Monday, December 15th, as a roomy, quiet place to work on end-of-the-semester grading, paperwork, and such.

CTE Open Hours During Break:

Tuesday, December 16th through Tuesday, December 23rd 8 am - 5 pm

On Monday, January 5th, the CTE resumes normal Open Hours:

Monday through Thursday, 8 am - 7 pm Fridays, 8 am - 5 pm

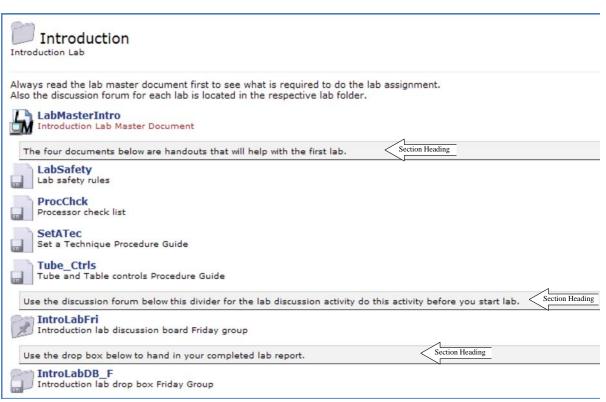
Helpful Hints for Using ANGEL 7.3

By John Thommen, Educational Technology Consultant

Hint #2 – Grouping Items Within A Folder

ANGEL 7.3 has a new object called a **Section Heading** that can be added to any folder. Section Headings logically group objects or divide items listed in the folder. This division looks best if displayed as a vertical list as opposed to a multicolumn display. To use a Section Heading:

- Enter the folder in question and click on the **Add Content** link at the top of the page.
- From the **Create an Item** listing, select the Section Heading link and **New Section** Heading screen will appear.
- Fill in the title of the **New Section** Heading screen. The title and its associated icon will only be visible to course editors; students will not see it.
- In the **Page Text** box, place the text that you want displayed to the students. It is possible to normally highlight this text and apply the **Shaded Area** style, which creates a box that surrounds the text and spans the width of the screen.
- To complete the addition of the Section Heading, click on the **Save** button and your work is nearly done.
- Finally, use the **Rearrange** link to place the Section Heading at the correct point on the list. Below is an example of the instruction lab folder from my IRXT 121 course.





Kendra Taylor, *Editor* Jennifer Ely, *Graphic Designer*

Watch your email for information on the **Professional Activity Days**

scheduled for Wednesday, January 7th, & Thursday, January 8th, 2009.