on the Center for Teaching Excellence

Inside

- **❖** What's a Visagraph?
- ***** Teaching-ettes
- * Faculty Appreciation Month

Sabbatical Story: The Arts Speak Through an Educator's Heart

Scottie Putman, Ph.D., Management Programs Team Leader of the Business Department, went on sabbatical Spring Semester 2000. Recently, she shared her experience with me. Here's what we talked about...

Q: What inspired you to apply for a sabbatical?

Scottie: "I spent the first part of my professional life in the arts and the second part has been in management and business, and I've been sort of haunted by an intuitive idea about connections between those two vast areas. When I became eligible for sabbatical in my seventh year, I was not quite ready to pursue it, but by the tenth year, I was really ready. I guess I could say I was inspired by a passion to explore the seemingly paradoxical connections between business and the arts."

"I began with a very broad intuitive idea about exploring the relationship between business and the arts, but as the semester proceeded, I realized I must focus more. What finally emerged was a look at what managers might learn from the arts, and what teachers of business and management might do to bring the arts to the classroom. I found many of my early intuitions validated."

Q: What did you do while on sabbatical?

Scottie: "I took classes here at LCC. I took a drawing class from Lily Liu, a writing class from Dennis Hinrichsen, a writing class from Linda Peckham and Ann Russell, and a music class from Michael Nealon. The first half of the semester I submerged myself as a student. I also kept a journal. I tried to do the assignments, and was more successful at some than others. I'm really not very good at drawing!"

"Also, as I developed ideas I was able to share them with the other students in my classes. They gave great feedback. One student even named one of the activities I was adapting. That was really neat."

"Attending the classes and learning about the subject was great fun, but the best part was being on the receiving end of those faculty. Each one of them is magnificent. If I learned anything, I learned what it is to be in the presence of a great teacher."

Q: So what can managers learn from the arts?

Scottie: "Self-discipline, courage, passion, balance, perspective, patience, and practice, among other things. One of the major things we can all learn is the art of surrendering to the authenticity of the work we are doing -- learning to let the work work itself and being in partnership with it. Managers tend to get hung up on the issue of control when

they lose sight of the inherent value and truth of the work they are doing."

"Also, I don't think we realize the enormity of what we're asking in the workplace when we ask people to 'be more creative', a popular phrase these days. And I wonder if perhaps the same thing is true in the classroom. We want our students to be more creative, but when we ask people to do that, we really are asking them to dig down deep and bring themselves to the plate. When you do that, you open up a whole new level of diversity of thought, of presence, of ways of being, ways of thinking, and ways of doing. And when you ask for that you have to be ready and willing to accept it, to make a place for it somehow. I don't think people realize this before they ask it. I think when they ask people to be more creative, what they really mean is 'think of more ways of doing this that are palatable to me'."

"I think I also came to understand what a manager's role is in this time of transition between the twentieth and twenty-first centuries. It's about adapting and contributing. As each new generation of managers encounters a world changed, it must adjust its methods not only to accommodate the changes it encounters, but also to do its part in moving the world forward. Each new generation of managers must not only adapt and flex, but must also push and explore."

"So I learned a whole lot. Then I tried to apply those things to how I teach, to what I bring to the classroom, and how I run my classroom, and to my hopes and expectations for each semester."

(continued on page 2)

Q: Tell me more about how you applied your findings to the classroom?

Scottie: "I put together a series of learning activities adapted from the arts that could be used in a business classroom, or any classroom. I tried to borrow some things that we had either done in the classes that I took or that I remembered from doing and teaching theater."

"The activities are designed to engage the body, mind, and spirit in learning. They offer students and teachers optional ways of exploring a subject and making connections. They borrow from the visual arts, writing, music, and theater, and seek to give the student the opportunity to see through the eyes of another discipline."

Q: Any final thoughts?

"I encourage my colleagues who are eligible to take advantage of the wonderful learning and renewal opportunities of a sabbatical. By attending to our own renewal we give back to the College and give more to our students. The sabbatical has changed the way I approach my work. It has

influenced my expectations of myself, my relationships with my colleagues, and my approach to problem solving. I don't know that it's showing yet, but then good things often take time. After all, patience was one of the lessons I learned!"

Scottie will be giving a presentation entitled, Sabbatical Story: The Arts Speak Through an Educator's Heart, Tuesday, April 16, 2002, 1:00 – 3:00pm, in TLC 326, where she will share more of her experience and the learning activities she talked about. – Karen Gilluly

The Center for Teaching Excellence Academic Software and Teaching Incentive Grants Now Available!

Are you interested in trying something new in your classroom? Is there software available to help you with your innovative idea? The CTE has the answer. **Academic Software Grants** are available to provide faculty with an opportunity to try new and/or innovative software in teaching, research, or community service. All LCC faculty are eligible to apply. Grants are limited to a maximum of \$600 each.

Do you have an idea that's creative and innovative that will enhance student learning? The **Incentive Grants for Teaching Innovations** provide funds to faculty for the improvement of instruction through innovative teaching. All LCC faculty are eligible to apply. Grants are limited to a maximum of \$3000 each.

Here's what your colleagues are saying:

Gary Heisler, Computer Information Systems Program – <u>Camtasia Software</u>

"I created 6 tutorials showing the virtual college students how to use the software required in the Programming Logic class. They included use of QBasic, and Visual Basic Assistant in MS-Word. Also shown was how to create flowcharts in MS-Word and how to draw Warnier diagrams using Bliner-98. These are the types of things I demonstrate in the lecture sections, but which were not available to the virtual students. The tutorials were burned onto CDs for the students to purchase at a nominal fee. The CDs were also made available to the lecture students. As this is the first semester the tutorials have been available, the purchase of the CD was not required."

Apply now!

Grant applications are available in the Center for Teaching Excellence, TLC 324.

There are no submission deadlines.

To have an Academic Software Grant or Teaching Incentive Grant application sent directly to you, please call the CTE at 483-1680, or contact us via e-mail at tete@lcc.edu.

Newly Installed Hi-tech Diagnostic Tool for Reading Development

by Allan Maar and Alicia Scanlon, Department of Language Skills

The Center for Teaching Excellence would like to share innovative and creative ways students are being impacted here at LCC. We've asked the Language Skills Department to give us a glimpse of what is happening in the Reading Lab.

How many times do a reader's eyes regress? How many fixations (stops) does the reader make as the eyes move across a line of print? How does this affect reading efficiency?

The amazing Visagraph, installed in 253 A&S, answers the above questions. This electronic device, which contains diagnostic software, connects to a computer and a printer. The student, wearing special goggles equipped with infrared sensors, reads a short passage silently. The Visagraph tracks and analyzes the student's eye movements or oculomotor activity. A print-out of the activity not only produces an image of exactly what the student's eyes are doing while reading, but offers a recommendation...a prescription for a program of reading fluency development to remedy or correct certain deficiencies in visual-functioning, perception, and cognition. This is important information for the reading instructor who puts together a reading program based on the needs of the student. The findings of eye-movement recording can also be used in conjunction with other class work evaluations to measure changes in both the efficiency and effectiveness of the student's total reading operation. Overall, this prescribed, individualized and self-paced program will enable the student to improve reading ability rapidly.



Student Nicholas Cadwell utilizes the Visagraph with Alicia Scanlon's help.

"We have been waiting years for this 'breakthrough' technology to become operative," says Allan Maar, Interim Chair of the Language Skills Department. "Now we are able to generate a printout of a student's physiological processing of textual material. Currently we are collecting data and exploring the implications of this equipment for reading remediation and even sports related activities."

Quick Teaching Tip...Literally!

The One-Minute Paper

The One-Minute Paper, also called the *Minute Paper* or *Half-Sheet Response*, is the single most commonly used classroom assessment technique. It really does take about a minute, and while usually used at the end of class, it can be used at the end of any topic. One-minute papers can also be used in the beginning of a class as a warm-up or review. Its major advantage is that it provides rapid feedback on whether the instructional goals and the students' perceptions of these goals are the same. Additionally, by asking students to ask a question, this assessment becomes an integrative task. Because it is quick to administer and easy to analyze, the One-Minute Paper is well-suited for use in both large and small classes. Often it is sufficient for the instructor simply to tabulate the responses, making note of any especially useful comments. Other times instructors may decide to read out loud the responses that may appeal to the entire class.

Here's how it works:

The instructor stops the class two or three minutes early and asks students to respond briefly in writing to some variation of the sample questions shown below:

- 1. What are the two (three, or more) most significant (central, useful, meaningful) things you learned during this class?
- 2. What question(s) remain uppermost in your mind? (Or, what are you still confused about?)

Give it a try!

Teaching-Ettes!

Have you attended a *Techno-Byte*? Now you can attend a "*Teaching-Ette*"! If you don't have time for a two-hour workshop, but are interested in learning and sharing new strategies and teaching techniques, a Teaching-Ette might be right for you. Each "Ette" will provide you with several new ideas that can easily and quickly be adapted to your learning environment. It's also an opportunity to exchange ideas with your colleagues! All Teaching-Ettes will be scheduled from either 9:10 to 10:00am or 2:10 to 3:00pm on various days of the week.

Take a look at what's being offered this semester:

• What's in a Name? Strategies for Remembering Students' Names

Wednesday, January 23rd 2:10-3:00pm, TLC 326

- **Building Classroom Community**Monday, February 25th 9:10-10:00am, TLC 326
- Dealing with Monopolizing, Distracting, and Withdrawing Behaviors
 Tuesday, March 26th 2:10-3:00pm, TLC 326

Have you wondered where our flyers are?

In an effort to reduce the quantity of mail in your mailbox, last semester we sent flyers to department offices for posting. We plan to repeat this approach, so keep your Workshop calendar handy or refer to our website for a list of CTE workshops and happenings at http://www.lcc.edu/cte/.

And something else ... the color of this newsletter will be used for all CTE publications to help you more quickly identify our materials!

Look Forward to a Return Performance in April!

The CTE is once again bringing you Faculty Appreciation Month in April 2002, and as is our custom, we'll be highlighting faculty on Faculty Appreciation Day! Past events have proven to be fun for everyone who came to enjoy the display of



Costume Hat created by Allan Maar

faculty work, the all day buffet, and the chance to relax with colleagues. More information is coming! We'll be sure to keep in touch as plans develop for this year's event: "LCC Faculty: A Mosaic of Talent".



Kim Farley and Barb Shipman admire faculty talents

*************Newsletters and Magazines Available at the CTE***********

The Teaching Professor

Newsletter

Educational strategies and tactics for faculty, focusing on educational strategies in colleges and universities. Offers a combination of concise information and inspiration to help faculty members teach more effectively. Covers topics like facilitating lively discussions, overcoming student apathy, and working with graduate teaching assistants. Published monthly.

Teaching for Success

Newsletter

Teaching for Success is a newsletter for faculty published monthly from August through April. Each issue is jam-packed with proven, useable, creative ideas submitted by fellow teachers for use in your classroom. Contact the CTE to have a copy sent to you, or access it from the CTE website.

Change

The Magazine of Higher Learning

Well known and respected as an opinion magazine dealing with contemporary issues in higher learning, the award-winning <u>Change</u> spotlights trends, provides new insights, and analyzes the implications of educational programs. Articles cover influential institutions and individuals, new teaching methods, curriculum, finances, governance, and public policy. <u>Change</u> is published six times a year with editorial leadership provided by the American Association for Higher Education



Center for Teaching Excellence

Technology and Learning Center, Room 324, Phone: 517-483-1680, MC 8111

Monday – Thursday 8am to 8pm, Friday 8am to 5pm

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