

Welcome Back!

We hope you had a relaxing and/or productive summer and we are looking forward to collaborating with and supporting you this semester. We have a lot of big news and changes this fall and we will be communicating with you each month through this newsletter to inform you of faculty professional development and other important information. Please look for an email from the **Center for Teaching Excellence** so that you can stay informed of workshops, events and teaching tips and tech tricks to help you as you navigate through the semester. As always, we are available in CL 232 or by email at IMFacultyLab@howardcc.edu.

Please stop by or send us an email if you have any questions or concerns throughout the semester. We're looking forward to seeing you all during PD week! Have a great semester!

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A Letter from Associate Vice President of Academic Affairs Greg Fleisher

Dear Colleagues,

I am excited to (re) introduce myself to you in my new role as Associate Vice President of Academic Affairs! As many of you know, I have worked at HCC since 2005, having served as a faculty member, associate dean and then dean in the division of social sciences and teacher education. In my new position, I am proud to say that I remain a faculty member, which has been part of professional identity for all these years. In addition to teaching a class each year, I remain connected to faculty work in other areas of my job. While the world of administration may not always feel connected to the everyday challenges of teaching, I can attest that my work will continue to prioritize the efforts of faculty.



Additionally, my job comes with the responsibility of providing oversight specifically to the respective areas of faculty development / instructional media and eLearning. This is especially energizing since I get to work closely with the leaders of those offices, Amy Chase Martin and Megan Myers, to deliver a wide range of services that assist faculty in their work. The three of us have begun this summer to talk about how we can best collaborate, and what excites us the most is the opportunity to work *together*. We see many areas where our work intersects, and we are committed to creating and demonstrating a unified approach to our work in the service of faculty and students.

We are just in the beginning stages of developing and showcasing our integrated approach. As symbolism, you can see that we intentionally brought an eLearning piece to this newsletter, which will continue in future editions. What the integration of our area means is that when you interact with one of us, or a member of one of our teams, we want you to feel like you are connected to all of us. This will all take time, but we want to invite you to feel free to reach out to any of us at any time with any questions or concerns. This only works if we are responding appropriately to your needs!

Thank you for taking the time to read this. Let's have a great year together!

Sincerely,

Greg E. Fleisher
Associate Vice President of Academic Affairs

Upcoming Workshops

Save the dates: **Thursday, August 16 & Wednesday, August 22!**

This fall's mini-conference dates are **8/16** and **8/22** but there **many more** events going on all week! Visit the [Faculty Development Calendar](#) to see the full list of events, descriptions and index numbers to register. Visit our [Register for PD Credit tutorial](#) if you'd like a refresher on how to register to receive PD credit for attending these events! Below are some highlights from the week:

8/15 - VPAA All-Faculty Meeting

8/16 - Canvas 2 (for intermediate users) - **Dr. Megan Myers #4767**

Student Engagement: Face-to-Face vs. Online - **Dr. Megan Myers & Mike Stein #4789**

Teaching with Video: Mediasite Toolkit (for intermediate users) - **Cliff Galloway #4823**

Digital Notetaking - **Erin Nunnally & Amy Chase Martin #4736**

Strategies for Addressing Disruptive Behaviors - **Dr. Brian Van Brunt #4838**

8/20 - 4 Truths About Our Work & 1 Suggestion for How to Gain a Fresh Look At It **Ned Bachus #4880**

8/22 - Creating a Stimulating Classroom for You and Your Students - **Yang Yu #4086**

First Day Strategies - **Jeanette Ruiz & Mike Stein #4790**

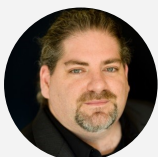
Online Faculty Workshop - **Dr. Megan Myers #4034**

Personhood & Ethical Reasoning - **Helen Mitchell #4885**

How to Identify & Help Students of Concern - **Jay Coughlin #4910**

Guest Speakers

This fall we are fortunate to have not only one, but **two** guest speakers present during PD week. Below is some information on each of our guest speakers. Please join your colleagues for these special events!



Dr. Brian Van Brunt - Strategies for Addressing Disruptive Behavior in the Classroom

Thursday, August 16, 3:00pm - 5:00pm - #4838

Dr. Brian Van Brunt has worked in the counseling field for more than 20 years, and specializes in educational counseling, behavioral intervention and support, and issues related to mental health and alcohol/substance abuse by students. He served as Director of Counseling at New England College from 2001–2007 and as Director of Counseling and Testing at Western Kentucky University from 2007–2013. He currently serves as the Executive Director of the National Behavioral Intervention Team Association.



Ned Bachus - 4 Truths About Our Work & 1 Suggestion for How to Gain a Fresh Look At It

Monday, August 20, 2:15pm - 4:00pm - #4880

Author of "Open Admissions: What Teaching at Community College Taught Me About Learning", Ned Bachus has taught at the Community College of Philadelphia for nearly four decades. He is an author and singer-songwriter who is passionate about teaching and learning from his students.

United Way: Walk-A-Mile

Register for the **Walk a Mile** experience! You will not actually be walking but you'll play the role of a family member who is struggling to make ends meet. This role is the story of a real person currently living in poverty in central Maryland. The goal of Walk a Mile is not to recreate what it's like to live in poverty, but to provide an experience that will raise questions and prompt dialogue about how to help struggling students who face the reality of poverty every day. Diversity credit awarded - **#4943**

Adjunct Institute

Save the date: **Saturday, August 18!**

[See a full list of the workshops & descriptions here.](#)

Adjunct faculty and teaching staff will have a full day of professional development opportunities on **Saturday, August 18th from 8:30am - 4:30pm.**



Join us for a continental breakfast from 8:30-9:00am and then select from the following concurrent workshops:

| | | | |
|---|-------------------|------------------|---------------------|
| • Teaching @ HCC | 9:00am - 10:15am | SET 101 | #3366 |
| • Community College 101 | 10:20am - 11:35am | SET 111 | #3367 |
| • First Day Strategies | 10:20am - 11:35am | SET 111 | #3368 |
| • Canvas Basics | 11:40am - 12:55pm | SET 203 | #4776 |
| • Teaching with Tech Tools | 11:40am - 12:55pm | SET 203 | #3369 |
| • Lunch | 1:00pm - 1:30pm | SET 101 | |
| • Active Lecture | 1:35pm - 2:55pm | SET 109 | #4869 |
| • Getting to Know Your Classroom | 1:35pm - 2:55pm | CL 164 / SET 111 | #3370 / 3376 |
| • Canvas Questions | 3:00pm - 4:30pm | SET 203 | #4779 |
| • Course Design Q & A | 3:00pm - 4:30pm | SET 107 | #4830 |
| • HCC Required Training | 3:00pm - 4:30pm | SET 109 | #Various |

Adjunct & Teaching Staff are also invited to come to the events on **August 16th** and **22nd** as well!

New Faculty Support Website

Our faculty wiki has a new URL - www.ctefaculty.com which still hosts our most popular resource, the [View Your Classroom](#) tool. You can also find resources from all of our workshops, faculty development events, technology tips and tutorials and much more! Take some time to explore our new site and let us know what you think by sending an email to IMFacultyLab@howardcc.edu!



[View Your Classroom](#)

[Professional Development](#)

[Tools & Technology](#)

[Contact](#)

Howard Hall

The N building renovation has been completed! It now has a new look, new technology and a new name: **Howard Hall (HW)**. Our dedicated Audio Visual Services and Design team is working hard to get the new rooms up and running before the start of the semester. We will have pictures & documentation posted as soon as possible up on the [View Your Classroom](#) page on the new faculty support website. We'll let you know as soon as we do!

Canvas Corner



I am Megan Myers, your (relatively) new Director of eLearning. Some of you may know me as a history faculty member or as the co-chair of ELECT (our eLearning Engagement College-Wide Team), but if you do not know me yet, I look forward to getting to know you all in the coming months. In 2016 I became involved in the eLearning research committee. As the chair, I was honored to work with a tireless group of faculty and staff to help put together a roadmap for the future of eLearning. I learned a lot about the past and present of eLearning at HCC through the committee's faculty/staff surveys, visits to division meetings, and numerous faculty / staff focus groups.

I come to this position as a faculty member and as a consensus builder. I am excited about this position because I see here the real opportunity for us to make transformative change for students. As an institution we can help students affirmatively choose if online learning is right for them. If it is, then we can meet them with the right support to help them be successful. We can assure that students have access to our courses regardless of any disabilities. Hopefully, along the way we can also learn from each other and even have a bit of fun. I am excited to work with you and to hear your ideas. I want to help you share the exciting work that you are doing in your online courses, if you teach online, or in your supplemental sites, if you use Canvas in a face-to-face class. I hope that together we can build our eLearning community and capacity.

I want to thank everyone who has so generously welcomed me to my new position. The spirit of collaboration between eLearning and Faculty Development will mean we can serve faculty and students efficiently. eLearning will continue to grow and evolve as Mary Jo Schreiber will leave us to dedicate more of her time to teaching and a new Assistant Director of eLearning and Instructional Designer will hopefully be joining me soon.

Please look for eLearning PD and please come by and say hello or start a conversation about how we can help you. I am looking forward to working together!

Megan Myers, Ph.D.
Director of eLearning

Canvas Tips for a New Semester

Course Tour Video

Consider creating a Canvas course tour video to welcome your students and show them where they will need to go and what they'll need to do in each section of your course. (*Mediasite is a great tool for this!*)

Virtual Office Hours

Consider hosting office hours with Zoom. You can chat using voice, video, or typing, with your online students. If you need help getting started just email eLearning@howardcc.edu.

Assess Online Readiness

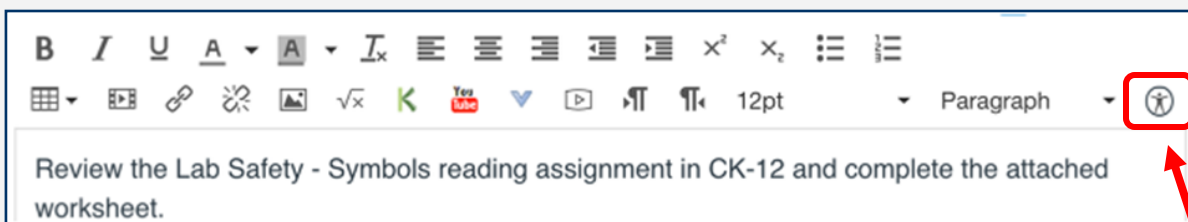
First time online students are prompted to take the Smarter Measure online readiness test. Think about asking them questions about their readiness whether they are new online students or returning online students. Let them help teach each other about what kind of skills they will need to succeed.

Gradebook

Heads up! Canvas Gradebook has a new look and some new functionality! Read about it [here](#) or come to the PD sessions (**August 9th at 2 pm** or **August 22nd at 1:30**) to learn more.

Canvas Accessibility Checker

As more and more of our content is digital and housed in Canvas, it is important to make sure it is accessible to all of our students. It will also be much less work from a faculty point of view if you make your material accessible bit by bit, rather than waiting until the minute a student who needs an accommodation enrolls and then there is a big job to do. Let us help start the process by just starting with one Canvas page or assignment.

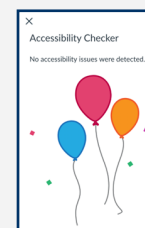


Have you ever seen this little person in your Canvas site? Who or what is it?

It is your **Accessibility Checker!** That means that by clicking this button you can find out if the page that you are on is accessible to students with disabilities.

If you see balloons after clicking the accessibility checker, there are no issues. If there are issues, don't worry. Come to the [Canvas Accessibility Checker Workshop](#) during PD week: **Wednesday, August 22, 2018, 11am – 12:30pm, Index #4033.**

Pick one problem on one page and we will work on fixing it together.



mediasite® New Updates

Mediasite users - you are in for a treat! Mediasite has been updated to give you several new features to make your videos even more engaging!

- Explore the **quizzing feature**, which lets students answer questions you have embedded in your video.
- Create and edit **closed captions** to create **searchable, accessible, ADA-compliant study tools**. You can also export captions as transcripts for students to review.

[Register](#) for one of the upcoming training sessions on Mediasite to learn more! There are sessions on **August 16, 17 & 22.**

New users should sign up for **Teaching with Video: Mediasite Basics**. Experienced users looking for advanced features such as editing, tagging, catalogs, video & quiz analytics, should register for **Teaching with Video: Mediasite Toolkit**. We hope to see you there!

IDEA Course Objectives

IDEA Tip #1: Know your IDEA course objectives before you plan your course. Your department has identified certain Essential and Important objectives which reflect areas of emphasis in your course. Additionally, student feedback on these objectives are what generates your IDEA score.

If you don't know which objectives are essential or important, your course design may not align with your department's goals for the course and your IDEA evaluation.

Email your department chair or IDEA@howardcc.edu to find out the course objectives for your course! Next, contact Faculty Development if you would like assistance with building activities that support those objectives.



First Day Strategies

The first day of class is the first impression you set for your students and it sets the tone for the rest of the semester. Here are **6 ideas** for starting off the semester right:

1. Help Students (and Yourself) Remember and Use Names (Carnegie Mellon University)

Unforgettable Neighbors - Pass out index cards to students and have them write a word that is descriptive or significant to their interest. Tell them that it has to either rhyme or start with the same letter as their first name. Then ask students to talk to a neighbor and explain why they chose the word. Finally ask for a few volunteers to introduce their unforgettable neighbor. Collect the cards at the end so that you can use them and refer back to them throughout the semester.

2. Align Your Students' Expectations with Your Own (Weimer, 2017)

Best Class / Worst Class - On the board, write "The best class I ever had..." on one side and on the other, write "The worst class I ever had...". Ask students to come up to the board and write down some things that made the best class so good and what made the worst class so bad. Discuss as a class and compare their answers with yours as the instructor. Then agree as a class to not do the worst things (as long as it's reasonable) and to strive to incorporate the best things into your class as much as possible.

3. Introduce Your Syllabus with an Engaging Activity (Carnegie Mellon University)

Syllabus Speed Dating - Split students into groups of 3s or 4s. Then assign each group a different section of the syllabus. Have each group create 2-3 multiple-choice questions based on their section of the syllabus. Then have students find a partner that was not in their group and have students quiz each other on the questions they each came up with. Students should give the correct answers after their partner guesses. Repeat this 2-3 times so that each student will have had 3 partners that were not in their own group. Then come back together as a class. Ask students what important information they learned through this activity and discuss any questions that come up about the syllabus. Reinforce any important information that was not covered in the discussion. Collect the questions at the end.

4. Introduce the Textbook (Issa, 2017)

Teacher's Choice - Explain why you chose the book you're using and what its strengths and weaknesses are. Tell students how you are going to use it and how you want them to use it. How should students read the book? Should they read from the first page to the last page of each chapter or should they focus on certain sections within the book? How are you planning to use it? What will their required readings be and how long should they be spending reading the book? Are there any interesting or important facts about the author that might be relevant? How should they take notes?

5. Assess Your Students' Prior Knowledge & Get to Know Them (Cornell University CTE)

Student Survey - Create a Google Form (or a printable Word document) that you can give to your students. Ask them to self-assess their knowledge of core concepts or requisite knowledge that they should have for your class. Ask students what you can do to support their learning and give them space to tell you anything that might affect their learning or performance in your course during the semester. You can also use part of the survey to give a pre-test for upcoming content.

6. Make Students Hungry for Your Content (Castillo, 2013)

Teach 1 Thing! - Make sure you dedicate time to start teaching content! Make sure you do at least one activity that is representative of what students will be doing throughout the semester. This is your chance to set classroom norms - if you want them to stand up and move during activities, start having them do this early so that you face less resistance later on.