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December 2017 Newsletter

"The correct analogy for **the mind is not a vessel** that needs **filling**, **but wood** that needs **igniting**; and then it motivates one towards originality and instills the desire for truth."

- Plutarch

IDEA Evaluations Are Due Soon!

IDEA course evaluations are available **NOW** for student participation. The IDEA Diagnostic (also known as the "Long Form") is being used by most credit classes this Fall. It is a comprehensive tool for collecting student feedback on key objectives related to a course. Student responses to questions related to objectives identified as either Essential or Important, contribute to the overall IDEA scores for a course. More importantly, they provide the faculty member with insights into the reported student experience with the instructor, content and their own perceived mastery of the learning goals for the course. Faculty may monitor their student response rates for their course evaluations by visiting https://howardcc.campuslabs.com/faculty/.

January Professional Development

January 16th - VPAA Meeting w/Faculty (Smith) 10:00am-12:00pm
January 17th & 18th - PD Mini-Conference (All Day)
January 22nd - Faculty OER Presentations/Workshops (DH100) 9-11:30am
January 22nd - Faculty Forum (DH100) 12-1:30pm
January 23rd - All Faculty Evening starts 5pm
January 26th - Convocation (Smith) 9:30-11:30am

Submit your faculty development workshop for the January PD mini-conference here.
Mini-conference dates are
January 17th and 18th

If you have an idea for a workshop or presentation but want help planning it, send an email to IMFacultyLab@howardcc.edu to work with an instructional designer on your workshop!

Faculty Spotlight: Dr. Yang Yu

I borrowed the book *Small Teaching* **by James Lang** (*available at the HCC library*) from Amy Chase Martin and I found it extremely helpful. It is amazing that these little things can be so powerful. I implemented many strategies from the book straight away without making major changes in the course.

One strategy I found very useful is to solicit the prior knowledge of my students at the beginning of each individual topic. I asked students to work in small groups and spend 5-7 minutes writing down what they think they already know about the subject, and took another 5-7 minutes to solicit the responses and discuss them.

This activity helped me correct any mistaken perceptions they have and also activated their prior knowledge that I want to build on or reinforce. A small change, but so powerful, try it!

- Dr. Yang Yu, Instructor and Coordinator, Geography, Social Sciences at HCC

Take a Survey and Get a Chance to Have Coffee or Tea with an ISD!

It's the **Faculty at the Center Newsletter's 5th issue**! We want to know what YOU think of our newsletters and offer you a chance to have **breakfast with an instructional designer**! We value your feedback so click here to answer this 2 question survey. You'll have the option to enter your email address for a chance to win a tasty breakfast with us! TWO faculty members will win.

End of the Semester Grade Submissions

The end of the semester means you have to submit your students' final grades! Here are some reminders from the **Office of Records, Registration, and Veterans' Affairs** concerning *how* and *when* to submit final grades:

1. Report final grades for ALL credit courses through myHCC **within 2 days** of the section's last class meeting or exam. Use **Internet Explorer** on a laptop or desktop computer to access myHCC daily from **7am until 11:30pm**.

2. **Submit grades -** Log in to myHCC and click "**Enter NA and Final Grades,**" the second Self Service link under "For Faculty." The grade roster times out **after 10 minutes** so enter and submit your grades in batches, and only enter the true final grades. For more help- visit the Semester Obligations Grade Submissions tutorial.

3. **Failing grades -** Be sure to input a **Last Date of Attendance** in the **MM/DD/YYYY** format, e.g. **06/15/2017**.

4. Students can see their grades in myHCC the next business day.

5. **Incomplete Grades -** After submitting an I-grade online, you are required to submit an Incomplete Contract to your division office **within two business days of reporting grades**.

6. **Change Grades -** Resolve outstanding grade changes by submitting the Change of Grade form to your division office **within two business days of the resolution**.

These forms and more are available to you on myHCC.

Please note: If you submit these forms or any other grade information via email, do so **only** from your HCC email address. Student record information may NOT be communicated via external email addresses.

Innovations in Individualized Learning - Update from Allison Bell & Greta Holtackers Cannon

The Developmental Math Coordinators in the MATH Division have been using computer based instruction in their classrooms for many years. In 2015, Greta Holtackers Cannon and Allison Bell piloted the use of McGraw Hill's ALEKS software in several sections of MATH-061. ALEKS is an adaptive software program that uses algorithms to create a custom learning path for each student, promoting student success as they work through their individualized path of content. The successful pilot led to the addition of sections of MATH-067 in Spring 2016. Since the pilot, the MATH Division has implemented the use of ALEKS in all MATH-061/3/7 classes. Our data and experience with the ALEKS platform has shown increases in success rates as well as an increase in the number of students who are able to fast-track through multiple courses in one semester. Results also indicate a decrease in withdrawal rates for lowest level courses. In order to cater to all students' needs, the Developmental Math Coordinators also implemented an On Demand Room, where students can get assistance from another instructor through short lectures, or more in-depth discussions of concepts. Together, the individualized ALEKS platform and On Demand Room have led to greater success rates and positive feedback from our students.

QUICK TIP! – Transition Between Topics By Having Students Share Notes

When you finish lecturing on a topic, before moving on to the next, transition between the two by asking students to summarize what was just discussed. Pair students and ask them to share their notes and explain what they understood to each other. Walk around the room and monitor for misunderstandings. Then elicit a few responses to sum up and show how they are related to the next topic before moving on.

Want More Tips?: Active Lecture Tips on the HCC Faculty Support Wiki or **Email:** IMFacultyLab@howardcc.edu
or **Contact Amy Chase Martin, Director of Faculty Development and Instructional Media at x4848**