CIETL @ Cañada College

Center for Innovation and Excellence in Teaching and Learning

http://canadacollege.edu/inside/CIETL/index.html

An introduction to CIETL

As Co-Coordinators, of the Center for Innovation and Excellence in Teaching and Learning (CIETL), we would like to introduce the first issue of *CIETL @Cañada.* This newsletter is our way of connecting with you, but we would also like to share your interests, challenges, and accomplishments around innovations and excellence in teaching and learning, so please email us your suggestions about what we should include in the following issues of this newsletter.
Sincerely,

Carol Rhodes, Professor of Biology rhodesc@smccd.edu
Denise Erickson, Professor of Art History erickson@smccd.edu
Anniqua Rana, Professor of ESL/English rana@smccd.edu

THE MISSION

CIETL is committed to the college's core mission of helping all our students move successfully through their academic plan, including basic skills, transfer, and career/technical education courses. CIETL does this by piloting, evaluating, and supporting innovative teaching and learning practices that encourage collaboration and community building and increase the retention, success, and persistence rates of our students. CIETL promotes sharing of this scholarship of teaching and learning among faculty here and elsewhere.

CIETL Advisory Board

Danielle Behonick (behonickd@smccd.edu) Health Sciences

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Mike Stanford (stanfordm@smccd.edu) History

IMPORTANT DATES

All the meeting listed below will meet at the same time:
2:00-3:30 pm

Tuesday, Sep 28
 FIN session I: Introduction to Focused Inquiry Networks (FIN)
Bldg 3-142

Monday, Oct 25
Learning Communities

Tuesday, Nov 30
FIN session II
Bldg 3-142

Monday, Jan 31
Professional Development Opportunities

Tuesday, Feb 22
FIN session III
Bldg 3-142

Friday, Mar 11
Technology Forums

Tuesday, April 26
 Planning for Fall 2011

Focused Inquiry Network (fin)

What is the Focused Inquiry Network (FIN)?

The Focused Inquiry Networks are informal, dynamic groups of faculty and staff (and sometimes others) at a community college whose members learn together about their professional practice by conducting an inquiry about a topic of importance to them. The inquiry steps are (1) design the inquiry; (2) collect data; (3) make meaning and shape practice; and (4) share the information with the college community. Through participation in the FIN, members simultaneously answer important questions and build their capacity to collaboratively conduct such inquiries. FINs are neither student learning communities nor a series of workshops or training sessions. They are communities of faculty and others who inquire and learn together about their professional practice. Within each FIN one or two members serve as its Facilitator. FIN Recorders and Presenters share the work at the college.

How can I participate in FIN?

If you are interested in participating in the Focused Inquiry Network, please plan to attend the first FIN meeting on **September 28 at 2:30 in the CIETL Center in Bldg 9**. Please bring others who will participate with you in the FIN project. Here is the form you will complete to begin focusing your inquiry.

Title of your inquiry Project:

Facilitator will coordinate group meetings:

Recorder will document discussions and inquiry:

Presenters will share the information with the college community:

Other participants:

FRAMEWORK FOR MAKING AN INQUIRY PLAN

What is the tentative goal for student success/student completion that your group would like to pursue?	
What are some ideas about what might be impeding student success and attainment of the goal?	
What questions would you like to investigate to gather more data to check out your ideas?	
How do you go about gathering more information? What's your inquiry plan?	

Adapted from http://www.insites.org/CLIP_v1_site/m1/010_M1_titlepage.html and www.Fincommons.net

Examples of FIN

Here are some suggestions for inquiry:

- *How does my students' writing change when they participate in a learning community that links an English composition class with a class in history or anthropology?*
- *Why do capable students fail? What can we do as educators to increase their chances of success?*
- *Why do my mathematics students struggle with word problems?*
- *What are the most important concepts in the algebra course? What do students need to know to go on to the next mathematics course and how can we be sure they know it?*
- *How many students start in basic skills and successfully reach transfer level courses? What is the typical pattern of progress? If students stop out, do they come back?*

To answer such questions, a focused inquiry group might explore and analyze a variety of evidence, ranging from fine grained observations in the classroom to data about campus-level trends. Examples of evidence include the following:

- Classroom assignments with examples of student work across different sections of a class
- Pre- and post-assessments given in a class
- Results of a common final exam
- A series of "think alouds" where students talk through their thought process while solving a problem
- Student interviews, focus groups, surveys or reflective essays
- Campus data about patterns of student success, retention, and persistence
- Data from research conducted by educators in other settings

from http://www.hewlett.org/uploads/files/FacultyInquiryinAction.pdf

FIN Facilitators and dates

FIN session I: Introduction to Focused Inquiry Networks (FIN) Tuesday, Sep 28 (2:00-3:30 pm)   3-142

Cleavon Smith is an English instructor and member of the Berkeley City College Faculty Inquiry Network team. His team's inquiry into metacognition and semester-to-semester skills transference has helped shape curriculum and institutional initiatives at BCC.

FIN session I: Sharing Ideas (FIN) Tuesday, Nov 30 (2:00-3:30 pm)   3-142

Rose Asera is currently the Director of Pathway Connections and is responsible for outreach and engaging the wider community of interest. From 2004-2009 she directed the Carnegie project on Strengthening Pre-collegiate Education in Community Colleges (SPECC), a multi-site action-research project that focused on teaching and learning in pre-collegiate mathematics and English language arts courses at 11 California community colleges.

Academic Integrity and Plagiarism

"My class discussions on plagiarism have been quite enlightening today. Students read and responded to the recent NY Times articles on the topic, and then as a class we took the University of Maine online plagiarism quiz http://plagiarism.umf.maine.edu/is_it.html. The quiz revealed that what seems to be an obvious concept is not so clear in practice. Other faculty would have plenty of areas of confusion/disagreement with the quiz, like my students and I did . . . all of which goes to show that this is an area in which our students need guidance and help. In general, I have been pleased with this strategy of tackling the issue head-on but without being accusatory or threatening. My guess is that if students understand the rules, and have been taught how to cite sources correctly, plagiarism will not be as much of a problem as it has been in the past (i.e. the last two semesters, for my students).

If other faculty want to strategize about how to help our students avoid plagiarism, I'd like to be part of the group."

Contact Lisa K. Palmer, Professor of English palmer@smccd.edu
Study in Florence, Italy Spring 2011 Visit:
http://studyflorence2011.blogspot.com/

Turn It in

A brief 9-minute Video Walk-through Demonstration of our new Turnitin2 solution is now available at: http://www.turnitin.com/demo_video.asp

Additional information about the Turnitin2 changes, please visit: http://turnitin.com/static/what_is_new_writecycle2.html

Contact: Yvelin Yang p: 866.816.5046 x330 e. yyang@turnitin.com

Tracdat Update

The entire campus, instructional and student services, is now using the Tracdat database for recording SLO cycles. The reports generated by Tracdat can be strong evidence for additional resources, as part of Program Reviews.

If you teach, you should decide which particular course SLOs that you are assessing this term, and send that information now to the Faculty Lead for your discipline. Near the end of the term, you will receive an email from that person, and the email will have a direct link to the Tracdat page in which you can enter your results, supporting documents, and any action plan. That's it!

I will hold workshops for faculty Leads and for all faculty, grouped by discipline, so you can share assessment plans with colleagues and get those plans loaded into Tracdat at the same time. Let me know if you want me to assist your group getting up to speed with SLOs and Tracdat.

Carol Rhodes, Professor of Biology rhodesc@smccd.edu

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