THE CENTER FOR LEARNING & TEACHING

The CLT Chatter

The Center for Learning & Teaching Has a New Logo
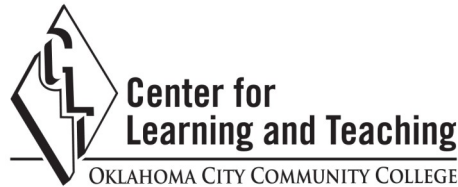
The Center for Learning & Teaching team has chosen a new logo! This logo represents some of the core beliefs and mission of the CLT.

Diamond – Innovation. The CLT team places great priority on researching the latest innovations that could benefit the processes of teaching and learning.

Open sections of diamond – The CLT team recognizes the need for continuous learning.

Open lettering in the middle of CLT – The heart of the CLT team is open to seeking new ideas, new research, new technologies, and broadening our horizons to meet the needs of OCCC faculty and students.

The CLT team would like to express their gratitude to Michael Cline in Public Relations for his patience and assistance as we worked to identify a logo that represented our mission and vision.

Faculty Joint Efforts Yield Best Practices for Online Learning

Most faculty on campus would agree that online learning strategies are different in a virtual or online environment than in a traditional classroom setting. Continuing in support of the College's ends, the Online Learning Committee, with input from faculty, and deans. The resulting best practices recognize the unique needs of the online learner while maintaining research-based instructional practices and can potentially serve as a guide as instructors create or modify courses.

1. Course introduction, syllabus, current schedule, and a personal greeting from the instructor are available online.

2. Course and unit outcomes are clearly communicated and measurable.

3. Course grading policies are clearly stated as are descriptions of required assignments and tasks.

4. Course is designed for interaction between students and student-faculty.

5. Response time for communication and grading are clearly communicated.

6. Course design is based on appropriate pedagogy for the media and content.

7. Continued student engagement is expected and required by course design and the enforcement of timelines.

8. Course design should support multiple learning styles and should exhibit high expectations for student learning.

9. Required resources are displayed in a timely manner and provide the information to support the student during their learning.

10. Resources should be scholarly and properly cited and permission has been received for their use.

11. Navigation throughout the course is logical, consistent, and efficient.

12. Multiple points of contact are listed for support within the online learning environment.

13. Web design and presence should be engaging and inviting for learners.

14. Course incorporates ADA standards.

> *"Don't be afraid to take a big step if one is indicated. You can't cross a chasm in two small jumps."*
> *- David Lloyd George*

> *"The art of teaching I the art of assisting discovery."*
> *- Mark Van Doren*

Teaching Strategy Highlight: Collaborative Learning
by Ray McCullar, History Professor

Collaborative learning encourages class attendance, insisting through team work, that students take responsibility for their own learning, and the progress of team members as well. Socialization through team building is the promotion of learning, enhancing understanding of diversity, increasing appreciation of differences, creating respect for distinct student competencies, minimizing academic isolation, and establishing learning as a group process in which the instructor is a resource and guide.

Government agencies, businesses, project managers, and editors are insisting that professionals work as part of a team, and accept individual responsibility for part of the larger scheme on which other team members depend. Collaborative learning imposes more work and greater responsibility on both student and teacher to ensure that learning happens. Attendance, participation, and active involvement of student and teacher is absolutely vital in collaborative learning. In a lecture class, a student may miss a class and get notes from other students or tape the lecture but in a collaborative learning classroom, all students and the instructor must be actively involved in the learning process. To ensure that students realize the goals of collaborative learning it is essential that groups change often so that socialization is attained and the focus remains on task. Paired or triad testing is useful in collaborative learning, and if scholars taking the exam get the same grade, a group dynamic works to get all students in the group to study and think. Collaborative learning insists on the teacher taking the focus away from grades in favor of assessment and learning.

Not all students like collaborative learning. Traditionally, the United States is a strongly individualistic society that worships American idols. Some students do not want to work with other students. Collaborative learning should be clearly identified so that students who want to go it alone may do so; the future is cooperation.

Save the Date: Future of ANGEL Webinar

Blackboard (ANGEL Learning's parent company) has announced they will be hosting webinars for their ANGEL customers regarding the future of ANGEL. This session will provide an update on the future o ANGEL and the influences of the Blackboard support team on the ANGEL design team. They will be addressing client concerns and future plans for ANGEL 8.0 will be hosting two sessions of this webinar on our campus.

Thursday, Feb 11, 1:00

Thursday, Feb 18 12:00

These sessions will be held in HP 215A. Save the Date to join us as we learn together from the administrative team for ANGEL learning.

THE CLT TEAM
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