

# TLC Day

April 6, 2018

Harold Washington College's Teaching and Learning Community, TLC, is emerging through the collaborative efforts of the Assessment Committee, the Committee for the Art and Science of Teaching (CAST), and the Office of Instruction. As a community, we seek to explore strategies and ideas for improving student learning, enriching our teaching approaches, and maintaining faculty-driven professional development.

## *Schedule at a glance*

Session	Presenter	Title	AC recommendations	Rm
9:30-10:00	TLC Planning Committee  Michael Heathfield	Welcome!  HLC updates		103
10:00-10:45 Opening Session	Shana Cooper, English and Todd Heldt, Library	Improving Information Literacy	Information Literacy	103
11:00-11:45 Breakouts				
Breakout A	Daisy Guzman, GEAR UP! College Transition Coordinator and Jacquelyn Werner, Administrator/College Success	GEAR UP! Faculty Mentoring second year students	Human Diversity	607
Breakout B	Matthew Williams and Karen Smith, Student Symposium Committee, ELL/World Languages	Organizing and running a student- centered event, “CCC Student Symposium at HWC”	Oral Communication Humanities Human Diversity	609
Breakout C	Paul Kelvington, HWC alum, and Ellen Eason- Montgomery, Criminal Justice	A student’s journey	Human Diversity Oral Communication	614
Breakout D	Yev Lapik, Biology	Effective writing online for Biology students	Natural Sciences Online Learning Effective Writing	620
12:00-12:45 Brown Bag	Carrie Nepstad Lunchtime Dialogue	Creating an effective assignment	All	103

1:00-1:45 Breakouts				
Breakout E	Jeffrey Swigart Camelia Salajeon Fernando Miranda- Mendoza, Mathematics	Teaching percentages across the curriculum	Quantitative Reasoning	607
Breakout F	Jennifer Cox, Speech	Planning and assessing oral presentations in non-speech courses	Oral Communication	609
Breakout G	Megan Ritt, English	Providing meaningful feedback on student writing	Effective Writing	614
Breakout H	Joe Hinton, Geography Social and Applied Science	Providing Gender Neutral bathrooms at HWC	Human Diversity	620
Breakout I	TBA			622
2:00-2:45 Closing session	C-SWGS, the Committee for the Study of Women, Gender and Sexuality	Women's, Gender, and Sexuality Studies Across the Curriculum!	Human Diversity Humanities	103

# Session Descriptions

## Opening Session 10:00-10:45 in room 103

### Shana Cooper & Todd Heldt, “Improving Information Literacy”

The assessment committee has found that our students do not perform as well as hoped on tasks requiring information literacy skills. Professors Cooper and Heldt discuss possible reasons for this deficiency and share findings from their LIS 105 / Eng 102 Learning Community. Attendees will hear about the benefits of increased attention to information literacy skills in the classroom as well as some activities and assignments that others can incorporate easily into their classrooms to improve students' information literacy skills.

#### Reading

Silverman, C. (March 8, 2018). Living in a sea of false signals: Are we being pushed from “trust, but verify” to “verify, then trust?” Retrieved from <http://www.niemanlab.org/2018/03/living-in-a-sea-of-false-signals-are-we-being-pushed-from-trust-but-verify-to-verify-then-trust/>

## Breakout 11:00-11:45 in room 607

### Daisy Guzman, and Jacquelyn Werner, “Gear Up! Faculty mentoring second-year students”

The Office of Instruction is partnering with Gear Up to create a mentoring program to support second year Gear Up students (who are no longer eligible for the program). This aligns with the Human Diversity recommendations regarding creating opportunities for students to engage in community-based experiences with diverse populations and to reflect on those interactions both personally and academically in addition to establishing plans to support student groups as they reach across boundaries to increase connectivity among diverse student groups. We would like to present to faculty interested in participating in this pilot mentoring program regarding best practices and requirements of the program.

## Breakout 11:00-11:45 in room 609

### Matthew Williams, “Organizing a student-centered Symposium”

We would like to share our experience with organizing and running a student-centered event called the "CCC Student Symposium at HWC". This event allows our students to present their own academic work and research completed in any CCC class to the wider HWC community. The symposium is also intended to instill in participants a sense of themselves as budding scholars who are curious about the world around them. This event is a chance for attendees (students, faculty, and staff) to build connections across disciplines, departments and offices to further enhance the learning experience at HWC.

The Student Symposium connects with the following AC Recommendations:

- Information Literacy- Provide opportunities for students to self-assess information literacy skills in order to build a stronger connection between students' confidence and actual skill level.

- Oral Communication- Prioritize confidence building in students' abilities to prepare oral presentations well and to present orally in class.
- Human Diversity- Build an ongoing partnership with the Student Government Association and all other student organizations.
- Humanities- Increase opportunities for students to provide evidential support for their reasoning, encouraging them to apply technical or discipline-specific vocabulary whenever possible.

#### Reading

Fall 2017 Proceedings of the CCC Student Symposium at HWC

<http://researchguides.ccc.edu/c.php?g=756263>

#### Breakout 11:00-11:45 in room 614

##### Paul Kelvington and Ellen Eason-Montgomery, "A student's Journey"

HWC alum, Paul Kelvington, will describe his time here as a student, and how that experience influenced his educational and professional journey. This presentation relates to the Human Diversity student learning outcomes.

#### Breakout 11:00-11:45 in room 620

##### Yev Lapik, "Effective writing online for Biology students"

I would like to share my experience of offering reflective writing on-line assignments in introductory biology Majors' course (Bio 121). The rationale for introducing this approach into my pedagogical arsenal was:

- To help students develop metacognitive skills.
- To give students opportunities to write about scientific concepts learned in class.
- To help students interact with each other and instructor outside of class time.
- To give students opportunities to ask questions and receive answers from their peers and instructor.

I believe this approach relates to the following AC recommendations:

- Effective Writing: Review how and where student writing is currently expected within courses across the college, and require more frequent writing assignments in all disciplines, especially math and science
- Natural Sciences: Change instructional and curricular design to help HWC's students develop more sophisticated beliefs about learning and science
- Online Learning: Manage the discussion board by facilitating the conversations, and ensuring accuracy between students

#### Reading

McDermott, M. Using Multimodal Writing Tasks in Science Classrooms. Retrieved from

<https://pdfs.semanticscholar.org/9b36/e96bd1667ba22699ad0d2b470c7e5ec126ae.pdf>

## Bring Your Own Brown Bag Lunch 12:00-12:45 in room 103

### Carrie Nepstad, “Creating an Effective Assignment”

Reading: Faculty Center for Innovative Teaching Sauk Community College. Designing Effective Assignments. Retrieved from <https://www.svcc.edu/employees/facit/teaching/resources/course-design/designing-effective-assignments/>

## Breakout 1:00-1:45 in room 607

### Jeffrey Swigart, Camelia Salajeon, and Fernando Miranda-Mendoza, “Percentages Across the Curriculum”

Percentages Across the Curriculum: In 2009 the Assessment Committee's Quantitative Reasoning report recommended more emphasis on teaching percentages. In this seminar we will discuss various ways to do this. We will use Socrative during the seminar as an alternative to clickers, which will require you to answer questions with your smartphone. Those interested in Socrative may find this seminar interesting for that purpose as well. <https://www.socrative.com/>

#### Reading

Sullivan, B. Is Innumeracy America's Biggest Hidden Problem? Retrieved from <https://www.selflender.com/blog/innumeracy-biggest-problem.html>

## Breakout 1:00-1:45 in room 609

### Jennifer Cox, “Planning and assessing oral presentations”

The AC recommendations place strong emphasis on oral communication and presentation and encourage faculty to look for opportunities to strengthen students' public speaking skills. In support of those aims, I would be sharing: 1) Simple techniques for talking to students about their delivery before their presentations; 2) What instructors should look for during the student presentation; 3) How to critique their delivery as part of their presentation grade.

#### Reading

The University of Bedfordshire put out two great videos on presentation delivery:

1. A deliberately awful one: <https://www.youtube.com/watch?v=ATfY8dvbuFg&t=>;
2. And a follow-up, the same presentation much improved: <https://www.youtube.com/watch?v=5utoLhjUuAI>

## Breakout 1:00-1:45 in room 614

### Megan Ritt, “Providing meaningful feedback on student writing”

Join a discussion on effective writing feedback, including some examples from my classroom and some research I had found re: delaying feedback (see link). This relates to the effective writing goals: "Provide specific feedback to students about where the strong areas and problems are in written work as well as recommendations for how the student can improve in those areas rather than providing broad statements about written work" and "Provide professional development to all faculty regarding strategies to give more useful feedback to students about their written work."

#### Reading

Louden, K. (June 4, 2017). Cult of Pedagogy. Delaying the Grade: How to Get Students to Read Feedback. Retrieved from <https://www.cultofpedagogy.com/delayed-grade/>

### Breakout 1:00-1:45 in room 620

#### Joe Hinton, “Providing Gender Neutral Bathrooms at HWC”

I would like to discuss how our college might incorporate gender neutral restroom facilities and the work that has been done between faculty and administration to accomplish the goal. It aligns with one of the AC recommendations on Human Diversity: "Broaden our definitional boundaries so our data and categorical definitions mirror the increasing complexity of human diversity represented in our student body and wider contemporary society. Broaden gender categorization choices beyond the simple binary choice of female or male."

#### Reading

Tobia, J. (March 23, 2017). Why all Bathrooms Should be Gender-Neutral. Retrieved from <http://time.com/4702962/gender-neutral-bathrooms/>

### Closing Session 2:00-2:45 in room 103

#### Amanda Loos, Jennifer Wilson, J-L Deher-Lesaint, & Juan Martinez.

Hosted by HWC’s Committee for the Study of Women, Gender, and Sexuality (formerly Women’s Studies Committee), this roundtable will gather faculty across disciplines and departments – from the Arts, Humanities, Sociology, Literature, and more – to share curricula, stories, insights, and strategies gained during our collective decades of teaching and research in Women’s, Gender, and Sexuality Studies.

With respect to gender diversity and feminist practices, this discussion will aim to:

- 1) collect, engage, inspire, and support our colleagues in their own work with students;
- 2) contextualize and ground our human diversity outcomes in current WGSS scholarship; and
- 3) examine, re-envision, and expand our methods, policies, and possibilities college-wide.

As it has since the 1980’s, C-SWGS continues to serve as a vibrant resource and gathering space for authentic conversations about issues of gender equality, intersectionality, liberation, and accountability in our community.

#### Readings

Ransby, B. (January 2, 2018) Decolonizing Knowledge: Embracing an Insurgent Intellectual Tradition in the Spirit of Ella Baker. (Talk) Retrieved from <https://www.youtube.com/watch?v=HhYRN8-JEpE> ; and

WGS at Community Colleges facebook.com (networking resource).