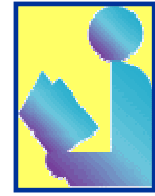


Center for
Excellence in
Learning and
Teaching

Faculty News You Can Use



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A collaborative effort of the Center for Excellence in Learning and Teaching and the Media Library

The Teaching-Learning trinity; teaching philosophy statement by Steve Thien, Kansas State University

For best facilitating learning in your students, it is best to think of teaching and learning as a trinity:

Learn to learn: Understand how students learn. Teachers who understand the learning process can intentionally pass along knowledge and measure its transfer.

Learn to teach: Learn how to produce learning. In teaching, as in carpentry, the selection of tools depends on the task. The selection of a learning goal should always precede the selection of a method of delivery or practice.

Teach to learn: learning integrates new knowledge from your discipline into a student's existing knowledge base in a manner that makes it accessible to apply to future activities.

His suggestion is to use the following 4 item check list:

- Establish learning goals
- Create learning environments that achieve these goals
- Assess outcomes to verify learning
- Modify goals as necessary to promote success



His analogy is learning as 3-legged stool: Take away one of the legs and the stool does not stand



Interesting tidbit about students who have recently started the DC program at NYCC:

When 1st trimester students were **informally** asked how many had taken an on-line course at some point in their education the results were:

- ☞ First trimester who started in Fall 2007—approximately 75 percent
- ☞ First trimester students who started in Winter 2008—approximately 60 percent

Web Browsers: Firefox (Mozilla Firefox) and Internet Explorer 7.0

Some faculty have wondered what the browser Firefox is. A browser (also known as web browser) is a software application used to locate and display Web pages. Some of the most commonly used web browsers are Internet Explorer (6 being an older version than 7), Firefox, Opera, Safari and Netscape. Each of the browsers have advantages and disadvantages depending on the webpage they are displaying. Some web browsers are less susceptible to spyware than others.

Currently, most NYCC faculty computers are configured to use Internet Explorer 6 (blue e on your desktop used to access the Internet) as your web browser. At some point in the future, NYCC will upgrade to Internet Explorer 7.0. Many faculty computers already have Firefox installed. It can be accessed by clicking on the icon on the desktop or by going through Start—Programs menu. Your usual favorites/ bookmarks may not be immediately available.



Here is something interesting from the newsletter *The National Teaching and Learning Forum*.

<http://www.ntlf.com/> This article discusses students and challenges to assigning course work in an online class environment. The following is an excerpt from one of the full text articles in the archives.

“Easter Egg Hunt

In a study of student claims about course-related behaviors, University of Minnesota professor Randy Moore asked 611 students in an introductory biology course to read the course syllabus. Embedded in the syllabus was an "Easter Egg," a way to gain bonus points that required virtually no effort on the student's part. Although 76% of the students claimed to have read the syllabus, only 1% earned the bonus (Moore, 2004).

The conclusion? Despite claims to the contrary, students don't read what we assign them to read. So, maybe the problem is not the technology after all. Rather, the technology merely favors a communication mode that students are unwilling to use. For faculty teaching online or considering such a move, the lesson is clear: technology should not be used to deliver more reading materials, but other things: sound, images, simulations, games, and other "rich content," ideally combined with interactive experiences. Given a choice between text and multi-media, pick the multimedia. But this is hard. Those of us who were educated in the pre-Internet days take genuine delight in linking content to our course pages: we remember all too well the immense effort required to locate content only a few years ago. Too bad that the research offers little hope that students will actually read the content we want to link.”

¹David A. Starrett, Michael L. Rodgers, and Thomas C. Laughner. “TECHPED: The e-Dog Ate My e-Homework!” *National Teaching and Learning Forum*, Volume 13 Number 3. Accessed from the Internet 1/29/08. <http://www.ntlf.com/html/pi/v13n3/techped.htm>

Coming soon: Center for Excellence in Learning and Teaching (CELT) will soon be launching their new webpage. The CELT Webpage will allow easy access to many educational resources and Brown Bag Learning Opportunity Offerings. Check on the progress at:

http://www.nycc.edu/webdocs/ic/IQA/celt/celt_resources.asp?aud=Faculty