

**Heartland Community College
Instructional Development Center
Spring 2006 Workshop/Brown Bag Lunch
Schedule**

PSSSSSSST

The IDC
Promotes knowledge of Self, Students, Syllabus,
Sources, and aSSessment in
Support of Teaching and learning.

**IDC Brownbag Lunch #1 (Students): Understanding Accommodations
for Students with Disabilities**

Friday, January 13th 11-1:00

Heartland Community College's Director of Disability Support Services, Anita Moore, will be in the Instructional Development Center to answer your questions about faculty rights and obligations when working with students with disabilities. Do I have to change my tests? What steps can I take to enhance the learning of students with disabilities? What does the law say about my interactions with students with disabilities? Come ask and have answered these questions and many more. We'll bring the cookies if you bring your questions.

IDC Open House (Support):

Thursday, January 26th 11-1:00 and Continued
Thursday, January 26th 4-6:00

Come learn about the functions of the IDC, discuss the Spring 2006 workshop schedule, meet with IDC staff, enter your name for book drawings, and share some snacks and beverages with us!

Workshop #1(aSSessment): Classroom Research

Tuesday, January 31 st	12-12:50	and Repeated
Wednesday, February 1 st	5- 5:50	and Repeated
Thursday, February 2 nd	4- 4:50	

In this interactive workshop, participants will use the teachings Patricia Cross and Mimi Steadman to turn their classroom assessment techniques or other activities into research questions and answers. The workshop will focus on how to formulate a research question, construct a research design, and collect information to find answers. Participants will be encouraged to share examples of classroom research they have done, and to bring classroom research questions they want answered.

Workshop #2 (Self): Promotion Portfolios

Wednesday, February 8th	12-12:50	and
Thursday, February 9 th	4- 4:50	

Past members of Promotion Review Teams and/or experienced portfolio presenters will be available to answer questions about best practices with respect to the construction, organization, presentation and formatting of your promotion portfolio.

Workshop #3 (Syllabus): Grading Rubrics

Monday, February 13 th	12-12:50	and Repeated
Monday, February 13 th	5- 5:50	and Repeated
Thursday, February 16 th	4- 4:50	

This workshop will introduce the use of rubrics in the assessment and grading process. We will discuss the rationale for using rubrics, the use and misuse of rubrics, and different types of rubrics. Then, participants will create their own grading rubrics for assignments from their courses.

Brown Bag Lunch or Dinner #2 (Students): Student Motivation

Wednesday, February 22nd 12-12:50 and
Wednesday, February 22nd 5- 5:50

What do you do to motivate students to dream about the future, to do their best, to see the big picture, to understand the value of an education, to act ethically and responsibly? Let's talk about your experiences, best practices and the existing research.

**Workshop #4a (Self and Students): Diversity Week:
Multiculturalism in the Classroom**

Monday, February 27th 5-5:50 and Repeated
Tuesday, February 28th 12-1:00

If individual learning styles are in part determined by culture, then is our teaching style reaching everyone's learning style? If we don't notice culture in the class (including our own), are we doing a disservice to the student learning process? Are our classroom examples, anecdotes, and jokes reaching everyone in order to help them learn? Are classroom discussions and group work problematic for some students and hinder the learning process? Are you intentional about your use (or nonuse) of cultural diversity in the classroom? We'll discuss these questions and more and look at some best practices in these areas.

**Workshop #4b (Students): Diversity Week:
Understanding Hidden Disabilities in Students**

Wednesday, March 1st 12-12:50 and Repeated
Thursday, March 2nd 5- 5:50

Anita Moore, HCC's Director of Disability Services will share information and best practices related to understanding students with hidden disabilities. Have you ever had a student with a disability who appeared "normal"? Have you ever wondered if a student was faking his/her disabilities because their symptoms seemed sporadic? Well, this workshop will address the implications for working with students with disabilities that can't be seen with the naked eye, how to improve interactions with students who have hidden disabilities, and instructional strategies for teaching students with hidden disabilities.

**Brownbag Lunch #3 (Students): *Diversity Week:*
Diversity in the Teaching and Learning Process**

Friday, March 3rd 12-12:50

We'll continue our weeklong discussion of diversity and difference in the classroom and talk about the impact that diversity, in all of its forms, has on the teaching and learning process.

Workshop #5A (Sources): Copyright: It's Not as Scary as You Think

Monday, March 6th 12-12:50 and Repeated

Monday, March 6th 5- 5:50

Is it legal to make multiple copies for distribution in the classroom? Can you show videos in class that warn "For Home Use Only"? You'll be pleasantly surprised as you learn to apply copyright law in a classroom setting. After learning the Four Fair Use Factors we will apply them to real life scenarios so be sure to bring your own copyright conundrums.

Workshop #5B (Sources): E-reserves

Tuesday, March 7th 12-12:50

Learn how to provide access to your reserves even when the Library is closed. See a demo and get the scoop at this session on e-reserves.

Workshop #5C (Sources): Databases

Wednesday, March 8th 12-12:50

Learn search strategies, the best databases for your subject area and get a sneak peak of exciting Library innovations to make searching easier for you and your students. You won't settle for Google-based papers after hearing what credible sources are available for your students.

Workshop #5D (Sources): Library Assignments

Thursday, March 9th 12-12:50 and Repeated

Thursday, March 9th 5- 5:50

Learn about tips and tricks for creating assignments that utilize your library while employing critical thinking skills. We'll show you the good, the bad and the ugly.

Workshop #6 (Sources): The Pedagogical Implications of PowerPoint

Tuesday, March 21 st	4- 4:50	and Repeated
Wednesday, March 22 nd	5- 5:50	and Repeated
Thursday, March 23 rd	12-12:50	

Although PowerPoint can be a powerful tool, the PowerPoint method of presenting information causes some students to STOP being active learners when the lights DROP down and they will PLOP their heads on the desk for a quick nap. This workshop will discuss the pros and cons of using PowerPoint in the classroom, some presentational dos and don'ts based on best practices and some tie-ins to textbook e-packets and WebCT, especially in the hybrid or online learning context. Participants should bring their examples of good and bad PowerPoint slides and their best practices with respect to using PowerPoint in the classroom and in distance learning situations.

Workshop #7 (Sources): WebCT Best Practices

Tuesday, April 4 rd	12-12:50	and Repeated
Wednesday, April 5 th	5- 5:50	and Repeated
Thursday, April 6 th	4- 4:50	

Come hear and see about best practices associated with the use of WebCT as a supplement to your course, as a hybrid course or as an on-line course.

Brown Bag Lunch or Dinner #4 (Sources): Technology in (and out of) the Classroom

Wednesday, April 19 th	12-12:50	and
Wednesday, April 19 th	5-5:50	

WebCT, Flash, Podcasting, SMART Boards, Video Streaming, wireless internet access, e-portfolios...What technology is out there to help you and your students with the teaching and learning process. We'll talk about uses and misuses of a variety of technology in the classroom.

Workshop #8 (Self and Students): Instruction and Student Learning Styles

Monday, April 24 th	12-12:50	and Repeated
Monday, April 24 th	5- 5:50	and Repeated
Thursday, April 27 th	4- 4:50	

This workshop is designed to introduce faculty to their own predominate teaching and learning styles as well as the potential teaching and learning styles of students. Faculty will take or bring “quick and dirty” teaching and learning self-assessments and discuss how different styles correspond to different preferences in the teaching process. The goal is for participants to be aware of different teaching styles that might work better with different learning styles. Faculty should bring examples of assignments and teaching techniques they have used.

Workshop #9 (Self and Students): Inquiry Based Learning

Wednesday, May 3 rd	5- 5:50	and Repeated
Thursday, May 4 th	4- 4:50	and Repeated
Friday, May 5 nd	12-12:50	

Roughly, Inquiry Based Learning is when allow, encourage or require that students ask their own questions and then collect and interpret information in order to help answer those questions. The emphasis is on process, context, analysis, synthesis and reflection rather than just facts or raw information. This pedagogy allows students to “do” and to “create” rather than “absorb”. We’ll talk about best practices associated with Inquiry Based Learning and see how you can turn your existing course activities into opportunities for Inquiry Based Learning. Finally, we’ll explore how to ask good questions and how to help students ask good questions.