The Center Exchange

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Greetings

Welcome to the October 2010 edition of *The Center Exchange*, which continues to build on our theme of *Community and Connections*. We encourage you to reflect on the quote below and consider how you foster a sense of community and belonging in your classroom.

> The American city should be a collection of communities where every member has a right to belong. It should be a place where every man feels safe on his streets and in the house of his friends. It should be a place where each individual's dignity and self-respect is strengthened by the respect and affection of his neighbors. It should be a place where each of us can find the satisfaction and warmth which comes from being a member of the community of man. This is what man sought at the dawn of civilization. It is what we seek today. —*Lyndon B. Johnson*

The Faculty Course Redesign Camp offered by the Center during the summer received such a favorable response, and was so effective at creating community and connections, that we are planning a second Camp during the winter session. As with the first camp the goals are to promote community building, teaching skills, active learning strategies, universal design for learning, and assessment while generating excitement for your course content, with the end result being the completion of a syllabus to use next year. In courses with multiple sections we encourage as many of those teaching the course to attend together. Faculty participating in the Course Redesign Camp will receive a $500 stipend and lunch daily. The Camp will run on January 3, 4, and 6, 2011, from 9:30 a.m. to 2:30 p.m., plus homework. There will be a limit of 10 participants, and participants are required to attend all three days. We are pleased to announce that, along with Chris, Sue Eliason will be returning to facilitate this session. If you would like to apply please contact cte@annamaria.edu.

We hope you take advantage of the services offered by the Center to help build community and connections, as well as the resources included in this newsletter. If you would like to share your ideas for creating community or how to promote effective student team work, we are available during office hours on Tuesdays from 12:00 to 4:00 and Wednesdays from 10:30 to 1:30 or by email (cte@annamaria.edu).

Happy fall!

Chris, Carolyn, and Allyssa

Center News

ANGEL Training
ANGEL training is now available on a one-on-one basis, facilitated by Liz Manos. If you would like to schedule a refresher session, or if you're new to ANGEL, please contact Liz directly at emanos@annamaria.edu to schedule an appointment.

Classroom Podcasting
The Department of Information Technology is considering implementing podcasting in the classroom, which would result in a file that can be published to ANGEL for students to review. Podcasting involves four easy steps: select recording device, record, stop, export (more detailed instructions are available). If you are interested in piloting this process, please contact the Center at cte@annamaria.edu.

New England Faculty Development Consortium Institutional Membership
The Center has purchased an institutional membership for the 2010–2011 academic year to the New England Faculty Development Consortium. Benefits include a subscription to the NEFDC newsletter *The Exchange,* voting rights in NEFDC elections, reduced registration fees for annual conferences and other NEFDC-sponsored workshops, and access to NEFDC resources, materials, and consultation services. Don't forget their fall conference is scheduled for November 19, 2010, at Holy Cross.

New Resource
The following title is now available in the Center's library: *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness* by Robert K. Greenleaf (Paulist Press, 2002). Servant leadership helps leaders find their true power and moral authority to lead. It helps those served become healthier, wiser, freer, and more autonomous. This book encourages collaboration, trust, listening, and empowerment, and offers long-lasting change. The Center thanks Virginia Heslinga for this donation.

Open Classroom Program
The Open Classroom Program promotes faculty discussion and reflection on teaching. Through this program faculty members have the opportunity to learn from each other and to build community. Below is the Open Classroom schedule for the fall 2010 semester. If you are interested in visiting a colleague's class, please contact the instructor first to be sure the day you'd like to visit is appropriate for observation.

Course Name and Number	Meeting Time and Location	Teaching Style	Instructor	Contact Information
EDU 201 Education, Culture, & Society	T/Th 10:40–12:05 F117 – Paxton	Interactive, small- and large-group discussion	Chris Holmes	cholmes@annamaria.edu
ENV 301 Environmental Equity	T/TH 9:25–10:40 Science 1	Less technical approach	Sue Swedis	sswedis@annamaria.edu
ENG 321 Beowulf, Chaucer, & the Medieval Tradition	M/W 2:00–3:15 Trinity 113	Blends lecture and full-class discussion in a small class of 8 students	Lisa LeBlanc	lleblanc@annamaria.edu
CRJ 250 Policing in America	M/W/F 10:00–10:50 W 7:00–9:55 Science 104		Marcel Beausoleil	mbeausoleil@annamaria.edu
CRJ 371 Physical Security	M/W/F 1:00–1:50 Science 110C		Marcel Beausoleil	mbeausoleil@annamaria.edu

Service-Learning Faculty Learning Community
by Drew McCarthy

Thanks to a grant from the Center for Teaching Excellence, Anna Maria College was able to form a Faculty Learning Community (FLC) to study and make recommendations about the shape service-learning will take at the college. Kathy Magee, Maria Bari, Michael Boover, and Judy Kenary have committed their time and talents to the community, which I, as the director of service-learning, will chair.

The FLC will seek to define the nature or parameters of service-learning; it will research models of service-learning at other small New England Colleges and recommend an appropriate variant for AMC. The community will also identify available resources to support service-learning in addition to recommending additional resources required to effectively achieve learning outcomes.

Working from some broad-based student outcomes suggested by the AMC mission, the community discussed focusing on a growth in understanding, respect, responsibility, and an integrated balance of the three (URRB). More specifically, students would grow in their understanding of effective ways to engage the larger community. They would form relationships exhibiting respect for cultures, traditions, and individuals, and they would demonstrate recognition of their responsibility to influence more just and peaceful communities. Since these learning outcomes are in the formative stage, any additional thoughts on the topic are warmly encouraged.

The final selection of desired learning outcomes will influence the decision-making process when it comes to recommending a model of service-learning. Listed below are some models that the community is considering. You are encouraged to look them over and offer suggestions for adaptations or new models altogether. Contact me or any member of the community with your thoughts and ideas.

- 1 course, elective, 100 hours required service
- 1 course, required within first-year experience course, 10 hours required service
- 1 course, distribution selection from among service-learning certified courses, service hours determined by course
- 1 course, required within a core course, 10 hours required service
- 3 courses, within first-year experience course and also a certified elective and a required core course, 10 hours required service in each for a total of 30 hours

Historical Journal of Massachusetts

In June 2011 the *Historical Journal of Massachusetts* will publish a special double issue to commemorate its 75th issue. This special volume will explore how various aspects of Massachusetts history have been reinterpreted over recent decades, providing a reappraisal of some of the pivotal themes in Massachusetts history from the Puritans to the American Revolution to the present, along with introducing readers to less well-known events and developments in Massachusetts history. The journal is seeking historians and scholars interested in contributing reviews to their special 75th retrospective issue on such topics as the Puritans, Salem witch trials, role of Massachusetts in the American Revolution, Native American history, women's history, labor/economic history, African-American history, Massachusetts politics, recent developments, new ethnic and immigrant communities, and the like. Please visit the journal's website for more information: www.wsc.ma.edu/mhj/.

Effective Team Work

From the September 2006 POD–IDEA Center Learning Notes comes the following reading by Donna Qualters based on the IDEA Learning Objective #5: ***"Acquiring skills in working with others as a member of a team"*** *www.theideacenter.org/sites/default/files/Objective5.pdf**.** Visit www.theideacenter.org/PODNotesLearning for more resources from the POD–IDEA Center Notes on Learning.*

Through carefully crafted and executed team work activities, students can gain the necessary skills to function effectively in a rapidly changing world of technology, knowledge management, and cooperative practices. The research on effective teams provides several useful strategies. Here are a few. These are most closely related to student acquisition of team skills and focus on team organization, engaging students actively, and helping students to understand that they can learn from each other.

"COMET" your teams. COMET is an acronym developed by Stone & Qualters (1), and its purpose is to guide team process. **C** represents **C**learly defined goals, assuring that teams understand the reason for using teams for learning and for work. **O** refers to **O**pen communication, stressing the skills needed to communicate effectively. **M** refers to **M**ember involvement, eliciting equal commitment and participation by all. **E** refers to **E**ducation, ensuring that members understand the talents and skills that everyone brings to the team. **T** is the most important element, representing **T**rust, helping teams to build interpersonal trust, and to identify and remedy difficult situations.

Carefully choose the task for teams. Keep course objectives, content demands, and learner skills in mind, and match the task to the situation. Team work is often very productive when the assigned tasks require higher level thinking skills. Tasks should require students to think critically, challenge each other's assumptions (with appropriate feedback skills), explore topics beyond their existing knowledge, and, when possible, provide opportunities for creativity. Tasks that are more concrete often do solidify current knowledge, but are not as effective in helping students to reformulate what they already know into something deeper and more complex. Nonetheless, such tasks may be appropriate for introductory courses where mastery of basic content is critical.

Carefully plan team size and composition. Research suggests optimum team size of three to five individuals (2).The make-up of teams can be student-chosen or teacher-constructed. Considerations in team make-up should include the maturity level (more mature students tend to work well in teams of their own choosing), presence of the skills needed to complete the task (often diverse skills are needed to be successful), and the proximity and availability (especially if team work will require many out-of-class meetings that cannot be accomplished online or via other new technologies).

Take the time to prepare the team before the work begins. Students often feel they "know" how to work in teams just because they have been in them so often during their secondary education. But time and energy invested in some simple techniques enhance team work. Begin with team-building exercises such as having members state their goals for the team apart from those of the instructor; develop, agree, and sign off on a set of expectations and team guidelines (for example, clear language on how the team is going to handle a non-participant); assist the team in determining the roles that will make the team function and how these roles will work, how leaders will be chosen, whether leadership will rotate, and who will act as recorder/scribe.

Educate teams about teams prior to starting. The more students know about the characteristics and qualities of successful teams, the more positive their experience (3). Making students aware of the stages of development (forming, storming, norming, performing) and the issues that arise in each stage will help teams understand that the difficulties they may encounter are normal and can be resolved. Take time to have students identify elements of successful and unsuccessful teams from their past experiences. This meta-activity will make them more aware of issues to attend to in the current team. One author suggests that the case be made that dealing with team difficulty is not only essential, but also an ethical and moral responsibility if the team is to function and achieve its goals. Rather than ignoring behaviors or refusing to get outside intervention, the team understands that holding team members accountable is not "ratting out" a member or violating team privacy, but a mature approach to ensuring a functioning team (4).

Demonstrate feedback skills and give assistance on conflict resolution. Providing students with tools and methods for frequent feedback increases the chances of success for the team. The use of an observer role that rotates among team members is one tactic that provides neutral feedback to the team on how it is functioning and what potential areas of difficulty might be. Another tactic is to discuss the elements of effective feedback and then have learners practice giving feedback to team members, particularly if that feedback contains criticism. This is best done prior to the team beginning its actual work. A third possibility is to have an ongoing record (virtual or real) of the activities of the team, the assigned tasks, the deadline dates, and the rate of completion for each member.

Provide a written guide for student teams. Elaborate and well-written guides are available on the Web (8) and in the literature (5) that can easily be adapted to most situations. These guides enhance team preparation, provide tips and tools for team success, and contain assessment and monitoring mechanisms to help the team stay on track. Developmentally, it is important to have more detailed guides for introductory courses where students are not only new to the institution, but often new to each other and to college-level work.

Use technology to enhance team interaction. Having team work sites on course management systems allows teams the ability to interact more frequently when apart. These sites can also include both private spaces for team usage and public spaces for classmates and faculty to view ongoing work. It is even possible for visitors to offer constructive assistance at the publicly accessible locations. Websites also allow students to work more efficiently given their learning and life styles, but there is one caution: Not all students are ready for the level of independence that these systems allow. Teachers have to monitor website activity, encourage active participation, and most important, respond to student questions and concerns. A major advantage of course management systems is that they provide a single, central location for all documents and tools the teams may need to complete the assigned task (6, 7).

Successful group work requires careful preparation and preparation requires time. While it may seem that preparation and training use "valuable class time," the payoff is in improved learning and class time saved (2, 8, 9). For example, when students collaborate in class or virtually, they must engage in the analysis of materials and ideas and they must share their thinking with one another. These activities are beneficial in their own right because they contribute to deeper understanding, but they also lessen the need for repetitive presentation of information in the classroom. Time can thus be spent on deeper coverage and integration of course material.

Assessment Issues

Assessment is one of the most challenging tasks in team-based learning, yet it is not impossible. The question that most often arises is whether to grade students separately (which can seem counter to the purpose of forming teams), or to use a single grade for the team (which can lead to frustration among hardworking students if other students do not contribute). A combination of both is often the most productive way to grade, and incorporating peer evaluation is almost essential if a team work mindset is to evolve (8).

Teams have been shown to work more effectively when there is "positive interdependency," that is, a mutual understanding that each team member must rely on other members to complete the work successfully (9). This would argue for a single grade for the summative measurement of a team product, thus creating a common goal to do well on the assignment. To assure that there is full participation and that the interdependency is positive, there must be ongoing formative feedback regarding team progress. There are several ways to accomplish this. It is often helpful to have team work occur in class, thus allowing direct observation of team behaviors. Using tools such as the Analysis of Team Behavior chart (10) lets you observe the interactions of the teams while they are at work and provide feedback to improve the skills and interaction of the team members.

Interacting personally with teams is also essential. While teams need space to develop self sufficiency, a periodic check to ask questions, determine understanding of the goals/tasks, identify stumbling blocks, and provide occasional guidance suffices to monitor the team's progress. Carefully planned teacher interventions provide a model for students to do their own self-monitoring in the future. Having teams keep logs, minutes, weekly reports (individual and/or collective), or task lists available allows ongoing assessment of the team's progress and timely intervention if needed. This work also demonstrates that functional teams track their accomplishments, tasks, participation, and outcomes. Reflective writing assignments encourage self and team assessment and include opportunities for recording affective components or results of team work. This kind of writing can alert teachers and students to interpersonal or other problems early enough to allow correction.

As in all forms of assessment, clear grading rubrics (11) should be provided and explained prior to starting the project. If a single grade and appropriate ongoing feedback are the methods to increase positive interdependence, then clearly delineate the criteria used to assess the team's success in a single grade. If using a combination method, clearly outline which items are collectively graded and which are individually graded and which criteria will apply to each aspect of the grade. Is the grade just the final product, or are some of the formative tools being graded as well? Is there an opportunity for individual feedback? If there is a final project or presentation, is the whole class participating in the grading and what tool will they use? Are reports and documentation being graded? Is peer rating a part of the grade?

Essentially, grading team-based learning involves general principles of good grading. There must be clear expectations about the project and about the team. The amount and type of feedback that will be provided must be clearly outlined as well as the criteria that will be used to determine the grade(s). In addition, be sure to create the space to provide nongraded, qualitative feedback on team progress. It is important to create an open climate in the class where students see the instructor as a partner who will not only evaluate their work, but provide ongoing formative assessment. Individual team members need to grow continually and to develop team work skills in order to achieve personal success.

References and Resources

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(3) Page, D., & Donelan, J. (2003, January/February). Team-building tools for students. *Journal of Business, 78*(3), 125–132.

(4) Teamwork – A practical guide for students. Drexel University. Retrieved September 20, 2006, from www.pages.drexel.edu/~mitcheje/Teamwork/

(5) Buckenmyer, J. (2000, November). Using teams for class activities: Making course/classroom teams work. *Journal of Education for Business, 76*(2), 98–104.

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(8) Michaelsen, L., Knight, A., & Fink, L. D. (2002). *Team-based learning: A transformative use of small groups.* Sterling, VA: Stylus.

(9) Millis, B., & Cottrell, P. (1998). *Cooperative learning for higher education faculty*. Phoenix: American Council on Education and Oryx Press.

(10) Border, L. (1997). Further notes on group behavior, rapport, trust, and etiquette. *National Teaching and Learning Forum, 6*(5), 7–8.

(11) For example, see Rubrics. Monmouth University. Retrieved September 20, 2006, from http://its.monmouth.edu/facultyresourcecenter/rubrics.htm

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SAVE THE DATE

Information Technology Professional Development Day
November 30, 2010

AMC's Department of Information Technology will be offering a technology professional development day on November 30, 2010, beginning at 3:00 p.m. Sessions will include classroom technology, online resources, beginner and advanced ANGEL training, and an open forum. Look for more information soon!

Fall Conferences

Faculty can apply for a scholarship through the Center to attend these local conferences. The scholarship money is for registration fees only. In return for receiving a registration scholarship, you must agree to facilitate a Lunch and Learn to discuss the conference with colleagues during fall 2010.

New England Educational Assessment Network Fall Forum 2010
Assessment: Tensions, Opportunities, and Outcomes
November 5, 2010
College of the Holy Cross, Worcester, Massachusetts
This annual event features well-known regional and national assessment professionals whose expertise illuminates our understanding of various assessment issues. Breakout sessions following the keynote address allow for participation and active exploration of particular assessment topics. The Fall Forum provides a great opportunity for learning, networking, collaboration, and discussion. For more information visit www.neean.org/.

Retreat for Academics
November 11–14, 2010
The Garrison Institute, Garrison, New York
Educators report that deepening their own contemplative practice leads to more successful teaching and helps them design courses with a contemplative component. Our retreats offer instruction in a variety of contemplative practices, including contemplative methods adapted for the classroom, and are designed to appeal to participants with a wide range of experience in contemplative practice, from beginners to seasoned practitioners. For more information visit www.contemplativemind.org/programs/academic/retreats.html.

New England Faculty Development Consortium Fall 2010 Conference
Better Teaching—Better Learning: Reflective Practices for Faculty and Students
November 19, 2010
College of the Holy Cross, Worcester, Massachusetts
The fall 2010 conference will present the best in research and practice of college teaching and reflection for faculty and higher education professionals in New England. The conference will feature concurrent workshops, teaching tips, poster sessions, a plenary presentation, and networking opportunities. Dan Willingham will provide the keynote address. Registration is now open; please visit www.nefdc.org.

Faculty Academic Symposium Fall 2010
December 9, 2010, 11:30 a.m. to 3:30 p.m., Foundress 205
Anna Maria College
The fall 2010 Faculty Academic Symposium, created to recognize, celebrate, and reward faculty teaching excellence, research, and performance, will be held on December 9, from 11:30 a.m. to 3:30 p.m., in Foundress 205. Eight faculty presentation slots are available and will be filled on a first come, first serve basis. Each presentation will be twenty minutes in length (fifteen minutes for the presentation and five minutes for questions). If you'd like to present at this year's Faculty Academic Symposium, please contact Carolyn at cdumore@annamaria.edu.

Center Calendar

October 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:					1 Mentor Memo #16	2 Adjunct Faculty Development Day 8:30 to 12:30
3	4	5	6	7	8	9
10	11 Columbus Day (no classes)	12 Center Newsletter	13 Lunch and Learn 12:00 to 1:00 The Hub Creating Poster Presentations	14	15 Mentor Memo #17	16
17	18	19	20 Writing Group 3:00 to 4:00 Jacques	21	22	23
24	25	26 Mentor Meeting 2:00 to 3:00 Trinity Conference Room	27	28	29 Last Day to Withdraw with a Grade of W; Last Day for Pass/Fail Grade	30
31	Notes:					

November 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Mentor Memo #18	2 Lunch and Learn 12:15 to 1:00 The Hub Leadership	3	4	5	6
7	8	9	10 Lunch and Learn 12:00 to 1:00 The Hub Assessment	11	12	13
14	15 Mentor Memo #19	16	17 Writing Group 3:00 to 4:00 Jacques	18	19 NEFDC Conference Holy Cross	20
21	22	23 Mentor Meeting 2:00 to 3:00 Trinity Conference Room	24 Thanksgiving Recess	25	26	27
28	29	30 Information Technology Professional Development Day	Notes: November 2 to 23: Home Institution Registration November 29 to December 5: Cross-Registration at Consortium Colleges			

December 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes: **December 10 to 16: Final Exam Period** **December 18 to January 18: Christmas Recess**			**1** **Mentor Memo #20**	**2**	**3**	**4**
5	**6**	**7**	**8** **Last Day of Undergraduate Classes**	**9** **Reading Day** **Faculty Academic Symposium** **11:30 to 3:30, F205**	**10**	**11**
12	**13**	**14**	**15** **Mentor Memo #21**	**16**	**17**	**18**
19	**20**	**21**	**22**	**23**	**24**	**25**
26	**27**	**28**	**29**	**30**	**31**	

January 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Faculty Course Redesign Camp2	4 Faculty Course Redesign Camp2	5 Faculty Course Redesign Camp1 Reunion	6 Faculty Course Redesign Camp2	7 Faculty Course Redesign Camp2 Snow Date	8
9	10	11	12	13	14	15
16	17 Martin Luther King, Jr. Day (no classes)	18 Classes Begin (day and evening)	19	20	21	22
23	24	25	26	27	28	29
30	31	Notes: January 3 to 11: Winter Session Classes January 18 to 25: Registration and Drop/Add Period January 20 to 25: Cross Registration at Consortium Colleges				