

Learning Communities/ Title III

NEWS



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First Year Experience Learning Communities Offered to More than 700 Lane Students in 2011-12

One of the best ways to ensure that more students take advantage of the high-impact practice of Learning Communities is to put them in more students' paths, and this year Lane will offer First Year Experience (FYE) Learning Communities to more than 700 students, up from just 64 in 2004. The Title III *Engaging Students* grant has helped faculty customize FYE learning communities to meet a variety of curricular needs and skill levels. We now offer Fast Lanes to Success (with College Success linked to a Writing 115 or Writing 121 class); Math Success (with Effective Learning or College Success linked to Math 60 or Math 20); Creating Success in the Studio and Beyond (with College Success and Art 199); and Pen and Page, a developmental learning community that currently is offered with Reading and Writing 80 and is

being redesigned. In addition to these learning communities, the college continues to offer Women in Transition (with Career and Life Planning and Life Transitions and optional classes). And starting this winter, the college will be offering a learning community for Business Majors, entitled "Power Write" (see story below). If you have an idea for a customized FYE learning community, contact Anne McGrail at mcgraila@lanecc.edu. (Below—*Fast Lane to Success Learning Community Students*)



Power Write: a New First Year Learning Community for Business Majors

Last Spring, Business instructors Tulsi Wallace and David Oatman attended a "Tea and Topics" focused on Writing Across the Curriculum. They shared that students would do better in Business 101 if their writing skills improved. From that conversation emerged the idea for "Power Write," a new learning community that combines an Intro to Business class with Writing 121. Carol Watt and Arwen Spicer have joined the "Power Write" team and will teach the Writing classes. While honing their writing skills, students will ask questions relevant to business leadership and ethics. Among them: Who are leaders and why? What is ethical leadership? What is the role of ethics in our professional lives? "Power Write" is the most recent application of research showing that integration of disciplinary concepts into writing instruction can positively impact student learning.

Washington Center Co-Directors Lead April Workshop



Eighty faculty and staff turned out in April for a two-day hands-on Integrative Learning Workshop, facilitated by Drs.

Emily Lardner and Gillies Malnarich of the Washington Center for Improving the Quality of Undergraduate Education. The workshop focused on three areas for faculty development: In the first segment, “College Readiness,” Drs. Lardner and Malnarich shared David Conley’s work on what students need to know how to do to be successful in college, including the key cognitive strategies, academic knowledge and skills, and academic behaviors that combine to support successful student progression through their program. In the session “Teaching for Understanding,” faculty used the metaphor of “playing a junior version of the whole game” to



articulate the key disciplinary concepts students need to understand in their field. In the session entitled “Integrative Learning,” faculty



designed purposeful integrative learning experiences for students that linked understanding goals for college readiness with goals from two disciplines. Learning communities faculty are familiar with integrative learning, and this workshop helped all faculty appreciate the value of cross-disciplinary understanding for deep learning. Several interdisciplinary teams, including First Year Experience learning communities faculty, created assignments and participated in poster review sessions. All posters and some videos of the sessions are available on the Learning Communities website here: <http://lanec.edu/lc/fresources/FacultyPresentations.htm>

September Faculty Development Workshop: Sixty Faculty Collaborate on Curricular Design and Course Infusions to Improve Students’ College Readiness and Success

More than sixty faculty attended a two-day workshop in mid-September before classes began. The workshop focused on integrating high-impact practices and college success strategies into curriculum with the goal of improving student success. This year’s workshop introduced faculty to a variety of resources, teaching techniques, integrative learning activities and assignment ideas to use in learning communities and stand-alone classes alike. The first morning session was devoted to faculty teams enacting a problem-based learning activity around the topic of grade inflation; faculty later worked to develop their own problem-based learning activity. Several online resources provided assignment resources, including Diana Rhoten’s interview on “New Learners of the 21st Century”; Eli Pariser’s TED talk on “Filter Bubbles; and Carol



Dweck’s work on “fixed mindsets” and “growth mindsets.” Guest presenter Sandy Jensen showed faculty how they can better manage their personal learning environments and Siskanna Naynaha introduced faculty to the latest research on writing across the

Faculty: Help Your Students Develop Self-Responsibility and Interdependence

Curriculum Development Opportunity

Ten curriculum development mini-grants (10 hours each) are available winter term to infuse two key academic behaviors--personal responsibility and interdependence--into your curriculum. Sponsored by the Title III *Engaging Students* program, these mini-grants support work that uses integrative learning to develop healthy academic habits and attitudes in students. Through these infusions, you can help your students make wise choices that can have a positive impact on their learning and success in your class and in their life.

A curricular infusion introduces a key concept, strategy, idea, principle or skill from the College Success curriculum (usually *On Course* by Skip Downing) into the learning activities of your course. The learning outcomes of your class remain the same, but are enhanced through infusions of college success strategies that explicitly address some of the skills students need to stay on task, study effectively, and participate confidently.

How can you approach a "curricular infusion"? For example, you could embed a strategy or sequence of strategies into your course that explicitly instruct students in how to make wise choices and take personal responsibility for their learning and success. Syllabi revisions, course readings, and/or other curricular design features that help students to see the connections between learning and academic behaviors that support it (e.g., taking responsibility for planning and prioritizing, linking short-term tasks to long-term goals and learning, etc.) make excellent infusions. **For more information** and to get an application, visit our website: <http://lanecc.edu/lc/fresources/StudentSuccessPrinciples.htm>

Tea and Topics: Talk About Your Teaching Seven Conversations Planned for 2011-12

All faculty and instructional support staff are invited to join us for these afternoons of light refreshment and conversation focused around a specific topic related to student learning and success. These afternoons provide occasions for faculty across disciplines to get to know one another better, to develop an interdisciplinary perspective around issues related to student success, to share information, and to problem-solve. Come to all of the planned events, or just drop in on one of them. Part-time faculty are eligible to receive a stipend for attending the series. See our website for details. <http://lanecc.edu/lc/fresources/TeaAndTopics.htm>



THURSDAY 13 October 3-5 pm 19/243

Merrill Watrous Talks about using Doug Lemov's book, *Teach Like a Champion* in her college classes.

WEDNESDAY 9 November 3-5 pm 2/213

"Core Learning Outcomes and Student Success" with Assessment Team members Barbara Breaden, J.S. Bird & Mary Brau

THURSDAY 26 January 3-5 pm 19/241

"Interdependence and Personal Responsibility: Infusing the 2011-12 Student Success/On Course Principles Across the Curriculum"

THURSDAY 9 February 3-5 pm 19/241

"Innovations in Developmental Education" with ALS faculty Adrienne Mitchell, Steve McQuiddy and Susan Reddoor

FRIDAY 9 March 3-5 pm 19/241

"Student Writing Across the Curriculum" with Writing faculty Siskanna Naynaha and Kate Sullivan

THURSDAY 12 April 3-5 pm 19/241

Faculty Share Their Work: "Integrative Assignments and College Success Infusions." Faculty share their infusions, integrative assignments, etc. and plan for summer work.

FRIDAY 11 May 3-5 pm 19/241

"Copyright and Fair Use in the Digital Age: Evolving Understandings and Responses" Library faculty join discipline faculty to share information and problem-solve.