

Spotlight on Faculty



A Snapshot of the Residential Building Program

Construction & Maintenance Technologies Department

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Meet Bill Luginsland, Lead Faculty of the Residential Building Program. Fifteen years ago, Bill came to LCC with a wealth of experience and education garnered from a lifetime in the business of building. His knowledge, rooted in his father's company, Luginsland Construction now under his direction, was enhanced at Michigan State University with a degree in Residential Building.



Besides teaching full time at LCC, Bill arranges class schedules, advises students in career planning, and secures part-time instructors from industry to teach a variety of courses. His own program, residential building, is thriving. 60 students are currently studying to acquire the practical skills that will put them on the pathway to careers in the building industry. Graduates begin careers as exterior or interior trim crews, and later advance to crew leaders. Superintendent or construction manager positions follow. They may eventually begin a building company of their own, constructing houses, apartments and condominiums.

Learning experiences are two-sided for residential building students. Education and training include a combination of technology enriched classroom study and hands-on learning in a laboratory. **In the classroom**, students learn blue print reading, estimating, and business management. **In the lab, a mammoth room with 30 foot ceilings** commonly referred to as the "pit," students frame buildings, get production training, learn indoor carpentry, roofing, siding, interior carpentry, dry wall application, and other related skills.

Conditions have greatly improved for students since the program moved to West Campus.

Previously, projects were assembled in miniature on table tops, and dismantled at the end of each class session. Today, projects use state-of-the-art equipment and full-size lumber to assemble small houses and sheds—indoors! In the pit, projects remain in place until completion. Currently, one Eaton Intermediate School District (EISD) project, and five LCC projects are being constructed—all at the same time in the same room. The inclusion of 20' garage doors makes moving projects out of the pit feasible. The idea of building full-size models, now possible on West Campus, is actually an idea borrowed from programs at Ferris State University in Big Rapids and Northwestern College in Traverse City.

Like LCC, EISD uses a learning approach that connects the classroom with the real world. Besides sharing pit space with LCC, EISD students build complete homes in the community.



"The Pit"

Eventually, LCC students will link with EISD students on community projects. BLDT 132 General Home Maintenance students also share space within the pit. This personal interest course teaches non-construction students basic building skills.

What is the shape of the future for the residential building program? Working

on a Habitat for Humanity home is one possibility. Also, reinstating a masonry program is being considered, as well as a course in steel framing. And looking further into the future, selling student-built projects to secure revenues to support the program is yet another possibility.

The new West Campus facility has maximized the possibilities for moving LCC students forward to create, to invent, and to re-invent.

It has, as Bill Luginsland says, "allowed students and faculty to move to 'cutting edge' status in Construction & Maintenance Technologies education." Excitement is high and the future bright for this interesting and vibrant program!



Center for Teaching Excellence
Technology and Learning Center, Rm. 324
Phone: (517) 483-1680
Mon. - Thurs. 8am - 7pm
Fri. 8am - 5pm
Visit us on the web at www.lcc.edu/cte

ABOVE & BEYOND

The CTE is pleased to recognize teaching and non-teaching faculty who extend their time, talents, and energy beyond expectations to help others achieve their best. The CTE also wishes to thank those colleagues who nominated Above & Beyond faculty.

Tim Champardé Counseling and Advising

Recognized by Joan Tirak



I am honored to nominate Tim Champardé. Tim and I have worked side by side for many years in the Counseling & Advising Center. I am continually inspired by Tim's stellar work ethic,

his focus on helping students achieve success, his genuine openness, warmth, creativity, humor, and relentless energy as he mentors faculty and students with his gifted communication, writing and leadership skills.

Jodette Pitts Health & Human Services

Recognized by Julie Atkinson



Jody is the epitome of the instructor with a "big heart". Her student surveys are always glowing. She puts many hours into her PowerPoint presentations and lectures,

and constantly searches for the latest ultrasound images to offer. After class, Jody spends time addressing issues students encounter at clinical sites, in other courses, and in their personal lives. She encourages them with funny anecdotes of her experiences as a sonography student.

Though new to LCC in 2002, Jody mentors new adjunct faculty, sharing the "pearls and pitfalls" of being a new instructor. Jody is always positive and always smiling. She works at two other facilities in addition to her position here as Clinical Coordinator.

Arlena Hines Fashion Design

Recognized by Joann Collins

Arlena is a positive, engaging person. Last year she inaugurated a new fashion design program, the first of its kind in this area, and thereby successfully put our program on the "cutting edge" in the fashion design industry. In addition, Arlena consistently encourages colleagues to attend professional development opportunities. She is also very encouraging to her students, and has successfully placed many fashion design graduates with top area auto manufacturers.

Douglas Hansel Physical Fitness And Wellness

Recognized by Aaron G. Easley

Over the past years, I have watched Doug continuously inspire students both in and out of the classroom. He has given both personal and professional time to students in the hopes they will achieve and go beyond what is expected of them. The passion evident in his voice is indicative of his desire for the success of his police and fire academies, and for its students' graduation into the work force.

Doug has dedicated himself to being at the top of his field. He has served as a mentor to colleagues (myself included) as well as a role model for countless students.

Pat Hays Nursing

Recognized by Angela Craig



When I began in HHPS in 2003, Pat met with me for an orientation. Since then, she has been mentoring me and has spent countless hours communicating with me regarding the program. Pat is very organized, detailed and a sharer of important information. Through Pat's example, she has inspired me to carry on her legacy of mentoring others.

Mary Kay Scullion Social Science

Recognized by Julia Petry



An adjunct faculty of Political Science, Mary Kay is committed to the success of students and to leadership in her program. She serves as faculty advisor to the Student

Democrats Club; contributes items for the department's showcases celebrating the contributions and achievements of the US as a nation and its diverse groups; served as a panelist on the USA Patriot Act for the Global Perspectives Conference at LCC in 2002; and served on the college-wide Diversity Team this year.

To update her teaching skills, Mary Kay attended the CTE's 12-week seminar, *Transforming Learning Through Teaching* last fall, and regularly participates in CTE workshops.

Sally Madison Dept. of Language Skills

Recognized by Trudy Carpenter



Sally has dedicated her career to the teaching of developmental reading and the continuing education—and motivation—of adult students. A

partial list of some things she has or is doing follows:

- Teaches Sunday school,
- Was a Big Sister to a needy young boy for many years,
- Took in a homeless woman for several months,
- Housed a German exchange student,
- Provides clothing for a former student on disability,
- Encourages and motivates all students,
- Provides mentoring to her teaching colleagues,
- Pioneered teaching in a community of learners,
- Pioneered the teaching of reading in a hybrid format.

Scott Rokely Business Department

Recognized by Liz Nobis
and Loretta Emmons

Scott has been an adjunct instructor in the legal assistant program since 1986. Both Liz and Loretta say that colleagues appreciate his professionalism and reliability. They agree that Scott is "always willing to help students as well as to assist with the program. His student evaluations are consistently outstanding. He is respected as an instructor who is firm but fair."

Liz states that "Scott's dedication to student success is unwavering. Scott prepares thoroughly for each class session and uses effective delivery methods." Loretta sees Scott as "an enthusiastic instructor who puts *his all* into his presentations. His voice reflects the passion of what he is teaching." She adds, "Students are empowered to achieve their best in Scott's courses."

Roxanne Greenia Social Science

Recognized by Karen Grieb



She serves her students well. She goes above and beyond in helping others. She is familiar with all of Social Science and does her part in servicing the students, faculty,

and staff. Her help goes above and beyond the normal situation. She goes beyond helping others, helping in any way she can. She helps everyone.

Cool Tools Showcase

Thursday, November 11
Drop in anytime
3 - 6 pm in TLC 326

Learn about instructional technology tools at this come-and-go-as-you-please "cool tools showcase."

Items on display include wireless laptops, flash drives, a presentation mouse, visualizer, DVD burner, presentation room for videotaping, digital cameras and more.

Also included this semester are cool software tools such as Impatica, Wimba, Acrobat Writer, and ANGEL. **Plus, enter a drawing to win a USB flash drive!**

** Looking for Fresh Ideas to
* Use in Your Classroom? **
(Let Teaching for Success Inspire You!)

Are you having student success with a unique approach? Share your idea, earn money and become published!

Teaching for Success (TFS), a newsletter made available by the CTE, is published monthly from August through April. In TFS, college faculty share classroom-tested techniques in response to TFS's constant search for innovative teaching practices. Such faculty-authored articles represent a significant portion of the newsletter's contents. The articles are lively, engaging, and "right-on-the-money." TFS's two contests, SuperIdeas and QuickTips, offer cash

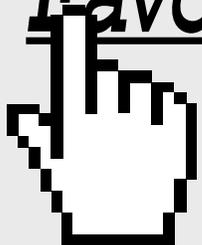
prizes for innovative ideas they use. (In fact, TFS is searching for ideas for the spring 2005 issues now! Send your idea as a text file or MS Word Document via email attachment. E-mail to jack@teachingforsuccess.com.)

You can access TFS in its entirety online for reading and/or printing at www.lcc.edu/cte/newsletters/tfs. If you prefer a hard copy, call the CTE at 517-483-1680. Be sure to watch for the CTE's monthly preview of each issue to arrive via email. Read *Teaching for Success* and find winning ideas to try in your classroom!

*Tell me and I forget. Show me and I remember.
Involve me and I understand.*

-Chinese Proverb

Favorite Links



If you have a favorite teaching and learning website(s) you'd like to share, send an e-mail to the CTE, or send it to mail code 8111. You can find more links on the CTE's website, <http://www.lcc.edu/cte/resources>. Scroll down and click on *LCC Faculty Favorite Links*.

American Communication Association (ACA)

<http://www.americancomm.org>

Increase your communication information base by using this valuable and simply presented website. Among other things, this site offers fresh ideas and solutions to the task of communicating online with students and coworkers. A particularly useful link is the "ACA Communication

Studies Center," especially created for educators. There you'll find categorized subtitles regarding academic and professional communication resources.

*See page 5 of the September issue of the newsletter, *Teaching for Success*, for more information. You can access this issue at:

<http://www.lcc.edu/cte/newsletters/tfs/issues/04/sept04.pdf>

“How do you motivate students and stimulate learning in the classroom?”



**Margaret Sweet
of Social Science**
*uses developmental
psychology and classroom
strategies to answer this
question*

As a clinical and developmental psychologist, I view teaching as applied developmental psychology. Using the principles of psychoanalytic developmental psychology, I challenge and assist learners of all ages to continue the process of self development. Because developmental psychologists believe optimal development takes place in an environment that provides maximum support and maximum challenge, I motivate learners in the classroom by requiring optimal performance and by believing in their ability to succeed. My devotion to their academic success motivates them.

Challenging Students

Encouraging and requiring students to be active participants in their own learning enhances learner motivation. For example, on the first day of class I provide a survey to each student encouraging them, as active members of small groups, to respond to such open ended questions as: *An instructor who wants to motivate student success will be expected to . . .*

This survey also requires learners to assess what is necessary as individuals to maintain their own educational motivation. Expecting learners to take an active part in the achievement of a learning community that enhances the learning process confirms student competency. Affirmation of student capability creates and maintains motivation. The belief that all of us in the classroom have much to teach and learn from each other because of individual varied life experiences energizes students.

Providing a variety of challenging learning opportunities reaches all learners, enhances esteem for one's unique personality traits and maintains interest. For example, providing discovery experiences outside the classroom appeals to students who seek educational experiences allowing them to actively apply abstract concepts in the real world. For example, service learning opportunities mentoring adolescents at risk, observing reunion behaviors of toddlers enrolled in an educational day care facility, or interviewing psychoanalytic practitioners in the community to learn how all forms of psychopathology are, in part, developmental, excite hands-on learners.

The use of *vitality affects* in the classroom is another way to facilitate learning style differences. Vitality affects can be defined as the experience of enjoyment, joy, pleasure, excitement, or interest and are crucial components of a productive learning community. For example, the use of classical and currently popular music vitalizes participation and affords mastery of concepts and theories. For example, when illustrating the developmental milestone of affect management, the ability to return to an affective state of pleasure, comfort, interest, or reflection (a necessary ability for competent adult functioning), an excerpt from a Chopin Etude allows students to “hear” the return to homeostasis after a tumultuous state disruption. When listening to analyze the words of popular music, students are provided with lyrical/auditory illustrations that make meaningful such abstract

psychological concepts as transference, repetition compulsion and reaction formation.

A Supportive Environment

The establishment of a learning environment assists exploratory learning. Encouraging students to nurture a healthy level of skepticism about what is offered in the classroom develops essential critical thinking skills. An instructor who anticipates, appreciates and invites civil disagreement will assist students as they experiment with incorporating unfamiliar, and perhaps seemingly threatening psychological theories into their lives.

Another necessity in the creation of a supportive learning community is preventing or resolving student disruptions to ensure that experimentation can be attempted. When differing perspectives are respected and recognized as enhancing, motivation is maintained

My Goals

As an instructor, one of my primary goals is to assist in the development of compassionate self understanding, which then allows for the achievement of empathic concern for all fellow learners. Learning is a process that continues throughout the developmental lifespan if we accept that challenge. When I am present in a vitalizing way, enthusiasm is created and maintained allowing students to venture into discovery and mastery.

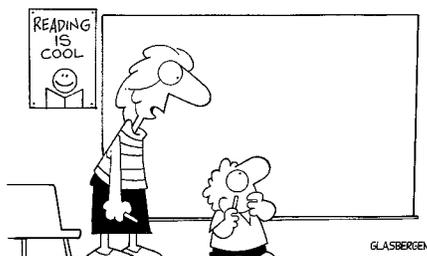


Transferring your VHS tapes to a DVD can be time-consuming but well worth the trouble. Once transferred, the DVD can be played on a computer with a DVD drive, or on a DVD player capable of playing DVDs burned with a computer.

The conversion process is fairly painless, although each video must be captured in real time, so plan to spend a block of time for completing the process.

If you want to learn how to transfer videos to DVDs, call 483-1479 for an appointment with Scott Bell who can guide you through the process. You will need to bring a blank DVD-R as well as your VHS tape.

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“There aren't any icons to click. It's a chalk board.”

Need Help? Want Help?

Yes or No?

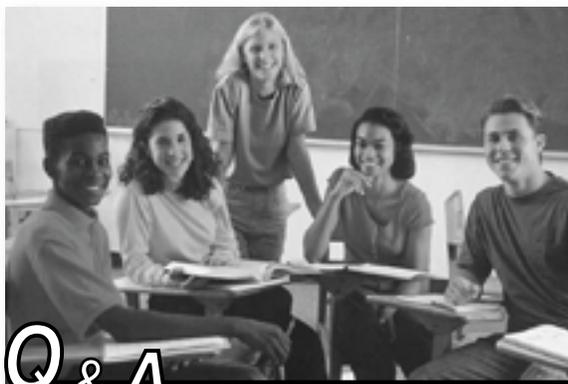
1. Are you comfortable accessing Star Port, iLearning, voicemail, etc?
2. Have you mastered LCC's recent technology changes?
3. Are you certain about knowing where to begin?

COME TO THE CTE! Our friendly CTE staff specializes in changing such no's to yes's. However, there are two requirements...your systems access must be processed (this usually occurs within one week of your hire date), and you must remember---the CTE CAN HELP!

HERE'S HOW! The CTE offers one-on-one help in our open computer lab to increase your proficiency with LCC's systems, and with software programs commonly used in classroom presentations.

THERE'S MORE! The CTE can teach you to use digital cameras, scanners, CD and DVD burners, and makes a variety of resources, technical equipment and software available for your use.

MAKE IT HAPPEN! During Fall and Spring Semesters, drop by the CTE in TLC 324, between 8 AM and 7 PM Monday through Thursday, or between 8 AM and 5 PM on Fridays. During Summer Semester and between semesters, the CTE is open daily between 8AM and 5 PM. Call (517) 483-1680 if you have questions. We are always happy to help!



Q & A Learning from the Learners

As part of the CTE 12-week seminar, *Transforming Learning through Teaching*, students are invited to attend one session to share their thoughts on how they learn. Here, faculty in the spring 2004 seminar share student responses to their questions.

What motivates you to read the text prior to class?

- I'm motivated if my interest has been piqued.
- Exams motivate me.
- I'm motivated to read if I'm curious or inspired by the topic.

When would you contact your teachers outside of class?

- ...if I'm going to be late or will miss class.
- ...if I have questions I'm uncomfortable asking in class.

In seeking wisdom, the first step is silence, the second listening, the third remembering, the fourth practicing, and the fifth—teaching others.

-Ibn Gabirol

In general, do your exams accurately reflect what was taught?

- Overall, yes.
- The exam may reflect information in the text, but not what was taught.
- A piece of paper doesn't necessarily reflect what you know.

Is it helpful for an instructor to ask, "Are there any questions?"

- It's more helpful when they stop every 5 min. to allow for clarification.
- It's helpful to put a response in writing before answering it.
- Email is a helpful form for addressing questions.

What are some barriers to learning that you've experienced at LCC?

- ...instructors who speak too fast or too softly.
- ...not enough feedback to say what's working and what's not.

What instructor behaviors interfere with your learning?

Instructors who...

- don't know how to use the technology they're using.
- fail to look up something when they say they will.
- voice negative expectations, such as "Half of you won't pass this class."

THANKS CTE!



From the desk of Angela Craig Nursing

Recently the Nursing Program received the Classroom Performance System (CPS)

which was obtained by being a recipient of a **CTE Incentive Grant for Teaching Innovations**. The CPS system is a tool to bring interactivity to the classroom. With the CPS system each student is given a "clicker" device. This allows them to answer questions. With the CPS the

instructor can take quizzes and tests, as well as give objective quizzes and exams. The best feature in my opinion is the ability to ask questions and have students choose what they feel the answer is, and within seconds, have a bar graph of what their answers are.

I have collected some data over the summer with my Nurse Intern Class. Out of 24 student evaluation forms, 100% marked they felt they were more participatory in the presentation of the content because of these devices. 95.8% found the interactive



devices helpful. As an instructor this has been a great way to make sure each student is involved in the lecture. I can tell when even one student has not responded and can wait until they do respond. If a question is answered incorrectly by the majority, you can reason that that point may need some review.

Thanks to the CTE for supporting us with the purchase of these devices. I think this will only enhance our students learning and is such a creative way to make lecture more interesting.

To learn more about CTE Grants, go to www.lcc.edu/cte/services_support and click on the CTE Grants link.

Noteworthy Accomplishments
in the Faculty Spotlight

Aleksandra Carpio

Language Skills, developed a new E.S.L. brochure, which has been translated into Spanish, Kinka, and Arabic.

Allan Maar

Language Skills, presented at both the TRENDS and MOSPA conferences on the Four Way Learning Community, which coordinated SDEV, READ and WRIT courses.

Craig Prether

Advising and Counseling Services, received a Gold Medal in the 800 meter run at the Michigan Olympics.

Curlada Eure-Harris

Advising and Counseling Services, was selected by the Michigan Education Association to present on Diversity Communication at its annual State Unity Conference.

Denise Warner

Language Skills, developed the E.S.L. website for the department, as well as the new E.S.L. course, "Grammar for Writing", being offered this fall.

Jack Rotman

Mathematical Skills, is presenting "Effective Tools for Research on the Math Curriculum" at the AMATYC Annual Conference in Orlando.

John Theroux

Truck Driver Training, has been named the Chairman of the Michigan Truck Safety Commission, and was reappointed to that Commission by the Governor.

Leslie Farris

Communications Department, received the Aurora Award in an international competition for creating the DVD used in ENGL 208. Her DVD was awarded "Platinum Best of Show".

Marv Argersinger

Automotive Department, has been named Chairman of the Executive Committee for the National Alternative Fuels Training Consortium.

Nicole Lloyd & Nicole Johnson

Mathematical Skills, Co-presented "B2: Blackboard Basics" at the International Conference on Technology in Collegiate Mathematics in New Orleans.

Sally Pierce

Language Skills, serves as President of both the local and statewide MAHE Unions.

Scottie Putman

Management, was a 2004 recipient of a Chair Academy International Exemplary Leadership Award for her leadership in the development of "Managing Forward", a new certificate program offering

alternative approaches in management and/or leadership of organizations in a changing world.

Susan Henderson

Language Skills, originated the idea of a paired community, which now replaces the more costly Learning Communities.

Teresa Purvis

Humanities & Performing Arts, received a \$2,000 EDF Educational Improvement and Professional Development Grant to participate in the Oxford Round Table on Women's Leadership this summer in Oxford, England.

Tim Miank

Language Skills, authored a new textbook and an accompanying Reader for WRIT 117.

Trudy Carpenter

Language Skills, co-authored an article entitled "Influences of On-line Delivery on Developmental Writing Outcomes" that was published in the Journal of Developmental Education.

