

Volume 2, Fall 2001

# mcli Forum

Teaching, Learning, and Technology in the Maricopa Community Colleges

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Fine Arts

Honors

Learning Grants

Maricopa CARES

Maricopa Institute for Learning

Ocotillo

Systemic Reform In Science



To foster student success, the **mcli** is dedicated to supporting and advancing teaching and learning by working collaboratively with faculty, administrators, and district-wide groups to provide quality services, programs, and resources.



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**On the Cover:** Dr. Richard Paul (standing) leads faculty in an activity at the *Teaching for Critical Thinking with Richard Paul*, an **mcli** Dialogue Day, held at Rio Salado College October 4-5, 2001, [http://www.mcli.dist.maricopa.edu/dd/crit\\_think01](http://www.mcli.dist.maricopa.edu/dd/crit_think01).

## Special Announcement



### Southwest Regional Learning Communities Conference *Building Communities of Active Learners*

<http://www.mcli.dist.maricopa.edu/events/lcc02/>

This national conference is hosted by the Maricopa Community Colleges and Arizona State University at the request of The National Learning Communities Project, Washington Center for Improving the Quality of Undergraduate Education, The Evergreen State College. Contact your Professional Growth representative for information on how to apply for conference registration fees.

Keynote Speakers

**Dr. Vincent Tinto and Dr. Barbara Leigh Smith**

February 28-March 1, 2002  
Tempe Mission Palms Hotel • Tempe, Arizona

#### Conference Overview

This conference will focus on learning communities that engage students as active learners in first-year experience programs, thematically linked and integrated courses, and residential models. Other emphases will include marketing and promotion, technology, service learning, cooperative learning, assessment, diversity issues, and troubleshooting problems.

This conference will feature two full days of activities, including concurrent sessions, panel presentations, poster sessions, and roundtable discussions. This gathering will also provide a wonderful opportunity for both beginners and veterans with learning communities to meet one another, create regional networks, and share ideas. The conference planners are scheduling special times for networking.

#### Conference Speakers



##### Vincent Tinto, Ph.D.

Dr. Vincent Tinto holds a Ph.D. from the University of Chicago in Sociology of Education, which he received in 1971. Professor Tinto is Distinguished University Professor in the School of Higher Education at Syracuse University and Chair of the Higher Education Program [<http://soeweb.syr.edu/departments/hed>]. He has carried out research and has written extensively on higher education, particularly on student retention and the impact of learning communities on student growth and attainment. His current research focuses on the impact of learning communities on the academic achievements of first-year students in differing educational settings.



##### Barbara Leigh Smith, Ph.D.

Dr. Barbara Leigh Smith is currently co-director (along with Dr. Jean MacGregor) of the Pew Charitable Trusts' National Learning Communities Project. She founded the Washington Center for Improving the Quality of Undergraduate Education and has long standing interests in learning communities, interdisciplinary education, collaborative learning, and institutional change. Smith is the co-author of many books and articles, most recently *Reinventing Ourselves* (with John McCann, 2001), and "The Challenges of Learning Communities as a Growing National Movement" (2001). [<http://learningcommons.evergreen.edu>]

**For more information, see the conference web site:**

<http://www.mcli.dist.maricopa.edu/events/lcc02/>

**To register and/or submit a poster session proposal see:**

<http://www.mcli.dist.maricopa.edu/events/lcc02/reg.html>

**To submit a concurrent session proposal see:**

<http://www.mcli.dist.maricopa.edu/events/lcc02/call.php>

<http://www.mcli.dist.maricopa.edu/forum/>

## Teaching , Learning, and Assessment

# Thinking Critically About Critical Thinking

MARIA HARPER-MARINICK, PH.D.

*...the regulation of natural and spontaneous processes of observation, suggestion, and testing; that is, thinking as an art.*  
(John Dewey)

Critical thinking is a highly valued student outcome today not only in academic settings, especially in higher education, but in professional environments. Employers expect people who can think critically; teachers want students who can think critically; society needs citizens who can think critically. Critical thinking has been considered "integral to business and economic success in our global economy, necessary for responsible democratic citizenship, and a vital part of professional practice in a wide variety of occupations" (N. Facione, 2000). Having mastered content knowledge is no longer satisfactory; we are expected to be reflective, think creatively, solve problems, and communicate clearly. This is not to say that knowledge is not important. Effective critical thinking and problem solving actually depend upon relevant knowledge and previous experience (McKeachie, 1999; P. Facione, 1998). However, knowledge acquisition should not be an end in itself. Our goal should be to develop the ability to incorporate facts and concepts in our problem solving and evaluative thinking.

We know that we all think and, as some assert, we are natural problem solvers (McKeachie, 1999); therefore, we have the capability to develop skills that would allow us to think critically. So why is it that we are not automatically able to think critically? Richard Paul (2000) says that "...much of our thinking, left to itself, is biased, distorted, partial, uninformed or down-right prejudiced." The good news is that we can do something about it: teach our students to improve their thinking. As John Dewey (1916) said: "Merely to leave everything to nature was, after all, but to negate the very idea of education; it was to trust to the accidents of circumstance."

### Assumptions About Critical Thinking From Research:

- We are all capable of thought. We think to make sense of things and to make sense we have to be able to conceptualize; we need some



Maricopa faculty members work together at the Teaching for Critical Thinking with Richard Paul mcli Day of Dialogue (October 4-5, 2001 at Rio Salado College).

- knowledge and we need to have reason.
- "Excellence of thought and skill in thinking are real possibilities." (Paul and Elder, 2000)
- Critical thinking is a dynamic process. (Jacobs, Ott, Sullivan, Ulrich, and Short, 1997)
- Reasoning is a significant focus of critical thinking. (Paul, Elder, and Bartell, 1997)
- Thinking can be taught. (Cotton, 1991)
- "Critical thinking, understood in a rich, robust, cross-disciplinary sense, can be learned, taught, measured, and practiced." (Researchers from the California Academic Press)
- "Thinking is a set of skills, like writing, which need to be practiced until they are automatized." (McKeachie, 1986)
- "While CT is an inherently human process (not discipline-specific), students should be presented with discipline-specific situations to sharpen their individual ways of coming to know and judge." (Parse, 1996)
- Direct instruction of thinking skills should be done within context and should include modeling and coaching for students in the initial stages, leading to increased student engagement and participation. (French and Rhoder, 1992)
- "Consideration must be given to allow adequate time for student's critical thinking abilities to develop and for faculty to evaluate these changes." (Videbeck, 1997)

### Definition of Critical Thinking

Critical thinking has been interpreted in a variety of ways. There is no "official" definition of critical thinking and, in fact, there seem to be as many and varied definitions of critical thinking as there are definitions of thinking. I find the definition below from Richard Paul and Michael Scriven to be a comprehensive

description of what a process of thinking critically involves.

*Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. It entails the examination of those structures or elements of thought implicit in all reasoning: purpose, problem, or question-at-issue, assumptions, concepts, empirical grounding, reasoning leading to conclusions, implication and consequences, objections from alternative viewpoints, and frame of reference. Critical thinking - in being responsive to variable subject matter, issues, and purposes - is incorporated in a family of interwoven modes of thinking, among them: scientific thinking, mathematical thinking, historical thinking, anthropological thinking, economic thinking, moral thinking, and philosophical thinking.*

### Implications for Teachers

Richard Paul and Linda Elder (2001) contend that "thinking, to be critical, must not be accepted at face value but must be analyzed and assessed for clarity, accuracy, relevance, depth, breadth, and logicalness." They suggest that teachers can help students develop the ability to apply these standards by asking specific questions such as the following:

#### Clarity

Could you state ... in your own words?  
Could you elaborate on ...?  
Could you give me an example of ...?  
Could you illustrate ...?

#### Accuracy

How could we find out if that is true?  
How can we verify or test that?



### Relevance

How does that relate to the problem?  
How does that bear on the issue or question?

### Depth

What are some of the complexities of the question or issue?  
How does your answer address the complexities in the question?

### Breadth

Is there another way to look at this question?  
Do we need to consider another point of view or perspective?

### Logic

Does this really make sense?  
Does \_\_\_\_\_ follow from the evidence?  
How?

## METHODS THAT ENGAGE STUDENTS IN THINKING ABOUT CONTENT

Richard Paul suggests the use of the following methods to engage students in thinking about content. Routinely, call on students at random to:

- Summarize or put into their own words what you (the teacher) or another student has said.
- Elaborate on what they have said.
- Relate the issue or content to their own knowledge and experience.
- Give examples to clarify or support what they have said.
- Make connections between related concepts.
- Restate the instructions or assignment in their own words.
- State the question at issue.
- Describe to what extent their point of view on the issue is different from or similar to the point of view of the instructor, other students, the author, etc.
- Take a few minutes to write down any of the above.
- Write down the most pressing question on their mind at this point. Then use the above tactics to help students reason through the questions.
- Discuss any of the above with a partner and then participate in a group discussion facilitated by you (the teacher).

## OTHER STRATEGIES THAT PROMOTE ACTIVE LEARNING AND CRITICAL THINKING

- **Writing:** ask students to write a brief paragraph or two about a topic and to describe why the topic might be relevant to them now or in the future. You may also have students freewrite, brainstorm, compare-contrast, paraphrase.

- **Journals:** ask students to keep a journal to record experiences or reactions to readings and their reflections on those experiences.
- **Questions:** encourage student questioning and participation, ask students questions, ask students to write questions about their readings, ask students to ask questions of other students. Increase the time you wait for a student to respond to a question.
- **Collaboration:** have students work in cooperative learning groups in class; do *think-pair-share* activities; have students question each other.
- **Discussions:** engage your students in student-led discussions, in small and large groups, to explore key concepts. Encourage brainstorming and questioning in small groups.
- **Projects:** design projects that engage students in developing and testing hypotheses, inquiry, exploration, decision making, problem solving.
- **Study skills:** encourage students to outline, paraphrase, develop cognitive maps.

## Conclusion

If we believe that anyone's thinking can be improved over time and with practice, then we should incorporate into our lessons methods that encourage, guide, and provide opportunities for students to think more effectively. Suggested strategies include:

- Use a variety of strategies that stimulate active learning.
- Model ways to learn strategically and to think critically.
- Think out loud about your thinking.
- Use questions not statements.
- Make students read, write, and discuss.
- Ask students to state, elaborate, exemplify, and illustrate.



Caryl Terrell-Bamiro and Ralph Sandoval, CGCC, practice thinking aloud.

- Provide guided practice with specific feedback on performance.
- Structure varied and frequent opportunities for students to practice and evaluate their thinking skills.
- Assess frequently/Check for understanding/Monitor for comprehension.
- Foster student self-assessment.
- Make students accountable for their readings, homework, and in-class work.
- Allow students time to think and reflect.
- Maintain a positive, stimulating, encouraging, and respectful classroom environment. Value independent thinking.

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Foundation for Critical Thinking  
<http://www.criticalthinking.org/default.html>

California Academic Press  
<http://www.calpress.com>

Critical Thinking Across the Curriculum Project  
<http://www.kcmetro.cc.mo.us/Longview/ctac/ctac.htm>

## Technology

# A New Take on WYSIWYG: College Web Sites

KAREN SCHWALM, ENGLISH FACULTY, DIRECTOR OF THE INNOVATION CENTER, GLENDALE COMMUNITY COLLEGE

One of the point-counterpoint sessions at last fall's WebDev 2000 addressed the issue of *Distributed Versus*

*Centralized Web Management and Development*. We structured that event intentionally to accentuate the differences in the two positions, and we tried very hard not to let the presenters and the participants come to any kind of compromise or solution that accommodated the important concerns of both positions.

The transcript of the session, and the follow-up participant comments are worth reading as background (<http://www.gc.maricopa.edu/webdev2000/>). What follows is my attempt to reflect upon the schism presented by those positions, to move us beyond those comments, not to synthesis, but to a broader understanding of the issue in the context of higher education. Ultimately, the goal of this discussion is to help us make thoughtful decisions about web development at our institutions.

In the early days of the World Wide Web, writers and readers alike reveled in the obvious differences between sites that were nonetheless tied together. Following a hypertext link sometimes meant jumping across continents; sometimes the links led to documents written not just by another person but sometimes in another language; almost always they led to different servers located in different domains. Many observers commented upon the development of a global community connected by discourse threads, common ideas, complementary viewpoints. This sense of "knitting" was almost palpable to readers, and it became a significant positive value, enhanced and emphasized by the very obvious differences between sites. The paired activities of collaboration and coordination represented in microcosm by hypertext documents gave rise to utopian dreams of global communities, where in Marshall McLuhan's terms we had "extended our central nervous system itself in a global embrace . . ." For colleges and universities, the prospect of creating international "communities of scholars" and "communities of learners" was intoxicating.

Early web development activities built off a general belief among Internet users in the positive values of distributed



Karen Schwalm, GCC

management, lack of centralized control, and collaboration. Partly this stemmed from a recognition (at least in the United States) of the military potential of the Internet, that there should be a network that would be self-healing if it were attacked, that there should be no single point of failure and thus no single location which exerted binding control. Partly it developed from an already thriving Internet culture that promoted and rewarded cooperation at the same time

that it rewarded and appreciated creativity and individual initiative. In fact, it was how the Internet communication protocol was developed. Much of the writing about the Web in the early '90s addressed problems of cooperation: how to use global networks which spanned political jurisdictions, or bridged work hierarchies, or crossed cultures. Additional development attempted to establish standards that would enable distributed use and coordinated efforts without slowing development and prohibiting contributions from many individuals. At least in the United States, theoretical discussions about the Web (as well as about other Internet functions) often built off democratic ideals about free speech and freedom of assembly. The Web didn't replace existing capabilities; it was an attempt to create something entirely new.

When the business world began to explore the commercial potential of the Web, both as a means of reaching customers and as a mechanism for managing their internal information exchange, they brought to the enterprise an entirely different set of values and practices that derived from marketing and advertising. In addition, the products that business was initially supplementing and later replacing were print-based and linear; the culture from which they grew was hierarchical, and the organizational models offered clear reporting structures and levels of responsibility. A company's lifeblood depended upon its ability to create brand identity, build customer loyalty, and provide excellent service.

Over the same period of time, educational institutions were getting a heavy dose of business process training. They were learning the value of an educational "brand," becoming more student-oriented, and streamlining many of their institutional processes to be more friendly



and efficient. Many public and private non-profit institutions hired

marketing experts,

expanded their advertising efforts, and built more sophisticated public relations offices. In fact, many educational institutions were able to do away with some quaint practices and streamline convoluted processes to become more flexible, lithe, and nimble. The weight loss felt good! At the same time, private, profit-making educational competitors appeared on the scene and put competitive pressure on public institutions.

As with many re-invention activities, it is difficult to know when to stop reinventing ourselves. And that is where, I believe, we find ourselves now. While colleges and universities use business processes and practices, they aren't businesses. They are public institutions charged with providing high-quality and accessible post-secondary education, and as such, they address three important (and occasionally competing) social needs: to develop good neighbors, good workers, and good citizens.

A college and university web site becomes another zone where these different educational purposes get worked out. It is both a demonstration of and a location for that effort. It can signify that an educational institution does (or does not) value diversity, that it knows how to present (or hide) the different voices on its campus, that it has mechanisms for collaboration (or coercion). This effort at institutional self-definition should not be managed by the marketing office, although it needs to know how to interpret the values of a distributed web site to various interested parties. Neither should it be managed by the IT department, although it needs to help develop tools and mechanisms that help coordinate distributed efforts. It should involve all the



obvious institutional constituencies (students, faculty, staff,

administrators, alumni, and

community interests) and use the same institutional structures (committees, teams, and task forces) that allow for discussion of other key institutional efforts. A college web site should reward creativity (if that is an institutional value); it should reflect respect for difference and competing views (if that is an institutional value); it should provide an opportunity for critical thinking (if that is an institutional value); it should present an arena for research and alternative paths (if that is an institutional value); it should demonstrate cooperation and collaboration (if that is an institutional value).

Of course, all this gets worked out in the details: how do we distinguish between what's "official" and what isn't? How do we ensure that web contributors take responsibility for their words and actions? How do we provide effective search and navigation tools that help individuals find what they are looking for? How do we make sure that people can publish and update information easily or contribute without overcoming serious barriers? How we solve these technical and managerial problems, and how we explain and promote our solutions, is an important part of our educational mission—an effort to which the entire institution should contribute.

A college web site should accurately reflect the values of the institution—no, a college web site **does** reflect the values of the institution, whether those are the stated

values of the institution or not, whether they are all the values of the institution or just some of them. It is probably a work in progress, if the institution is thriving, growing, and facing challenges.

WYSIWYG: what you see is what you get.



Collage of Maricopa Community Colleges' web sites.



## Special Feature

# “Reflections on My Sabbatical” by Twenty Maricopa Faculty

EDITED BY LINDA LARSON, FACULTY-IN-RESIDENCE, MCLI

Last year twenty faculty members were awarded sabbaticals. With great care, they wrote their proposals, and in a competitive process, they were awarded this wonderful opportunity. When faculty return from a sabbatical, they are enthusiastic about what they did and eager to share their experience. In that spirit, we offer these reflections on recent sabbaticals. If one of these summaries piques your interest, we encourage you to contact your colleague—perhaps the ideas shared in the reflections will spark your own preparation of a sabbatical proposal.

## Study of International Educational Programs

**Sherry Adams, PVCC, Communication/Humanities**  
During my sabbatical, I examined international education programs at colleges and universities throughout the United States to determine how best to infuse a global perspective into the core curriculum at the community college level. I interviewed administrators, faculty members, and students to see their different perspectives. International awareness has become imperative. Currently, most study abroad programs concentrate on Europe, particularly the United Kingdom. I believe students will benefit if we expand the horizons of our college curricula to project a world view.

## Living Writing: Improving Student Writing Through Oral Histories

**Lillian Barker, SMCC, English/Liberal Arts**  
This sabbatical gave me the opportunity to study the theory and practice of oral history and to create a plan to use it in teaching writing. Oral history is the history of ordinary people whose voices would not be heard otherwise. I attended conferences where I met a diverse and wonderful group of people, as eclectic as oral history should be. I have returned from these experiences refreshed and rejuvenated. I am looking



2000–2001 Sabbatical recipients Linda Hicks (SCC), Susan Moore (SCC), and Sherry Adams (PVCC) attend the Sabbatical Reception, October 23, 2001, at Rio Salado College.

forward to sharing my students' work with my colleagues. Watch for our contribution to the Desert Cities Exhibit coming up in May, 2002, at the Arizona Historical Society.

## Pursuit of a Ph.D. in Political Science at Arizona State University

**Debra Campbell, MCC, Philosophy**  
As a philosopher, my emphasis is on political theory. This sabbatical allowed me to continue my own education of the theory and practice of critical thinking and democratic approaches to teaching.

## Certificate in Screenwriting from UCLA School of Theater, Film and Television

**Donald Castro, MCC, English**  
My sabbatical allowed me to work toward becoming a better screenwriter, and in turn, a better teacher of screenwriting. Earning a Certificate from UCLA's Professional Program in Screenwriting allowed me to work with some of the nation's best. Nevertheless, I've always thought there are writers who teach and teachers who write. I am a teacher who writes. I am enthusiastic about sharing my experiences with my students.

## A Literary Training and Walking Tour Through Eastern Europe

**Roberta Delaney, GCC, Reading**  
The title of my sabbatical was exactly what I did. I took the train and the bus to six different Eastern European countries and walked around many of their

wonderful cities and towns, and visited museums, art galleries, libraries, castles, and parliaments. The towns are filled with many places to learn about the culture. I came back with material to develop a more diverse curriculum that could be used in the next edition of the CRE101 textbook. I have prepared a collection of readings, a teaching plan, and teaching tools to accompany them.

## Preparing for Emerging Roles in the Health Information Profession

**Deborah Dennis, PC, Health Information Technology**  
My primary focus was to access the use of computer technology in the management and processing of patient health information. I selected three healthcare organizations as a learning environment for my sabbatical: Mayo Clinic and Hospital, Good Samaritan Medical Center, and Glencroft Care Center. My activities included working with management, querying staff, attending meetings/discussions, and gathering data regarding the use of computer technology to collect and process patient information. The resources and knowledge gained during this sabbatical will be used to enhance instruction and update lab activities in the Health Information Technology Program.



Alan Haffa, PC Senate President, talks with Deborah Dennis, PC Health Technology faculty and returning sabbatical honoree.



### Development of Mentoring Program for Mathematics Students

**Anne Dudley, GCC, Mathematics**

My sabbatical allowed me to develop a mentoring program for mathematics students at Glendale Community College. The program will encourage more students to study math and provide for a smoother transfer to Northern Arizona University (NAU). To develop this program, I examined existing mentoring programs in other disciplines and dialogued with mathematics faculty and advisors throughout the District and at NAU. I look forward to sharing my results with other colleagues.

### Completion of a Master's Degree in Education Technology at Arizona State University (ASU)

**James Elam, SCC, Computer Information Systems**

During my sabbatical leave, I completed coursework leading to a Masters of Education degree in Educational Technology at ASU. The program emphasizes sound instructional design as a foundation for the use of technology in teaching and learning. My goal is to increase student achievement by aligning instructional objectives, content, and assessment, and by appropriately incorporating technology into my lesson plans.

Part of my coursework involved research into distance education theory and practice. I am currently serving on the Scottsdale Community College Ocotillo committee, where support services and guidelines for online courses are being established.

### Java, Databases, and Object-Oriented Analysis and Design for Instruction in Computer Science

**Terry Grygiel, PVCC, Computer Science/ Mathematics**

During my sabbatical, I examined features of Java, including the Swing Set, Threads, and use in conjunction with CORBA. I also studied the concepts and principles underlying databases, focusing on working with databases programmatically (e.g., using SQL, JDBC, and Oracle's PL/SQL). Finally, I studied object-oriented analysis and design. I reinforced all of my studies during the sabbatical through a project that incorporated the major phases of object-oriented analysis and design, and included access of a database over the Internet.

### Oral Traditions and Storytelling as an Instructional Tool

**Linda Hicks, SCC, Communication**

The purpose of my one-year sabbatical was to increase my understanding of oral traditions and storytelling as an instructional tool and as a means of enriching student learning.

My objectives were: 1. To develop my own voice as a storyteller; 2. To develop curriculum materials following an outcomes assessment model; 3. To produce a variety of multi-media teaching materials involving the oral tradition.

I traveled for five months, four months in the United States and one month in France, learning about storytelling experientially. I recorded 65 hours of experiences along the way. This material is currently being edited for classroom use and for a multi-media event entitled *One World, Many Voices*.

### Work on Advanced Degree in Higher Education at NOVA Southeastern University

**Rita Kasapis, MCC, Counseling**

I am pursuing my doctorate in Higher Education from Nova Southeastern University. During my sabbatical, I researched self-esteem in community college students enrolled in counseling courses at Mesa Community College and retention rates of Mesa Community College students from a counseling department perspective. My hope is that my projects will be of benefit to my department and my campus in developing our departmental goals and strategic plan. As the knowledge and skills that we need in today's society change, huge demands are placed on faculty to review and improve in every way.

### Study in the Field of Evolution Psychology

**Richard Keefe, SCC, Behavioral Sciences**

The principle aim of my sabbatical was to explore possible sources of funding for multimedia materials to help social science faculty introduce evolutionary ideas into their curriculum. Most social scientists have little or no formal background in the many fields related to evolutionary theory. My plan is to set up

a web site that has teaching-ready materials for downloading and use in their classrooms. Colleagues from ASU and I set up a temporary site called TESSA (Teaching Evolution in the Social Sciences) with some demonstration materials. We have met scientists around the world who have agreed to give us their own field photographs and other teaching graphic aids and videos for more effective teaching. During my semester-length sabbatical, I was able to identify possible sources of funding and have submitted two proposals to FIPSE and may submit a third to NSF.



Joseph McCourt, CGCC Aviation faculty, discusses his sabbatical with Sandra Wells, FPG Committee Chair.

### Training Methods Using Technology in the Aviation Classroom

**Joseph McCourt, CGCC, Aviation**

As an aviation instructor, I explored the methods of instruction used by the United States Air Force for training of aviation technicians. The use of technology for this task requires computer-based training projects.

### Researching the Expectations and Perceptions of Writing Among Members of the Working Community

**Susan Moore, SCC, English**

As an English instructor, it is important to me to understand the expectations of the working community as it relates to the writing performance of their employees. The medical community, the corporate world, and the legal field all have their specific needs for writing. My research in this area will help us connect our First-Year Composition outcomes with the working community needs.

## Special Feature (cont'd)



Doug Sawyer, FPG Committee Member, and Gene Eastin, Maricopa Governing Board Member, review the sabbatical summaries available now online at [http://www.mcli.dist.maricopa.edu/fpg/sabbaticals\\_past.php](http://www.mcli.dist.maricopa.edu/fpg/sabbaticals_past.php).

### Pursuit of a Ph.D. in Higher Education at University of Arizona

**Cristie Roe, PC, English**

I spent last year in Tucson pursuing a Ph.D. in higher education. I experienced total immersion in academic scholarship in my field. I was also able to connect with colleagues and fellow students in the field to share experiences and information. The end result of my year on sabbatical was a feeling of being "recharged" and reinvigorated for my work, as well as the successful completion of my Ph.D. coursework. I would not have believed, if I had not experienced it for myself, how much more excited and confident I would feel about teaching after a year away from my job. I am also pleased at how much practical information I was able to garner from the theoretical study of higher education.

### Completion of Doctoral Dissertation of the Service Learning Program at PVCC

**Lynda Santiago, PVCC, Biology**

During my sabbatical, I collected and analyzed data and wrote my dissertation, completing my doctoral degree. The evaluation was conducted using a triangulation approach for data generation and interpretation. Students took a pre/post-service survey, completed reflection journals, and participated in focus group interviews. Paired t-tests were conducted on survey data, where  $N=174$ . There was a significant difference in the growth of students' leadership skills and in civic awareness, but not in personal development or in academic growth as a result of their service learning experience. Verbal and written data suggested that there was an overall positive response to students' service learning experience.

### Certificate in Women's Studies at Arizona State University (ASU)

**Diane Travers Shipman, CGCC, Communication/ Fine Arts**

During my sabbatical, I completed 24 upper division credits in the Women's Studies area of the Sociology and Anthropology Department, earning a certificate in Women's Studies from ASU. Since I teach courses that transfer as social/behavioral science, I found this program of study quite valuable. I address gender and cultural issues in practically every class in the teaching of Interpersonal Communication and Public Speaking. I am now able to cite more recent and relevant research pertaining to the field of communication. An additional benefit of attending classes at ASU was my ability to observe the teaching styles and methods of my teachers and, as a result, expand my teaching techniques.

### Experimental Design of Hydrogen Fuel Cells

**John Sickafoose, SCC, Physical Science**

My sabbatical allowed me to conduct a research project on experimental design of hydrogen fuel cells with Dr. Bob Farmer of the Physics Department at Baylor University. The studies investigated new and significantly less expensive ways to make this alternate, portable, renewable energy source.

### Pursuit of a Ph.D. in Creative Writing at Union Institute, Cincinnati, OH

**Virginia Sutton, PC, English**

The study of creative writing for my degree is interdisciplinary, including the study and teaching of writing in general, creative writing, the study of literature, and elements involving education, and the teaching of writing and literature. As an instructor of writing and literature, furthering my understanding of this developing field will allow me to continue to be an innovative and effective instructor.

### Illuminating Humanities Classes with Historical Storytelling

**LynnAnn Wojciechowicz, SMCC, Humanities**

As a result of assessing students, interviewing teachers, and observing classes using storytelling, I wrote articles on the use of storytelling in the classroom and the impact of storytelling, which I submitted for publication. I researched and developed in-depth stories for use in humanities classes on Sor Juana Ines de la Cruz, Phillis Wheatley, Frida Kahlo, Wolfgang Amadeus Mozart, and Aaron Copland. I have handouts for workshops, thirty one-page biographical sketches, notes for intensive multi-day trainings, and material on 122 people in the areas of art, computer programming, education, history, literature, mathematics, medicine, music, philosophy, and physics, which can be used in workshops, trainings, and classes. I look forward to sharing what I have learned! ▲

<http://www.mcli.dist.maricopa.edu/fpg/>



Sylvia Enriquez and Linda Larson, mcli FPG Support.



# Teaching with Class: Maricopa Models for Faculty Development

## Chandler-Gilbert Community College

**E**xcellence Under Construction is the theme that drives Chandler-Gilbert Community College's Faculty and Staff Development Program led by the Dean of Instruction, Maria Hesse, and faculty member, Sharon Fagan. A team representing all employee groups coordinates and facilitates opportunities for faculty and staff to learn, to collaborate, and to create a climate that encourages and rewards instructional innovation and workplace effectiveness. Areas of focus and special initiatives for faculty development include new faculty orientation, core course orientations, and active learning emphases that include cooperative learning, service learning, learning communities, critical thinking, classroom research, instructional technology, infusion of diversity, and multiple intelligences. Adjunct faculty are included in all faculty development activities.



Sharon Fagan

### Biggest Challenge

*"It's rewarding to work with employees so committed to their own learning...but sometimes, I admit, the logistical concerns such as finding common time and freeing our minds and spirits of our jobs become frustrating."* (Sharon Fagan)

## Estrella Mountain Community College



Roger Yohe



Jennifer Kester

The Estrella Mountain Community College Faculty and Staff Development program complements the college's Quality Service Initiative, and together promote the growth and development of a culture and environment committed to a system of quality service. Dr. Roger Yohe, the Director of the Center for Teaching and Learning, works with an advisory committee from seven academic divisions and the Dean of Instruction, Dr. Bryan Tippet, to develop the program. Primary areas of focus include promoting college-wide discussions on issues related to teaching and learning; developing hybrid online courses; supporting new pedagogical approaches such as problem-based learning and learning communities; and production and delivery of digital video.

*Your Success is Our Success* is the central theme of The Adjunct Faculty Institute, a series of workshops designed specifically to engage adjunct faculty in hands-on instructional technology training.

### Biggest Challenge

*"Our greatest challenge is trying to reach our adjunct faculty since they teach a vast majority of our sections, especially when our teaching methods and delivery systems are becoming more sophisticated."* (Roger Yohe)

## GateWay Community College

Two faculty members, Dr. Martha Bergin and John Holmes, chair an eight-member faculty development committee that represents all divisions at GateWay Community College. Orientation and in-service workshops are provided each year based on the needs and requests of the faculty. Most recently, faculty have expressed interest in instructional technology applications, collaborative learning, critical thinking across all disciplines, and cultural diversity. All faculty are encouraged to attend all trainings and workshops, which are offered during the day and in the evening to accommodate adjunct faculty needs.



Martha Bergin

### Biggest Challenge

*"My biggest challenge is supporting and maintaining authentic communication between all people involved in our employee development program."* (Martha Bergin)

## Glendale Community College



Debbie Krumtinger

Faculty Developers Larry Backs, Holly McKinzie Beene, and Linda Smith work together with the Manager of Training and Employee Development, Debbie Krumtinger, and the Dean of Instruction, Jean Ann Abel, to plan and coordinate professional development activities. These include technology training, grant preparation, campus contact referrals, general orientation, and a new online faculty development program beginning in January 2002. "Glendale Community College New Faculty Online" will pilot an instructor-led program in which the

## Faculty Development (cont'd)

majority of interaction is online, and is scheduled at individual participant's convenience. The seminar, based on scenarios likely to be encountered by first-year faculty, allows participants to reflect on the situation, to exchange views with colleagues, and to access exemplary resources that directly address the issue.

### Biggest Challenge

*"Our biggest challenge is that the day-to-day imperatives of teaching itself result in burgeoning faculty calendars and limited time to participate in professional development activities during times when many faculty need and want interaction with colleagues. Our concern echoes that of faculty developers nation-wide and is a prime motivator for our piloting the upcoming online seminar."*  
(Holly McKinzie Beene)

### Mesa Community College



Amy  
Andelora

The Center for Teaching and Learning, supported by Dean Gail Mee and directed by Dr. Naomi Story, promotes innovation and experimentation with teaching and learning methodologies and technology. Amy Andelora, Coordinator of Faculty Learning, collaborates with Dr. Story, Dean Mee, and Instructional Technologist, Dr. Paul Hietter, to provide workshops, dialogues, and forums for both residential and adjunct faculty. The New Faculty Experience, or NFE, is a highlight among this year's activities. Envisioned by Dean Mee, NFE provides a year-long series of workshops that assist new residential and one-year-only faculty in becoming integrated into the life of the college. Another program that promises inclusion and integration is CAFÉ (Colloquies on Adjunct Faculty Excellence), which will be presented at an adjunct-faculty mini-conference in November and will go into effect in January.

### Biggest Challenge

*"Our biggest (and most engaging) challenge is to foster community among faculty learners by modeling the values of inclusion, collaboration, kindness, and collegiality."* (Naomi Story/Amy Andelora)

### Paradise Valley Community College

Enhancing student learning through employee and organizational learning is the goal of Paradise Valley Community College's Employee and Organizational Learning Coordinating Team (E&OL). With learning as the core value, E&OL Coordinators Ned Miner, David Gerkin, and Michaelle Shadburne work closely with the Faculty, Staff, and Technology Development Teams, Adjunct Faculty Initiative Project Team, and Bob Bendotti, Dean of Instruction, to coordinate campus activities structured around Paradise Valley Community College's six strategic issues and E&OL's learning about learning, strategies for learning, and organizing for learning focus. The *Bring it Back and Share* philosophy is demonstrated during the two learning weeks in the fall and the one learning week in the spring when employees facilitate learning sessions in areas such as student retention, the underprepared student, college-wide assessment, adjunct faculty orientation, and hands-on technology.



Ned Miner



Michaelle  
Shadburne

### Biggest Challenge

*"Our biggest challenge is keeping up with the innovative ideas and initiatives from all the Paradise Valley Community College faculty and staff who want to make a contribution to the college."* (Ned Miner)

### Phoenix College



Judy Boschult

With budget provided by the Dean of Instruction, Dr. Marian Tadano, the Phoenix College Faculty and Staff Developer, Judy Boschult, works closely with the Learning Technologies Department to provide faculty a wide variety of professional development programs. New faculty participate in the New Faculty Orientation, which is conducted weekly throughout the academic year. Other programs include the Campus Climate Project; Campus Conversations and Cuisine Gatherings; and workshops on specific teaching and learning methodologies, the Faculty Evaluation Plan (FEP), and college-wide assessment and skills outcomes.



### Biggest Challenge

*"My biggest challenge is trying to fit into any one academic year the workshops, activities, gatherings, brainstorming sessions that would support the diverse campus community."* (Judy Boschult)

### Rio Salado College

Rio's vision of "high expectations for the success of our students, customers, and employees" underlies the work of the Faculty and Staff Development committees. Working in partnership with the Faculty Development Committee, Faculty Development Coordinator, Laura Helminski, plans and coordinates events for the residential and adjunct faculty. A comprehensive program of activities has been available for adjunct faculty for 15 years, with more than 400 adjunct faculty participating this semester. Ongoing faculty development activities include new faculty orientations, all-faculty meetings each semester, weekly instructional dialogues, professional development workshops, distribution of independent learning and training videos and manuals, and support for the Faculty In Progress Pilot (FIPP) intern. This fall's *Tools for Improvement* workshops offered sessions on best practices for assessing and improving teaching and learning for reading, writing, problem solving, critical thinking, and information literacy. Weekly Instructional Dialogues, new this year, increase collaboration and sharing between new faculty and existing faculty.

### Biggest Challenge

*"We find that everyone is very eager to join in conversations where we are truly learning together, where new thinking is encouraged. However, we have the same issues as our students; we are all pressed for time and space. The collaboration that is so important to professional development can be difficult because we all have very busy schedules. We are working on on-line development and learning opportunities to help with these challenges."* (Laura Helminski)

### Scottsdale Community College

A new team of Faculty Developers is leading Scottsdale Community College's Faculty Development program this year. Linda Hicks and Pat Serrano are working with the campus Faculty/Staff Development Committee to establish a budget, revise the mid-year Faculty Showcase, and establish a Faculty Resource Center. Additional areas of focus include a *Just in Time* delivery of a new faculty orientation program and a substantive orientation and development program for adjunct faculty.



Pat Serrano

### Biggest Challenge

*"As new faculty developers, our biggest challenge is to determine and address the needs of our growing full-time and adjunct faculty."* (Pat Serrano)

### South Mountain Community College

The Faculty and Staff Development Program at South Mountain Community College is dedicated to providing enrichment activities and opportunities for all employees to experience authentic learning in support of student success. Faculty Developer, Lara Collins, coordinates events such as Campus Dialogue Luncheons, Technology Dialogue Luncheons, Employee and Organizational Learning Workshops, Fun Wednesdays, Storytelling activities, International and Intercultural Exchange Program activities, and technology workshops and summer institutes. Adjunct faculty are encouraged to attend all events.

### Biggest Challenge

*"At South Mountain Community College, we get a big bang for our buck, both literally and metaphorically, because I do a lot with a little. Just like the fast food commercial where you can drive through and buy more time, I wish that there were more hours in the day so that I can realize all of my dreams for faculty/staff development."* (Lara Collins)

▲ Marybeth Mason, mcli

<http://www.mcli.dist.maricopa.edu/fsd/>



## Partnerships for Fine Arts Education

Fine Arts began this year with the eighth annual *Fine Arts Day*. This year's focus was on developing partnerships with community organizations. Given the myriad of arts organizations active in Maricopa County, a single day would not begin to establish the depth of relations that we intend, so we focused our attention on organizations that support and advocate for arts education in Arizona.

These organizations are addressing a very critical need in the arts: the shortage of teachers from K-12 to higher education. These initial conversations grew out of the Teacher Shortage Conference convened by Maricopa's Vice-Chancellor for Academic Affairs and Student Development, Dr. Anna Solley.

In the arts, the teacher shortage is nearing the crisis point. To address this and to share concerns with the faculty, we invited six leading advocates for arts education to share their outlook with us. Our panelists were: Jacky Alling, Executive Director, Arizona Alliance for Arts Education; Rob Taylor, Chair, Department of Interdisciplinary Studies, Arizona State University West; Jocelyn Hanson, Arts in Education Director, Phoenix Arts Commission; Becky Gaspar, Executive Director, Arizonans for Cultural Development; Alison Marshall, Education Director, Arizona Commission on the Arts; and Andre Licardi, Director of Arts Education, Peoria Unified School District.

The panelists, along with many other members of arts education advocacy groups, then participated in roundtable discussions with faculty and administrators from Maricopa. The discussions were structured to help community organizations learn about the arts in the Maricopa Colleges, to look at shared areas of concern, and to brainstorm recommendations for collaboration or

ideas for future exploration. Each of the groups reported their top three recommendations. Some of the highlights from the morning session included the following recommendations:



Panelists presenting at *Fine Arts Day 8*, August 16, 2001, Tempe Mission Palms Hotel. (From l-r): Jocelyn Hanson, Rob Taylor, Alison Marshall, Andre Licardi, Becky Gaspar, and Jacky Alling.

- Better marketing of the present Maricopa Visual and Performing Art Programs to High Schools.
- Use of well-designed posters and marketing material to appeal to high school students.
- Enlistment of scholarship recipients to act as ambassadors to their former high schools to increase awareness of scholarship opportunities.
- Provision of an arts specialist at the college level who can intern in K-12 to assist understaffed art programs.
- Research into the 2+2+2 model for the visual and performing arts.
- Increase communication between the community college and the high school faculties.
- Development and maintenance of effective personal relationships to nourish communication between the community and the schools.
- Provision of re-assigned time for college faculty for outreach with high school arts and education organizations.

We have already begun to act on some of these ideas with our community partners. In November, we will help sponsor the "Mayors Breakfast with the Arts" in the city of Scottsdale. The

topic "Better Schools, Better Skills, Better Communities," is a continuation of our Fine Arts Day discussions. We will also continue to represent the Arts in further discussions concerning the current crisis in teacher preparation in higher education.

### Introducing the Maricopa Jazz Orchestra

The inaugural year for the Maricopa Jazz Orchestra will be highlighted by a concert performance at the Kerr Cultural Center on November 14th, featuring special guest, saxophonist Bob Mintzer. The seventeen-piece band is comprised of Jazz students and faculty from music programs across the District. Led this year by Fred Forney of Mesa Community College and Dave Schmidt of Glendale Community College, the students also received direction from guest conductor Steve Owens of the University of Oregon Jazz Studies Program.

### League for Innovation Student Contests

**Creative Writing Contest:** We are looking forward to another exceptional collection of Short Stories, Poetry, Creative Non-Fiction, and One-Act Plays. Last year John Michael Day of Phoenix College won second place at the national level for his poem, *Cedar Island N.C.*, and Nancy McCurry of Paradise Valley Community College was awarded an Honorable Mention in Creative Non-Fiction for her piece entitled *Taking Wing*.

**Visual Art Contests:** Mesa Community College student, Bari Read, was awarded the First Place Prize this year for her ceramic sculpture *Ruby*. Her piece and other Maricopa entries can be seen at: [http://www.league.org/league/competitions/student\\_art/student\\_art0001.htm](http://www.league.org/league/competitions/student_art/student_art0001.htm).

▲ Bob Galloway, **mcli**

<http://www.mcli.dist.maricopa.edu/arts/>

## Honors

# Honors Forum Lecture Series 2001–2002 Customs, Traditions, and Celebrations: The Human Drive for Community

### Honors Forum Lecture Series for 2001–2002

This year's Lecture Series got off to a great start. A large crowd of just under 500 students, faculty, and administrators gathered to hear **Paul Loeb** speak about the individual's role in the community. Mr. Loeb's powerful message could not have come at a more appropriate time than following the tragic events of September 11th. He challenged us to work to create a more just world and to seek justice not vengeance to break the "cycles of indiscriminate violence." He told us never to forget the "lessons of citizen empowerment" and the difference an individual can make.

An equally enthusiastic crowd met Terry Goddard on October 17th, as he further developed the theme of "community." The former Mayor of Phoenix spoke about the need to create communities within which people can live enriched lives. He talked about the need for citizen involvement in the rebuilding of their communities and the importance of finding "productive outlets for their talents" in working with their city and significant social, historical, and arts planning groups to improve the physical environment as well as the social and intellectual.

Online discussions on Loeb and Goddard lectures are available at: <http://www.mcli.dist.maricopa.edu/honors/forum.php>.

All Honors Forum Lectures are held at the Phoenix College Bulpitt Auditorium, starting at 7:30 p.m. The next lecture is on November 14, 2001. Pat Mora will address the topic of "Building Community through Literature and Literacy."

### 2001–2002 Theme: *Customs, Traditions and Celebrations: The Human Drive for Community*



Author of poetry, nonfiction, and children's books, **Ms. Pat Mora** is an advocate for the building of community through literature and literacy. A native of El Paso, Texas, the border city to which her grandparents came during the Mexican Revolution, she speaks often at conferences, universities, and schools about creative writing, leadership, and multicultural education.

Ms. Mora is a graduate of the University of Texas at El Paso. She was the Garrey Carruthers Chair in Honors, Distinguished Visiting Professor at the University of New Mexico, fall 1999. She has received Fellowships from the National Endowment for the Arts and the Kellogg Foundation. Among her other awards are the Pellicer-Frost '99 Bi-national Poetry Award, four Southwest Book Awards, and the Premio Aztlan Literature Award.

Ms. Mora's fifth poetry collection is the illustrated volume, *Aunt Carmen's Book of Practical Saints*. Her poems have been translated into Spanish, Italian, French and Bengali. Her most recent book is *Love to Mama: A Celebration of Mothers*, an edited poetry collection. Pat actively supports having April 30th celebrated as Día de los niños / Día de los libros, a celebration of children, books, languages, and cultures.

For more information about her and the books she has written, see her web site at: <http://www.patmora.com>.



**Dr. William Schulz** is the Executive Director of Amnesty International. He is an ordained Unitarian Universalist minister. As President of the Unitarian Universalist Association of

Congregations, Dr. Schulz first became involved in a variety of international and social justice causes. He has been an outspoken advocate for women's rights, gay and lesbian rights, and racial justice. He has led missions to improve the rights of religious and ethnic minorities in Romania and to investigate atrocities committed in Liberia. As Executive Director of Amnesty International, he has fought for human rights protections as part of the peace process in Ireland.

Dr. Schulz has served on the boards of People for the American Way, Planned Parenthood Federation of America, the Communitarian Network and Americans United for the Separation of Church and State, among others. He has appeared frequently on radio and television and has authored several books. His most recent publication, coauthored with Mary Robinson, is entitled *In Our Own Best Interest: How Defending Human Rights Benefits all Americans*.

Dr. Schulz is a graduate of Oberlin College. He holds an M.A. degree in philosophy from the University of Chicago and an M.A. degree and a Doctorate of Ministry from the Meadville/Lombard Theological School at the University of Chicago.

On February 20, 2002, Dr. Schulz will address the topic of "Human Rights as the Moral Conscience of Community."

## Honors (cont'd)



**Mr. Chris Eyre**, a young filmmaker from Klamath Falls, Oregon, brings an exciting and fresh perspective to the portrayal of American Indians in mainstream Hollywood films. While still in college, he began receiving awards for his filmmaking. His short film, *Tenacity*, won the top honor as best film at New York University's First Run Film Festival. Also, in 1995, he was a Sundance Institute Film Fellow invited to the screenwriters, producers, and filmmaker's laboratories, where he directed four scenes for his first feature film, *Smoke Signals*.

In 1996, Sundance Film Festival named him the U.S. Winner of the Cinema 100/Sundance International Award, which honors the next generation of visionaries in film. *Smoke Signals* went on to win the Audience Award and Filmmaker's Trophy at the 1998 Sundance Film Festival. It was chosen to open the prestigious "New Directors/New Films" event at the Modern Museum of Art in New York City. After opening across the country, it was considered the first feature film by an American Indian director to receive major distribution and was among the top five independent films of 1998.

Mr. Eyre, an M.F.A. graduate of New York University, is an enrolled member of the Cheyenne and Arapaho Tribes of Oklahoma. His company, Riverhead Entertainment, develops feature films, commercials, and documentaries.

On March 20th, Mr. Eyre will speak on the topic of "Indian Country: Realistic Portrayals of Home."



**Dr. Kimberly S. Young** has been called "the world's foremost Cyberpsychologist" by the media, and is an internationally known researcher, author, and speaker on the impact of technology on human behavior. Dr. Young has testified in both state and federal courts regarding her pioneer research and before the Child Online Protection Act Congressional Commission.

She has published numerous articles about e-behavior and authored *Caught in the Net*, a groundbreaking book on Internet addiction recovery, already translated in four languages. As an Internet strategist and certified web

developer, Dr. Young is a sought after consultant on leadership for employees' effective use of technology. Her work has been featured in hundreds of newsprint publications worldwide including major articles in *The Wall Street Journal*, *USA Today*, *Forbes*, *The New York Times*, *Newsweek*, and *Time*. She is also a frequent media commentator for radio and television programs including *NPR*, the *BBC*, *CNBC News*, *Fox News*, *Good Morning America*, *20/20*, *The Leeza Show*, and *ABC's World News Tonight*. Her latest book, *Tangled in the Web*, was published in July 2001.

Dr. Young, a licensed psychologist, is executive director of the Center for On-Line Addiction. For more information about Dr. Young and her works, see her web site at: <http://www.netaddiction.com>.

Dr. Young's address "Tangled in the Web: The Impact of the Internet on Individuals, Families and Communities," will be held on April 17, 2002.

For more information on the Lecture Series and the Honors Program, see: <http://www.mcli.dist.maricopa.edu/honors/index.php>.

### College Honors Coordinators

Chair, Honors Coordinators' Council:  
Betsy Hertzler, MCC

CGCC	Kim Chuppa-Cornell
EMCC	Conrad Bayley
GWCC	Alex Backus
GCC	Mary Leskovsky
MCC	Doug Conway Betsy Hertzler
PVCC	Linda Knoblock
PC	Alan Haffa
RSC	Barry Wukasch
SCC	Harry Hude
SMCC	Matt Smith

### DISTRICT HONORS SUPPORT

<b>mcli</b>	Margaret Hogan
<b>mcli</b>	Patty Couty
<b>mcli</b>	Janet Sieradzki

▲ Betsy Hertzler, Ed.D., MCC and Margaret Hogan, Ed.D., **mcli**

<http://www.mcli.dist.maricopa.edu/honors/>

## Learning Grants

# Report on Year Two and What's New for Year Three

The Learning Grants program has been a significant source of support for faculty projects for the past two years. During the 2000-2001 and 2001-2002 years, eighty-three proposals were funded for a total of \$352,162. Faculty from nine of the ten Maricopa colleges have received grants. The most recent awards are listed below.

**The third-year cycle for applications will be February 4, 2002, through March 22, 2002.** The grants will be awarded effective July 1, 2002, for the year 2002-2003. For the first time, the entire process, from application to final report, will be online. Changing from a paper intensive to a paperless process will make the reviewing and awarding of grants more efficient. The information and forms will be readily accessible to all residential and adjunct faculty and administrators. Applicants will also be able to track online the status of their application from its initial acceptance to its final approval and award. The new process will be available on the Learning Grants website for preview in December.

### Learning Grants for 2001-2002

#### ARTS AND HUMANITIES

- **Choreographic and Performance Collaboration Between Glendale Community College and Center Dance Ensemble/** Lenna DeMarco (GCC)
- **Creating the Balance—In Dance and in Life/**Patricia Bodell (SCC)
- **ENG 102 Citation Analysis/**David Laird and Carol Dichtenberg (PC/EMCC)
- **Faces of America/**Dean Terasaki (GCC)
- **Faustwork—Mask Theater/**Pamela Schuler (CGCC)
- **From Age-ing to Sage-ing/**Barbara Shovers (CGCC)
- **GateWay to the Arts II/**Dean Stover and Don Hall (GWCC)
- **Innovative History: Projects that Go Beyond the Classroom/** John Frasure and Conrad Bayley (EMCC)
- **Jazz Performance/Clinic (The Phil Markowitz Trio)/** Randall Wright (CGCC)
- **Let the Games Begin/**Steve Meredith, Rachel Woodburn, Patricia Bodell, Steve Green (SCC)
- **Maricopa Jazz Orchestra/**Fred Forney (MCC)
- **Multimedia for Humanities: Integrating the Disciplines/** Bonnie Loss, Rita Mitchell, Phil Smelser, Jan Bria (GCC)
- **SCC English Department Portfolio Project/**Barbara Fahey, Ramona Goth, Cameron MacElvee, Jamie Moore (SCC)
- **Speakers Series: Language Plus/**Mariu Hernandez-Hall (SCC)
- **Teaching Non-Native Speakers in Multicultural Classrooms II/** Bonnie Ehmann (GWCC)
- **The Mexico Project/**Michele Marion (PVCC)
- **The Thirteenth Annual Arizona Japanese Speech Contest/** Emi Ochiai Ahn (MCC)

#### SCIENCE AND TECHNOLOGY

- **Digital Histology Images for Human Anatomy and Physiology/** Patricia Ashby (SCC)
- **Interdisciplinary Activities with Maple/**Kate Rozsa (MCC)
- **Internet Delivery of CHM095/**Jill Suydam (GCC)
- **Internet Delivery of Lab Techniques, Equipment and Prelab Discussion for General Organic Chemistry Labs/** Jennifer Chang (GCC)
- **Purgatory Flat: A Field-Based Geoscience Classroom/** Robert Leighty and Donna Benson (MCC)
- **Rule Time: Salute to Flight, An Innovative Video-Math Lesson/** Scott Adamson (CGCC)
- **Videography of Physical Therapy Treatment Skills and Interventions for the Physical Therapist Assistant Program/** Kirsten Berdahl and Peter Zawicki (GWCC)
- **Virtual Simulation for Various Kinesthetic Movement Patterns/** Brent Alvar, Mary Graci, John Underwood, Matt Rhea (CGCC)

#### TEACHING AND LEARNING

- **Contextual Learning/**Pushpa Ramakrishna (CGCC)
- **First-Year Experience Program/**Cindy Shoenhair and Renee Cornell (PVCC)
- **GateWay's Teacher Preparation Program/**Dean Stover and Jim Baugh (GWCC)
- **GCC Pilot of Supplemental Instruction/**Gay Garesch, Alice Estrada, Martina Aranda (GCC)
- **Increasing Students' Metacognitive Awareness/**James Vicich (SCC)
- **Introducing the eLibrary at Scottsdale Community College/** Patricia Lokey (SCC)
- **Learning Communities/**William Farrar, Roselyn Turner, Roberta Gray, Pearl Williams, Kathleen Iudicello, Gary Kilduff (EMCC)
- **Leadership Institute/**Heather Anderson, Anne Eller, Jim Rubin and Paul Dale (PVCC)
- **Lessons from the Field: A Community Project on Diversity in Education/**Brenda Larson and Bill Mullaney (CGCC)
- **MODES—Mesa Community College Open-Entry Course Delivery and Educational Support/**Linda Collins, Barbara McClarrin and Carole Saccoccia (MCC)
- **Study Groups/**Melinda Rudibaugh and Ernie Chavez (CGCC)
- **Study Guide for Personal Trainer National Certification Exam/**Olivia Templeton (GCC)
- **Supplemental Instruction/**Melinda Rudibaugh, Scott Adamson, Eva Falletta, Carol Edwards (CGCC)

SEE THE LEARNING GRANTS WEBSITE FOR ABSTRACTS OF THESE GRANTS.  
<http://www.mcli.dist.maricopa.edu/learngrant/>

#### For more information or project consulting, contact:

##### Margaret Hogan

Faculty Development Coordinator  
 Maricopa Center for Learning and Instruction (mcli)  
 480.731.8305

##### Bob Galloway

District Fine Arts Coordinator  
 Maricopa Center for Learning and Instruction (mcli)  
 480.731.8630

Or Your Faculty/Staff Development Coordinator

▲ Margaret Hogan, Ed.D., and Bob Galloway, mcli

<http://www.mcli.dist.maricopa.edu/learngrant/>

<http://www.mcli.dist.maricopa.edu/forum/>

## Maricopa CARES

CENTER ON AGING: RESOURCES, EDUCATION, AND SERVICE



# Aging ... If It's Not Your Issue Now, It Will Be

**M**aricopa Community Colleges are fully engaged in lifelong learning. Maricopa CARES, the District's Center on Aging located at Phoenix College, assists interested colleges and serves students, employees, and the community in matters related to aging. Individual college programs are offered through traditional community education departments and faculty-led models, as well as through peer-directed membership organizations in which participants develop, market, and facilitate their own classes with the assistance of colleges.



**Rio Institute for Senior Education (RISE) members on a learning adventure.**  
(Photo supplied by Charley Brabec at Rio Sun Cities Lifelong Learning Center.)

Colleges interested in and responsible for senior adult programming throughout the District have established the Senior Adult Network (SAN) whose mission, through linkages with the wider community, is to serve as a model for cooperative educational networking by: discovering, creating, and sharing resources; supporting the development of accessible, quality education; and advocating senior adult programs. The Senior Adult Network continually challenges the Maricopa Community Colleges to enhance and promote personal growth within our diverse populations through lifelong learning opportunities. SAN seeks to:

- Establish an ongoing financially-sound basis for senior adult programming throughout the District through regular budget lines and District operating funds. SAN will pursue opportunities for supplemental funds from external sources.
- Establish all elements of a rewarding learning environment based on identified needs and interests, including

safe and accessible physical facilities, utilization of available technology, and alternative delivery methods.

- Reach all seniors residing in the community who have unmet learning needs and interests.
- Provide quality programming in response to the needs and interests of older adults residing in the community. Quality programming is timely, flexible, and accessible; available through a variety of delivery methods; and evaluated on a regular basis. When appropriate, programming will include opportunities for involvement of the homebound as well as those who live and function independently in the community.
- Identify, showcase, and utilize the valuable resources embodied in older adults in a manner that is beneficial to senior adults, the colleges and the district, and the community at large.
- Develop and participate in public and private partnerships that will improve quality of life and enhance the ability of the colleges and the District to serve the community.
- Represent the interests of older adults, the colleges, and the District through a variety of media as it endeavors to fulfill its mission.

Individual programs within the District have developed over years in response to the needs and interests of local colleges and their communities. In addition to college based advisory committees, SAN is guided by a District-wide advisory council with membership from colleges and communities. To learn more about programs at your college or in your



**Getting comfortable with the computer at CGCC.**  
(Photo supplied by CGCC web site: <http://www.cgc.maricopa.edu>.)



**A learning experience at Sun Lakes Education Center.** (Photo supplied by CGCC web site: <http://www.cgc.maricopa.edu>.)

community, contact your SAN representative:

### **Chandler-Gilbert Community College**

Sun Lakes Education Center  
Mary Kaye Allen  
(480) 857-5505

### **Estrella Mountain Community College**

Community Education Program  
Katie Brocker  
(623) 935-8492

### **Glendale Community College**

Community Education  
Suzanne Higgins  
(623) 845-3808

### **Mesa Community College**

New Frontiers for Learning in Retirement  
Ann Cox  
(480) 461-7497

### **Paradise Valley Community College**

Senior College  
Judi Anderson  
(602) 787-6802

### **Phoenix College**

Adult Education Program  
Colleen Massey  
(602) 285-7192

### **Rio Salado College**

Sun Cities Lifelong Learning Center  
Charley Brabec  
(480) 517-8776

### **Scottsdale Community College**

Senior Adult Educational Program  
Vincent Huffman  
(480) 423-6535

### **South Mountain Community College**

Guadalupe Center  
Raul Monreal  
(602) 243-8040

For additional information about Maricopa CARES, the Senior Adult Network, college programs, or eldercare, contact: Rose Pfefferbaum at (602) 285-7587.

▲ Rose Pfefferbaum, Ph.D., **mcli**



# The Maricopa Institute for Learning (MIL)

The MIL is a fellowship for Maricopa faculty who are committed to investigating and documenting significant issues in teaching and learning in their fields. The Fellowship is modeled after the Pew National Fellowship Program for Carnegie Scholars (<http://www.carnegiefoundation.org/CASTL/highered/Pewscholars.htm>). The main purpose of the MIL is to create a diverse community of scholars who will design and carry out a research project aimed at deepening understanding of how students learn. Fellows are also expected to document and share their results with their peers.

MIL candidates are nominated by their college President, Dean of Instruction, or Faculty Developer. Nominations for 2002-2003 fellowships are due on December 3, 2001. For additional information on the MIL program and process for application, visit our web site: <http://www.mcli.dist.maricopa.edu/mil/>.

## 2001 MIL Projects

### SCOTT ADAMSON, MATHEMATICS CHANDLER-GILBERT COMMUNITY COLLEGE

The focus of my project is to measure a change in student attitude (feeling or state of mind) toward mathematics, a change in beliefs (what students think is true) about mathematics, and a change in views (the way students see) about mathematics. These changes will come as a result of the students' experiences in a contextual, projects-based mathematics course.



Scott  
Adamson

In this course, students are required to work together in teams, technology is readily available, and there is a focus on both the conceptual understanding of the mathematics and the applications of the mathematics. In addition, students are engaged in contextual writing projects throughout the semester. Through these innovative writing projects, student understanding of mathematical concepts will be enhanced by active engagement in critical mathematical thought through problem-solving in context, working as a team toward a common goal, communicating mathematically using current software packages, and connecting the multiple representations of the mathematical concepts.

### DEBBIE ANDERSON, LIBRARY AND INFORMATION SCIENCE ESTRELLA MOUNTAIN COMMUNITY COLLEGE



Debbie  
Anderson

In today's society, becoming information literate is the key to creating lifelong, independent learners. Information literacy—the ability to determine your information needs, find valid information, evaluate the information, and cite the information—is the literacy of the digital age. Digital literacy is the ability to understand information and—more important—to evaluate and integrate information in the multiple formats the computer can deliver. Teaching information and digital literacy in the digital age also brings new challenges and new opportunities.

My project will seek to research, investigate, and experiment with, in collaboration with subject specialists, innovative approaches that infuse information and digital literacy into the classroom experience. In particular, it will research new teaching methods and strategies to teach information and digital literacy using such tools as web-based learning, online instruction, and multimedia delivery. My second goal is to incorporate these strategies into an online learning module in a specific discipline to test the theories.

### JOHN GIBSON, COMPUTER INFORMATION SYSTEMS GLENDALE COMMUNITY COLLEGE

My project will explore the use of diverse learning preferences to customize student instruction in new learning environments. In particular, the research will focus on a group of 250 students taking a beginning self-paced Open Entry/Open Exit computer course delivered both on-campus (Glendale Community College) and through the Internet.



John Gibson

The initial phase of the project will involve gathering information on the successful use of learning methodologies and technologies to create personal knowledge. This information will then be used to enhance the course, and primary research data will be gathered from students as they encounter new opportunities to customize their learning experience.

## Maricopa Institute for Learning (MIL) (cont'd)

My research questions include: could this new approach help our students (help themselves) succeed, given their great diversity of backgrounds? And what types of inventories, learning activities, and technologies are most appropriate? I hope this work will eventually serve as a model to help us create exciting new learning environments that more actively engage our students and increase retention.

### SIAN PROCTOR, GEOLOGY SOUTH MOUNTAIN COMMUNITY COLLEGE



Sian Proctor

Geology is a visual science that requires a high degree of spatial ability. Because 99% of my students are non-science majors, the visual/spatial aspects of geology can be difficult to grasp. Computers are becoming an integral part of the learning process and provide a unique opportunity to present visual/spatial information to students. As a result, it is important that we understand how students learn from this form of visual imagery.

The purpose of my study is threefold: to have better insight into how students obtain meaning about geologic concepts that are visual and/or spatial, to try to understand how technology can be used as a tool for visual/spatial learning, and to try to increase students visual/spatial abilities.

My research questions include: what is the role of visual imagery in negotiating meaning in a community of learners? And how does technology affect the understanding created through visual imagery?

### DR. NANCY SIEFER, ENGLISH GLENDALE COMMUNITY COLLEGE AND DR. ELIZABETH SKINNER, READING GATEWAY COMMUNITY COLLEGE

The goal of our project is to promote more meaningful communication about learning and instruction among students and their instructors. Meaningful communication is a prerequisite to the establishment of a "community of learners" in which instructors learn to see their classrooms from the viewpoints of their students and students better understand the perspectives of their teachers. Only in such a community can effective instruction and valid assessment occur.



Nancy Siefer

One of us will serve an insider role as a "master learner." Master learners are faculty who attend courses outside their own disciplines as students, completing all the activities and assignments required of students, and leading seminar sessions with other students about their course experiences. The other team member will serve a complementary outsider role and will conduct in-depth interviews with students in the chosen course and their instructor, as well as with the master learner. By comparing and integrating the information gained through these insider-outsider roles, we will begin to define a common framework within which meaningful dialogue about learning can occur.



Elizabeth Skinner

▲ Maria Harper-Marinick, Ph.D., **mcli**

<http://www.mcli.dist.maricopa.edu/mil>



2001-2002 MIL Fellows Sian Proctor (SMCC) and Nancy Siefer (GCC) laugh with 2000-2001 MIL Fellow Maria Chavira (MCC) at the MIL Fall Interim Meeting (October 19-20, 2001 at the Summerfield Suites).



# Ocotillo Focuses on Collaboration and Strategic Planning for Instructional Technology

**A**s Ocotillo embarks on its 14th year of supporting the Maricopa Community Colleges' focus on learning through technology, we welcome several new college Ocotillo chairs, **Steve Budge** and **Rick Effland** (co-chairs), Mesa Community College, **Sheila Brandt**, Scottsdale Community College, and **Teresa Leyba**, South Mountain Community College, as well as representatives from the District Technology Leadership Council and the Faculty Executive Council, **Earl Mansour** and **Barry Vaughn**, respectively.

## Retreat 2001 Recap

Last May, the Ocotillo Retreat again packed a great deal of activity into two days of hands-on sessions and interactive discussions, with nearly 400 people attending events at Paradise Valley Community College and South Mountain Community College. The outcomes of the discussion sessions helped us plan for this year's goals. A highlight was our "Futures Panel" in which our Chancellor, Vice-Chancellors, College Presidents, Industry Representatives, and Chandler-Gilbert Ocotillo Chair Pam Petty outlined a Maricopa vision of technology for the year 2006. All the details are captured on the retreat web site (<http://www.mcli.dist.maricopa.edu/ocotillo/retreat01/>).

## Ocotillo 2001-2002

In its first meeting this year, the Ocotillo Chairs established goals and a list of prioritized issues to address this year. Clearly, the most important one is going to be providing input on instructional technology to the District Strategic Planning process and the Bond 2004 planning. In addition, the chairs will address issues of support for technology development, online learning, and doing more with limited resources.

Another major goal is for Ocotillo to promote instructional technology, reach more people, and improve teaching and

learning through vehicles such as the Ocotillo Spotlight. Each month our web site "spotlights" a brief article describing a particularly innovative practice or effective use of technology at one of the Maricopa Colleges. The most recent Ocotillo Spotlight featured the students of the Student Technology Assistant Research (STAR) program at Chandler-Gilbert Community College; see: <http://www.mcli.dist.maricopa.edu/ocotillo/spotlight>

Other means of reaching more people are the monthly meetings of the Online Learning Group, Technology Dialogue Days, and the Ocotillo Retreat. Because of the popularity of the format of the last two "in-town" Ocotillo Retreats, we are planning fall and spring Technology Dialogue Days. Both of these events will provide the types of hands-on sessions that drew the crowds at the recent year-end retreats.

Working with Glendale Community College and the District Information Technology Services (ITS) department, we are presenting the WebDev 2001 Dialogue Day (November 9, 2001), an open event for anyone in Maricopa interested in Web Development. Featuring a theme of "The Strongest Link," this day will feature an interactive morning discussion activity and a series of afternoon computer classroom demos and electronic poster sessions. There will also be a Spring Technology Dialogue Day on March 29 at GateWay Community College. The Ocotillo Retreat will return to its previous intensive format and May date. Watch for more information on spring activities in the near future.

Throughout the year, Ocotillo continues to serve as a human network of faculty, staff, and administrators, sharing at the District level ideas and issues on instructional technology that come from the college groups, and communicating information back to those same groups. To learn more, contact your local Ocotillo chair or visit our information packed web site: <http://www.mcli.dist.maricopa.edu/ocotillo>.



Ocotillo Chairs Elizabeth Jacobs, GCC, and Teresa Leyba, SMCC.

## Ocotillo Representatives

**Pam Petty**  
Chandler-Gilbert Community College  
**Roger Yohe**  
Estrella Mountain Community College  
**Charlene Almendarez**  
GateWay Community College  
**Elizabeth Jacobs**

Glendale Community College  
**Steve Budge and Rick Effland** (co-chairs)  
Mesa Community College  
**Nancy Matte**  
Phoenix College  
**Jon Storslee**  
Paradise Valley Community College  
**Pat Case**  
Rio Salado College  
**Sheila Brandt**  
Scottsdale Community College  
**Teresa Leyba**  
South Mountain Community College  
**Earl Mansour**  
District Technology Leadership Council  
**Barry Vaughn**  
Faculty Executive Council

▲ **Doug Sawyer, Ph.D.**, Ocotillo Faculty Chair and **Alan Levine, mcli**

<http://www.mcli.dist.maricopa.edu/ocotillo>

## Systemic Reform In Science (SyRIS)

# Pedagogical Reform Enhances Student Learning and Success

Systemic Reform In Science (SyRIS), funded by the National Science Foundation and in-kind support from participating colleges and the **mcli**, is a district-wide project designed to improve student outcomes in science through changes in curriculum and pedagogy. The goal of SyRIS is to bring together science, math, engineering, and technology (SMET) faculty into collaborative teams at each participating college. These teams are charged with designing, developing, and field-



**Project Director, Jeffrey Pommerville, conducts the SyRIS Annual Workshop on August 17, 2001 at the District Office.**

testing interdisciplinary science modules for entry-level science courses using active learning strategies and critical thinking. The unique interdisciplinary element of the modules is to convey to students the links between the sciences. These hands-on science modules that reflect real-life applications will enhance student learning and success by improving the quality of undergraduate science instruction.

### 2000–2001 Products and Results

In 2000-2001, 34 SMET faculty from eight colleges were part of SyRIS. Besides attending active learning workshops to assist them in the preparation of their modules, each of the eight collaborative teams in fall 2000 completed an interdisciplinary science module. A summary of each module can be found on the SyRIS web site (<http://www.mcli.dist.maricopa.edu/syris/>). Each team then field-tested the module at their college in spring 2001 and prepared an assessment report concerning the module's success.

Project evaluation, conducted by the evaluation team, (Maria Harper-Marinick, Instructional Designer, **mcli** and Howard Sullivan, Professor of Psychology in Education, Arizona State University), focused on student success and student and instructor attitudes toward module development and implementation. Posttest or final product scores from 377 students in 19 class sections were used to assess student success. These scores averaged a very respectable 84 percent. Student attitude ratings averaged 4.08, somewhat above the "agree" (scored as 4.0 on the five-choice Likert-scale) in response to the positive statements on the survey. Many students reported that the module "was realistic or related to real life." Other frequent responses indicated that they enjoyed working with a cooperative group or with other students, doing the laboratory experiments, and using hands-on activities. The student responses strongly validate the goal of SyRIS, which is to develop science modules that stress cooperative learning and other active learning strategies.

Surveys from the 17 instructors who field-tested the modules showed a strong favorable attitude toward the modules. These instructors affirmed that the material developed and field-tested was "worthwhile for students to learn" and "interesting and appealing." Several instructors cited the laboratory experiments, hands-on student activities, and the interdisciplinary nature of the instruction as module strengths. Again, these attitude responses reinforce the pedagogical reform intent of the SyRIS project.



**Participants at the SyRIS Annual Workshop on August 17, 2001 at the District Office.**



### 2001–2002 Plans and Activities

Participants in 2001-2002 involve 42 SMET faculty, of which 27 are new to the project (see below). The nine interdisciplinary teams again are involved in the fall semester with the design and development of additional interdisciplinary science modules that will be field-tested in the spring semester 2002. Faculty will attend development workshops related to active learning strategies for successful instruction and student learning.

### Conclusion

Reform in science education is not something that can be accomplished overnight. However, the efforts in pedagogical reform being carried out by SyRIS faculty will translate into a better, more applied curriculum. The project outcomes will foster a keener interest in and understanding of science and promote the thinking skills science and the community require.

### Further Information

National Research Council.  
1999. *Transforming Undergraduate Education in Science, Mathematics, Engineering, and Technology*.  
Washington, D.C.:  
National Academy Press.

Stokstad, E. 2001.

Reintroducing the intro course. *Science*. 293, 1608-1610.

Wyckoff, S. 2000. Changing the culture of undergraduate science teaching. *Journal of College Science Teaching* 30(5), 306-312.

▲ Jeffrey Pommerville, Ph.D., mcli

<http://www.mcli.dist.maricopa.edu/syris/>



### The 2001–2002 SyRIS Collaborative Teams

**Chandler-Gilbert:** *Pushpa Ramakrishna* (Peer Mentor), Biology; Scott Adamson, Mathematics; Trey Cox, Mathematics; and Tom Foster, Instructional Technology

**Estrella Mountain:** *Rosemary Leary* (Peer Mentor), Chemistry; M.J. Farabee, Biology; Roberta Gray, ESL; and Ed Gritsavage, Biology

**Glendale:** *Karen Conzelman* (Peer Mentor), Biology; Erik Gergus, Biology; Pam Nelson, Geology; Lee Sola, Biology; and Marie Villarba, Chemistry

**Glendale:** *Ui Luu* (Peer Mentor), Technology Systems; Jennifer Chang, Chemistry; Angela Mick, Biology; and Steve Williams, Biology

**GateWay:** *Reece Weide* (Peer Mentor), Biology; John Holmes, Facilities Technology; Jim Staples, HVAC Facilities Technology; and Yvonne Zeka, Mathematics

**Mesa:** *Donna Benson* (Peer Mentor), Geology; Suzanne Martin, Life Sciences; John Weide, Chemistry; and Donald Yee, Engineering

**Paradise Valley:** *Lynda Santiago* (Peer Mentor), Biology; Scott Massey, Chemistry; and Karen Winden, Physical Education

**Scottsdale:** *Suzanne Kelly* (Peer Mentor), Biology; Patricia Ashby, Biology; Steve Borick, Chemistry; Patricia Dueck, Mathematics; and Paul Haugen, Physics

**South Mountain:** *Tim Frank* (Peer Mentor), Engineering; Robert Curfman, Lab Technician; Marshall Logvin, Biology; Sian Proctor, Geology; and Jean Revie, Biology

## mcli Calendar

### January 2002

- 1 HOLIDAY: New Year's Day
- 4 Faculty Convocation 2002, *Customs, Traditions, and Celebrations: The Human Drive for Community*, Phoenix College Bulpitt Auditorium, 8:30 a.m. to 3:30 p.m.
- 4 *Intercultural Competence: The Mindset, Part 1 of 3*, featuring Drs. Janet and Milton Bennett, Phoenix College Room TBA, 1:30 p.m. to 4:30 p.m.
- 4 SyRIS Module Presentations, Faculty Convocation 2002, Phoenix College, Room TBA, 12:15 p.m. to 1:30 p.m.
- 7 *Intercultural Competence: The Skillset (Race and Gender), Part 2 of 3*, Scottsdale Community College Turquoise Room (SC161), 1:30 p.m. to 4:30 p.m.
- 8 *Intercultural Competence: The Skillset (Culture/General Information), Part 3 of 3*, South Mountain Community College Student Union 100ABC, 9:00 a.m. to 12:00 p.m. and 1:00 p.m. to 4:00 p.m.
- 9 *Teaching for Learning: From Syllabus to Assessment* workshop, Location TBA, 3:30 p.m. to 6:30 p.m.
- 12 Semester Begins
- 21 HOLIDAY: Martin Luther King Jr.'s Birthday

### February

- 1 *Performance-Based Assessment: Papers, Projects, and Portfolios* Dialogue Day, Estrella Mountain Community College Center for Teaching and Learning, Time TBA
- 1 Ocotillo Online Learning Group (OLG), Paradise Valley Community College Room TBA, 2:00 p.m. to 4:00 p.m.
- 4 **Learning Grants 2002-2003 application period begins**
- 6 *Teaching for Learning: From Syllabus to Assessment* workshop, Location TBA, 3:30 p.m. to 6:30 p.m.
- 8 MIL: Applications due by 5:00 p.m. for the MIL Fellowship
- 18 HOLIDAY: President's Day
- 20 Honors Forum Lecture Series featuring William Schulz, "Human Rights: The Moral Conscience of the Community," Phoenix College Bulpitt Auditorium, 7:30 p.m. to 9:00 p.m.
- 20 *Teaching for Learning: From Syllabus to Assessment* workshop, Location TBA, 3:30 p.m. to 6:30 p.m.
- 28 PBS Videoconference on Instructional Technology Survival Skills, *Improving Multimedia and Online Courses with Instructional Design*, Chandler-Gilbert Community College Room C110, 12:30 p.m. to 2:30 p.m.

### March

- 1 Ocotillo Online Learning Group (OLG), Location/Room TBA, 2:00 p.m. to 4:00 p.m.

- 6 *Teaching for Learning: From Syllabus to Assessment* workshop, Location TBA, 3:30 p.m. to 6:30 p.m.
- 8 MIL: 2002-2003 Fellows announced
- 11-15 Spring Break
- 20 Honors Forum Lecture Series featuring Chris Eyre, "Indian Country: Realistic Portrayals of Home," Phoenix College Bulpitt Auditorium, 7:30 p.m. to 9:00 p.m.
- 20 *Teaching for Learning: From Syllabus to Assessment* workshop, Location TBA, 3:30 p.m. to 6:30 p.m.
- 22 **Learning Grants 2002-2003 application period ends; applications due to the mcli by 5:00 p.m.**
- 29 Ocotillo Technology Dialogue Day, GateWay Community College Room/Time TBA
- April
- 3 *Teaching for Learning: From Syllabus to Assessment* workshop, Location TBA, 3:30 p.m. to 6:30 p.m.
- 5 Ocotillo Online Learning Group (OLG), GateWay Community College Room TBA, 2:00 p.m. to 4:00 p.m.
- 5 *mcli Forum: Spring 2002*, Volume 3 mailed to all full-time faculty, administration, and subscribers
- 12 Honors Institute, GateWay Community College Health Auditorium, 11:30 a.m. to 4:30 p.m.
- 17 Honors Forum Lecture Series featuring Kimberly Young, "Tangled in the Web: The Impact of the Internet on Individuals, Families, and Communities," Phoenix College Bulpitt Auditorium, 7:30 p.m. to 9:00 p.m.
- 17 *Teaching for Learning: From Syllabus to Assessment* workshop, Location TBA, 3:30 p.m. to 6:30 p.m.
- 26 Honors Scholarship Reception, District Office Governing Board Room, 2:00 p.m. to 4:00 p.m.
- 26 SyRIS Celebration 2002, GateWay Community College Health Auditorium, 12:00 p.m. to 3:00 p.m.
- 26 Outstanding Performers Concert, Scottsdale Community College Performing Arts Center, 7:30 p.m.
- May
- 3 Ocotillo Online Learning Group (OLG), South Mountain Community College Room TBA, 2:00 p.m. to 4:00 p.m.
- 6-9 Final Exams
- 10 Commencement
- 14-15 Ocotillo Retreat 2002, Location/Time TBA
- 27 HOLIDAY: Memorial Day

<http://www.mcli.dist.maricopa.edu/calendar>

### Upcoming Non-Maricopa Sponsored Conferences and Events

#### January

- 25-27 AAHE's 10th Annual Conference on Faculty Roles and Rewards, Phoenix, AZ

#### February

- 28 Southwest Regional Learning Communities Conference, Tempe, AZ

#### March

- 1 Southwest Regional Learning Communities Conference, Tempe, AZ
- 16-19 AAHE 2002 National Conference, Chicago, IL
- 17-20 Innovations 2002 (League), Boston, MA
- 23-26 NCA Annual Meeting, Chicago, IL

#### April

- 18-21 Western Regional Honors Council (WRHC) Conference, Tempe, AZ

#### May

- 26-29 NISOD Annual Conference, Austin, TX

#### June

- 16-18 Consortium for Community College Development 14th Annual Summer Institute, Kansas City, MO
- 19-22 AAHE Assessment Conference, Boston, MA
- 25-30 2nd Annual Learning Communities Institute, Olympia, WA

#### July

- 21-25 Critical Thinking National Academy: Training for Trainers, Rohnert Park, CA
- 27-30 International Conference on Critical Thinking, Rohnert Park, CA