

Volume 6, Fall 2003

mcli Forum

Teaching, Learning, and Technology in the Maricopa Community Colleges

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Ocotillo



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.

mcli
maricopa center for learning & instruction
division of academic affairs

The *mcli Forum* is a publication of the Maricopa Center for Learning and Instruction (mcli), within the Division of Academic Affairs, in the Maricopa Community Colleges. Published bi-annually as a service to faculty, the *mcli Forum* presents feature articles and reports on the programs and services of mcli in support of teaching and learning. This publication is distributed to Maricopa Community Colleges' residential faculty and administrators. Other Maricopa employees can request to be added to the subscription list or access the electronic version at: <http://www.mcli.dist.maricopa.edu/forum/>

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mcli Calendar

Upcoming Events.....back cover

On the Cover: Dr. Anneliese Harper and Gail Shay standing outside the famous Taj Mahal.

Special Announcements

Faculty Convocation 2004

*What All Educators Should Know
About Learning and the Human Brain:
Neuroscience and
Brain-Considerate Learning*

featuring
Kenneth Wesson

January 9, 2004
Phoenix College
Bulpitt Auditorium
8:00 a.m. to 3:00 p.m.

Registration begins at 8:00 a.m.
Continental breakfast and lunch will be provided

Brief Overview

If it's your job to develop the mind, shouldn't you know how the brain works? The well-guarded secrets surrounding the operational principles by which the brain processes information are finally being unraveled. In years past, educators and psychologists would carefully scrutinize the elements that go into human learning and knowledge acquisition while seldom ever mentioning the human brain. However, the most recent advances in the fields of molecular biology, neuroanatomy, medicine, brain-imaging, genetics, along with the emerging branches of the cognitive neurosciences, now permit us to take a detailed look at the functional, structural, and chemical aspects of just how the brain works. It has been said that the next great journey of discovery for humankind will not take place in outer space, but inside the *inner space* of the human brain.

Brief Bio

Kenneth Wesson delivers keynote addresses on the neuroscience of learning for educational organizations and institutions throughout the United States and overseas. His audiences range from pre-school and early childhood specialists to college and university-level administrators and faculty members. His recent international audiences have included educators and chief administrative officers from South America, Asia, Eastern Europe, the Middle East, Northern Africa, and sub-Saharan Africa. Wesson regularly addresses educational organizations, counseling associations, school districts and civic groups, as well as parenting organizations on establishing "brain-considerate" learning environments. In addition to his speeches on the neuroscience of learning, Wesson also speaks on the subjects of early brain development, emotional intelligence, the neuropsychology of prejudice, contextual learning, diversity in learning, design and engineering, and curriculum development. He is also frequently asked to serve as an expert witness in court cases involving brain trauma and memory.

Event Highlights Spring 2004

For more information contact the mcli at (480) 731-8300 or
visit the mcli website:
<http://www.mcli.dist.maricopa.edu/>

Dialogue Days

*Pachyderm: Building Meaningful
Content from Learning Objects*
featuring Peter Samis, San Francisco
Museum of Modern Art
January 30, 2004
Location/Time TBA
For more information contact:
Alan Levine, mcli, (480) 731-8297

Senior Adult Network Retreat
January 30, 2004
Scottsdale Community College
Turquoise Room
9:00 a.m. to 3:00 p.m.
For more information contact:
Dr. Rose Pfefferbaum
Phoenix College
(602) 285-7587

*The Power of Writing: A
Multidisciplinary Experience*
featuring Dr. Lynn Nelson,
Arizona State University
February 6, 2004
Chandler-Gilbert Community College
Room TBA
8:30 a.m. to 3:00 p.m.
For more information contact:
Pam Davenport
Chandler-Gilbert Community College
(480) 732-7135

*Using Classroom Assessment Techniques
to Promote Student Learning*
featuring Dr. Barbara Millis,
US Air Force Academy
February 20, 2004
District Office
Governing Board Room
8:00 a.m. to 4:00 p.m.
For more information contact:
Dr. Maria Harper-Marinick, mcli
(480) 731-8294

Special Event

Achieving Balance Workshop
featuring Kathleen Barton
The Success Connection
February 27, 2004
Glendale Community College
Room TBA
8:00 a.m. to 11:00 a.m. and
Rio Salado College
Room TBA
1:00 p.m. to 4:00 p.m.
For more information contact:
Beth Eberhardt, District Office
(480) 731-8281

Co-sponsored by Renewal, MCLI,
Wellness, and EOLT



mcli Learnshops

Engaging Students in Active Learning
Thursdays, Spring 2004
February 5, 12, 19; March 4;
April 1, 15, 29
District Office
Governing Board Room
3:30 p.m. to 6:15 p.m.
Dates marked in blue will be
held in Room 311 at the District Office

Pre-approved for 18 clock hours
toward FPG Non-Academic Advancement

Brief Overview

This seven-session, 18-hour workshop, will provide opportunities for faculty to actively experience various strategies that increase student involvement, including cooperative learning, critical thinking, and classroom assessment techniques.

*Advanced Engaging Students
in Active Learning*
Thursdays, Spring 2004
February 26; March 11, 25;
April 8, 22; May 6
District Office
Governing Board Room
3:15 p.m. to 6:30 p.m.

Pre-approved for 18 clock hours
toward FPG Non-Academic Advancement

Only people who had previously taken *Engaging Students in Active Learning* will be able to register for the advanced class.

Brief Overview

This six-session, 18-hour workshop, will provide more in-depth opportunities for faculty to actively experience various strategies that increase student involvement, including cooperative learning, critical thinking, and classroom assessment techniques, and will also allow teachers to practice individualizing structures. Team-building and assessment of long-term projects will be part of the experience.

For more information on these learnshops, contact:

Melinda Rudibaugh, CGCC,
(480) 732-7049

or go to the Learnshop website:
<http://www.mcli.dist.maricopa.edu/learnshops>

Teaching , Learning, and Assessment

Brain Research and Education: Fad or Foundation?

PAT WOLFE, PH.D., MIND MATTERS, INC.

Dr. Pat Wolfe presented at the Brain Matters: Translating Research to Classroom Practice Dialogue Day on Friday, September 19, 2003 at the District Office.

This feature article has been printed with permission from the author. The original paper can be found on Dr. Wolfe's web site: <http://www.patwolfe.com/>

If you've been involved in the field of education for any length of time, you've seen many innovations and programs come and go. Teaching machines, Time on Task programs, Epstein's plateaus of adolescent cognition, and Madeline Hunter's Elements of Effective Instruction are just a few of the programs that at one time garnered many adherents only to fade into near obscurity several years later. The pendulum swings are so frequent in schools that many educators have adopted a "Sit tight, this too will pass" attitude.

The newest "break through" in education is neuroscience or brain research, a field that until recently has been foreign to educators. While many past programs generated a great deal of interest, rarely has one amassed a following so enthusiastic as this one. In the past few years numerous national educational conferences have been devoted entirely to the brain. Some mention of brain research has become de rigeur in grant proposals and staff development plans. Hundreds of books tout everything from brain-compatible mathematics instruction to brain-based classroom environment. (I recently saw a book on an educational vendor's rack titled "Brain-compatible Worksheets..." which may be an oxymoron!) An internet search of links that included "brain" and "education" produced over 400,000 sites.

Our fascination with the brain is not difficult to understand. We seem to have always had an innate curiosity about how our brains function, how we learn, and how we remember. It's not surprising to discover throughout hundreds of years of history that theories have been



Dr. Pat Wolfe, Mind Matters, Inc.

generated to explain the elusive qualities of the human brain. Plato likened the brain to a ball of wax that becomes grooved as we learn and recall information over the same pathways. Aristotle thought that the heart was the source of memory and the brain served to cool the blood. In the mid 1660s, Descartes proposed that fluids in the ventricles of the brain controlled motor activity but human mental capabilities existed outside the brain in the mind. And as late as 1850, Franz Joseph Gall's "reading" the innate propensities of people by feeling the lumps and bumps on their skulls was all the rage.

We may smile at the naivete of Plato, Aristotle, Descartes, or Gall, but we have our own modern myths. For instance, the terms "right-brained" and "left-brained" are found commonly in conversation and writing. In his book, *The Right Mind*, Robert Ornstein calls our misunderstanding of the brain's two hemispheres dichomania. While each hemisphere does have specialized functions, they work in concert with one another at all times. To explain a person's personality by stating that it is a preference for one hemisphere over the other is inaccurate and misleading. Another common myth is that we use

only 10% of our brain. A quick look at a PET or fMRI image dispels this myth very quickly. Never will you see activity in just 10% of the brain.

Educators are perhaps more captivated by brain research than the general public. The reason is not difficult to understand; the brain is the organ of learning but we haven't understood how it works! Our students' brains have been black boxes with their secrets locked inside. The knowledge base from which we've generated our decisions has been limited by what the behavioral sciences could provide which hasn't always been sufficient. Of necessity we've operated intuitively. Intuition has worked well in many instances but has left us without the ability to articulate our craft to others. Because of this, we've become, as Bob Sylwester puts it, a folklore profession. This lack of scientific knowledge has put us at the mercy of lay boards and politicians who have sometimes made decisions that are unrelated to what we know is best for students.

So the appeal and interest in the neuroscientific research is understandable. But where are we going with our newfound information? Will this become another fad or are we finally on the edge of acquiring a scientifically-based theory of teaching and learning? I think it has the potential to go either way. Which way depends on how we educators interpret and use the research. Unfortunately, some consultants and educators are proposing "brain-based" programs and strategies that have not been tested in classrooms. Running ahead of the research before sound clinical trials and testing of new



hypotheses have been completed, makes us vulnerable to the criticism of jumping on yet another bandwagon.

Uncritical acceptance of what we read or hear in the media can be problematic. Media reports on science spare the humdrum details and sometimes exaggerate, misconstrue, and fabricate results. For example, a report in a Minneapolis newspaper reported that Fran Rauscher and Gordon Shaw at the University of California, Irvine, found that 17 of 19 school children who received music lessons for eight months “increased their IQs by an average of 46%.” The actual research done by Rauscher and Shaw found that a specific type of music lesson increased spatial temporal reasoning in the students, not IQ scores.

Another article reported that Paul Gold, a researcher at the University of Virginia, had found evidence that glucose, a sugar, improves alertness and memory. The actual research on which this report was based was conducted with elderly people who drank lemonade sweetened either with glucose or with saccharin. It is true that the subjects whose lemonade was sweetened with glucose recalled almost twice as much from a narrative prose passage as their counterparts who drank the saccharin-sweetened drink. However, what was not reported was that this did not prove true for college students and that no research has been conducted with K-12 students. Yet on the basis of this newspaper article, some teachers are giving their students peppermint candy because “research proves that candy improves memory.” Is it any wonder that some neuroscientists are beginning to accuse educators of engaging in pseudoscience or worse, becoming “snake-oil salesmen” for products and programs that have no real scientific foundation?

What we must do at this point is carefully and analytically sort through the data and determine which studies actually have classroom applications and which ones do not. While many studies on memory and learning are general in nature, there are some that have been conducted with student learning in mind and have strong implications for educators.

One of the most direct applications of research to the classroom can be found in the work of Paula Tallal at Rutgers University and Michael Merzenich at the University of California at San Francisco. They discovered that difficulty in learning to read in some cases stems from a language processing delay in the student’s brain. Armed with this information, they developed a computer program designed to correct this delay, to actually speed up the processing of the sounds that make up the written word resulting in definite improvement in reading skills. This program, *Fast Forward*, is one of the first brain studies with specific applications to the classroom.

Other research is being conducted with the goal of improving students’ ability to read. At the New Haven based Haskins Laboratories, researchers Sally Shaywitz, Bennett Shaywitz, and Kenneth Pugh have found that the brain of someone with dyslexia functions differently from a typical brain when processing phonemes. They are working on combining brain imaging with sophisticated cognitive-behavioral work to better understand how reading failure occurs and to develop better techniques to correct it.

Gordon Shaw, mentioned earlier, is a retired physicist who became interested in the connections between music and mathematics. His research, conducted over the past several years, has resulted in a program that uses piano keyboarding lessons and a computer program called STAR (Spatial Temporal Animation Reasoning) with elementary school-age children. The students in the study have made exceptional gains in proportional

math and fractions, math skills that require good temporal spatial reasoning.

While these specific studies have potentially important implications for educators, so do many of the more general studies that have been conducted on memory and learning over the past decade. The following is a generally accepted list of what we have learned about the brain and what I think are the potential applications of these findings for educational practice.

1. Experience shapes the brain.

The brain is the only organ in the body that sculpts itself from outside experience. In a sense our experience becomes biology. We used to think that the brain you were born with was the brain you were stuck with, but we now know that learning experiences change and reorganize the brain’s structure and physiology. Several studies have shown actual structural changes in various parts of the brain depending on the way in which these structures were used. The changes can be observed in behavior as well as structure. This finding has strong implications for education. We now know that learning is a matter of making connections between brain cells and that our students’ experiences have shaped their brains. Obviously, we do learn from reading and hearing, but the strongest connections are often made through concrete experience. Which do you think would make the most lasting changes in the brain, reading about an experiment someone conducted or performing the experiment yourself?

2. Memory is not stored in a single location in the brain.

When an experience enters the brain, it is “deconstructed” and distributed all over the cortex. The affect (or the emotional content) is stored in the amygdala, visual images in the occipital lobes, source memory in the frontal lobes, and where you were during the experience is stored in the parietal lobes. When you recall information, you have to reconstruct it. Since memories are reconstructed,



Dr. Wolfe engages participants with her storytelling and humorous approach to learning.

Teaching , Learning, and Assessment (cont'd)

the more ways students have the information represented in the brain (through seeing, hearing, being involved with, etc.), the more pathways they have for reconstructing, the richer the memory. Multimodal instruction makes a lot of sense.

3. Memory is not static.

It would be nice if memory were a matter of experiencing something once and then retrieving it at a later date in exactly the same form as it was originally stored. But memory doesn't work that way; it is dynamic. It decays naturally over time as new experiences infiltrate older ones. Fortunately, this natural decay can be minimized by using elaborative rehearsal strategies. Visualizing, writing, symbolizing, singing, semantic mapping, simulating, and devising mnemonics are strategies that can be used to reinforce and increase the likelihood of recall. They often have the added benefit of enhancing students' understanding of concepts as well as retention.

4. Memory is not unitary.

There are two distinct types of memory each of which involves different brain structures. **Declarative Memory** is our everyday memory, the conscious ability to recall what you ate for breakfast yesterday, the names of your favorite musicians, and the formula for finding the area of a rectangle. It is information that you can declare. **Procedural Memory** refers to skills and habits that you engage in without conscious recall such as driving a car, decoding words, touch typing, and playing the piano. Procedural learning requires many repetitions over a period of time; in fact there is no other way to learn them. Repetition, however, generally is not an efficient way to learn or retain declarative information. Understanding the differences between these two types of memory is essential in designing classroom



Nancy Kersten, GWCC, and Nancy Oreshack, GCC, participate in a pair-share activity during the Brain Matters Dialogue Day.

instruction and practice. Rote rehearsal is essential for procedural memory while elaborative rehearsal strategies are much more effective for declarative. In discussing declarative memory, Harvard psychologist Daniel Schacter writes, "For better or for worse, our recollections are largely at the mercy of our elaborations; only those aspects of experience that are targets of elaborative encoding processes have a high likelihood of being remembered subsequently."

5. Emotion is a primary catalyst in the learning process.

Some of the most important findings from neuroscience have been in the area of the role of emotion in learning and memory. Two small but powerful structures deep within in each hemisphere called the amygdala regulate our emotional responses. These emotional responses have the ability to either impede or enhance learning. On the one hand, for survival purposes, our brains are hard-wired to pay attention to and remember those experiences with an emotional component, whether it is the Challenger explosion or a particularly vivid simulation in which you took part in the 8th grade. However, emotional responses can have the opposite effect if situations contain elements that a person perceives to be threatening. In these situations, the amygdala starts a chain of physiological responses

(commonly called the fight-or-flight responses) to ready the body for action. Under these conditions, emotion is dominant over cognition and the rational/thinking part of the brain is less efficient. The environment must be physically and psychologically safe for learning to occur.

I think it is important to note that there is much in the research that confirms what experienced educators have long known and used in their classrooms. What the research adds for these practices is an understanding of why certain procedures or strategies work so that we no longer have to operate intuitively but can articulate and explain the rationale for what we do. It is obvious that brain research is not the elusive "silver bullet" that will answer all our education problems. However, I do think that the new research offers educators an unparalleled opportunity for building a scientific foundation for educational practice which will allow us to make more informed decisions. To make certain that the brain research becomes a foundation rather than a fad, educators need to take a proactive stance. Here are some suggestions as to about what I think we need to do:

1. *Become literate in the general structure and function of the brain.* We don't need to become scientists, but we do need to learn the terminology they use. If you don't know what the cortex of the brain is you won't be terribly impressed to learn that it changes as the result of experience! If you are not familiar with the basic structure and function of the brain, you cannot read the literature analytically.
2. *Learn how to determine whether a study is valid or not.* Not all studies are equal. It is critical to be cautious when using the phrase, "Brain research proves..." To



determine whether or not the study is valid, the following questions need to be answered. How many subjects were there in the study? What were the ages and characteristics of the subjects? Was there a control group of subjects who were matched with the subjects in the experimental group? What was the methodology used for this study? Has the study been replicated by other scientists using the same methodology? Are there similar studies that have contradictory findings? No one will consider educators true professionals unless we act like professionals in analyzing and applying the research.

3. *Be cautious when making applications of research findings to the classroom.* Eric Chudler from the University of Washington points out that there is a wide divide between bench science and the classroom. Many are working towards closing the gap but it takes time and money. Think about how a new drug gets on the market. There are animal studies to show how it works (benefits, possible side effect, etc.). Then, if the benefit-to-risk ratio is good, it may advance to clinical trials. These trials can take many years to insure that the drug works. Finally, the drug may go on the market. Much is being sold to teachers about the benefits of water, color, odors, etc. in the classroom that has never been put to the test in actual classrooms. Chudler suggests we question the findings of the research by asking: Will it work in actual classrooms? What specific benefit will be realized, higher math scores, reading scores, quieter classrooms? What are the side effects or problems? For example, if water increases brain functioning, for whom and how much water produces these effects?

4. *Marry the findings from neuroscience with other fields.* As important as the brain research is, we want to be certain that we don't ignore the research from other fields such as behavioral and cognitive psychology and educational research. For example, a recent large study completed in the Chicago schools found that elementary students scored higher on math and reading skills when teachers used more interactive instruction than when they employed the more traditional didactic methods. This certainly seems to fit with what we know about how the brain learns best, but the study was conducted by educational researchers, not neuroscientists.

5. *Too often at conferences scientists speak and educators take notes. I would like to see more of a dialogue taking place between these groups.* We, educators, must let the scientists know what kinds of information we need to best educate all children...including theirs! Ken Kosik, physician and professor of neuroscience at Harvard, suggests that we look at the option of establishing research schools where teachers and neuroscientists work together. Stephen Hyman, director of the National Institute of Mental Health says we need a stepped-up collaboration between neuroscientists, cognitive scientists, physicists, computer scientists, physicians, and teachers.

6. *Begin to incorporate in our classrooms and schools what we have learned about the brain.* The goal of brain-compatible instruction is more than high test scores. Our students need to develop an in-depth understanding of concepts to the point where they are able to use what they've learned in school in the world outside of school. Granted, there is

much more to be learned from neuroscience that will assist us in making our classrooms more compatible with how the brain functions, but it would be foolish to wait until all the research is completed to begin to incorporate the knowledge we now have. As mentioned earlier, many teachers are intuitively already using many brain-compatible strategies in their classrooms such as making the environment conducive to learning; providing opportunities for interaction; engaging students in projects and problem solving; giving students hands-on concrete experiences; using music, rhyme and mnemonics; teaching students to construct graphics, and creating opportunities to simulate events and concepts. However, these strategies need to be brought from the intuitive to the conscious level so that educators can articulate their knowledge.

Fad or foundation, which will it be? The choice is ours.

References

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- Shaw, G. (2000). *Keeping Mozart in mind*. San Diego, CA: Academic Press.

Resources

- Brain Connections: "Brain Science in Plain English"
<http://www.brainconnections.com/>
- The Brain, Technology, and Education: An Interview with Robert Sylwester, *The Technology Source*, Nov-Dec 2003
<http://ts.mivu.org/default.asp?show=article&id=1048>



Technology

Pssss ... Have You Heard About RSS?

ALAN LEVINE, MCLI

We are going to let you in on the ground floor of an exciting, not so new technology... No this is not a get-rich-quick scheme; it is more like a get-informed-quick strategy. This technology, "RSS," allows you to choose specific sources of information from the Internet, and then efficiently review the latest published information, events, data, and writings from hundreds of sources you select to monitor. It is very much a "pull" rather than a "push" technology.



To keep abreast of the latest developments from the top 50 web sites in your field, you would have to bookmark them in your web browser and manually visit them on some regular basis to see their latest information. With RSS, you can "subscribe" to these sites and quickly scan the titles of their most recent updates in a simple desktop application. But keeping up with news is just the beginning of what RSS can offer educators.

What is RSS?

RSS happens to stand for many things (causing confusion), but the one that sticks best is **Really Simple Syndication**. What is syndication? Beyond re-runs on television, it is a "publish and subscribe" model for information where specific content on the internet "published" from one source can be "syndicated" or used at other subscribing sites. The syndication "feeds" are dynamic, so when the publisher changes the content, the subscribers automatically see the updates.

Originally created as a means for online news sources to "syndicate" their latest published articles, RSS is a technology standard (like HTML), a form of eXtensible Markup Language (XML) that provides a way to describe content that exists elsewhere on the internet (that was three acronyms in one sentence, hang in there!). Systems that can read these RSS feeds can then mix and match information to create customized displays of content from multiple sources.

But to use RSS, you do not have to know a single thing about the underlying technology—much in the same way that you do not need to know the details of SMTP (Simple Mail Transport Protocol) to read and send email. RSS itself is actually a text file with information stored in a specific set of "tags" similar to HTML (see figure 1). But you should never have to look at RSS code again; it is meant to be read and "parsed" by other computer programs and displayed in a friendlier format. Because the RSS tags are standardized, they can be read, interpreted, and displayed in any format or device that is programmed to interpret RSS, including cell phones, PDAs, and other non-computer devices.

The newspaper metaphor offers the easiest route to understanding RSS. The first part of the RSS "feed" is descriptive information about the "Channel," or the source that is publishing the information. The channel details may include the title of the source, e.g., "New York Times," a description, its web site address, date the information was last updated, name and email address for the manager of the content, etc.

```

<?xml version="1.0" encoding="ISO-8859-1" ?>
- <rss version="0.91">
- <channel>
  <title>WriteTheWeb</title>
  <link>http://writetheweb.com</link>
  <description>News for web users that write back</description>
  <language>en-us</language>
  <copyright>Copyright 2000, WriteTheWeb team.</copyright>
  <managingEditor>editor@writetheweb.com</managingEditor>
  <webMaster>webmaster@writetheweb.com</webMaster>
- <image>
  <title>WriteTheWeb</title>
  <url>http://writetheweb.com/images/mynetscape88.gif</url>
  <link>http://writetheweb.com</link>
  <width>88</width>
  <height>31</height>
  <description>News for web users that write back</description>
</image>
- <item>
  <title>Giving the world a pluggable Gnutella</title>
  <link>http://writetheweb.com/read.php?item=24</link>
  <description>WorldOS is a framework on which to build programs that work like Freenet or Gnutella -allowing distributed applications using peer-to-peer routing.
  </description>
</item>
- <item>
  <title>Syndication discussions hot up</title>
  <link>http://writetheweb.com/read.php?item=23</link>
  <description>After a period of dormancy, the Syndication mailing list has become active again, with contributions from leaders in traditional media and Web syndication.
  </description>

```

Figure 1. A look at the XML code that makes up an RSS feed. The "Channel" data describes the source of the feed, and each "item" represents one published piece of content.

Next comes a list of the "items" that includes:

- Title:** the headline of the article.
- Description:** a 2-3 sentence summary of the article.
- URL:** the web address to find the rest of the story.

Now, if the only thing we were interested in following was the *New York Times*, we could get this information by visiting their web site. But with RSS, we not only watch the NYT headlines, but are also able to watch news from the *Washington Post*, *Al*

Jazeera, the BBC, *Le Monde*, *The National Enquirer*, and thousands of other news sources listed at NewsIsFree.com.

Viewing RSS Content

The sources that publish RSS often allow you to subscribe to the latest updates from a particular section of their news, say just Sports, Financial News, or Arts. Each news “feed” has a unique URL, usually identified by an orange “XML” icon or a link that says “syndicate this site.”



Viewing these links in your web browser will yield the raw XML code (figure 1), not very useful (or pretty) to the human eyes. But using one of the many free desktop “RSS Aggregator” programs (see <http://ourpla.net/cgi/pikie?RssReaders>), you can add these web addresses to the list of sites that you wish to monitor. Some of the popular ones include Awasu (Windows, <http://www.awasu.com/>) and NetNewsWire (Mac OSX, <http://ranchero.com/netnewswire/>).

Using an interface much like the familiar three-paneled email reader, you can select one of your subscribed “channels” from one pane, scan the headlines in the second pane, and click on a selected headline to display the short description in the third pane. If you are interested in reading the full story, you can follow a link to view it in your web browser.

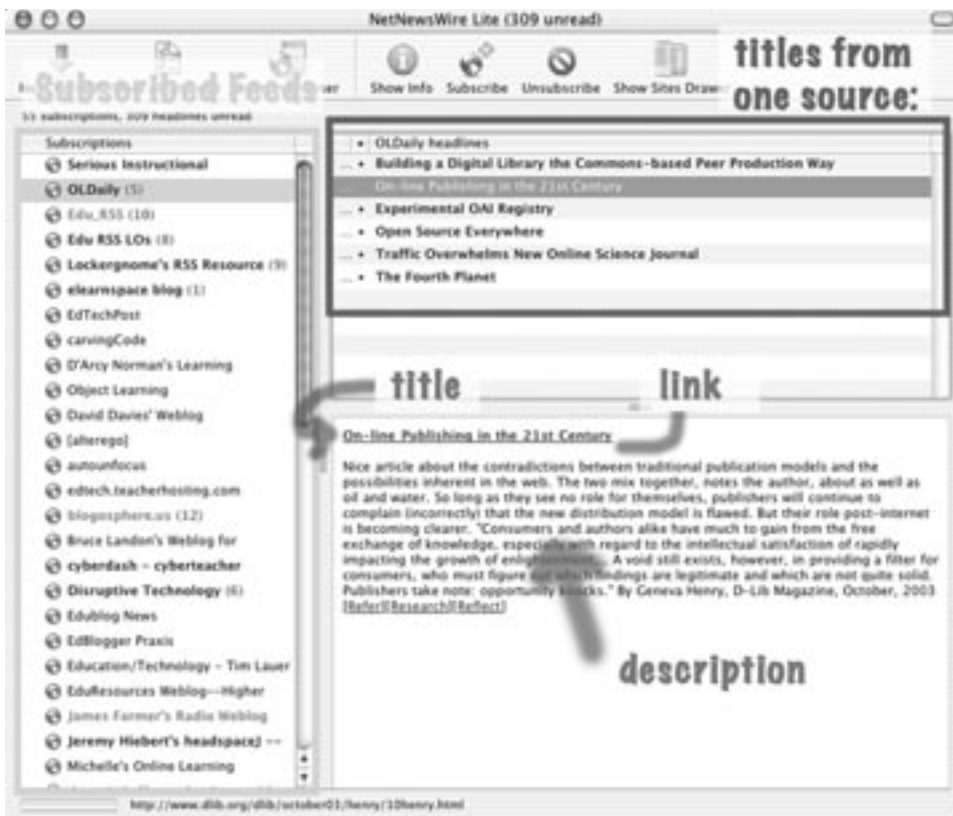


Figure 2: An RSS Aggregator allows you to look at the RSS feeds from numerous subscribed sources (left), where each one will list the titles of its items (top right). The title, link, and description appears in the bottom right. Links lead to the website with the full content.

Where do I get more information?

“RSS: The Next Killer App For Education” by Mary Harrsch, *The Technology Source*, July/August 2003

<http://ts.mivu.org/default.asp?show=article&id=2010>

“What is RSS”
Mark Pilgrim

<http://www.xml.com/pub/a/2002/12/18/dive-into-xml.html>

Publish and Syndicate Your News to the Web
Utah State Library

<http://gils.utah.gov/rss/>

The Fuss about RSS (wiki)

<http://careo.elearning.ubc.ca/cgi-bin/wiki.pl?TheFuss>

RSS Tutorial for Content Publishers and Webmasters

<http://www.mnot.net/rss/tutorial/>

Lockergnome’s RSS Resource

<http://rss.lockergnome.com/resources/>

RSS For Non-Techie Librarians

<http://www.llrx.com/features/rssforlibrarians.htm>

RSS Readers (Aggregators)

<http://ourpla.net/cgi/pikie?RssReaders>

Bloglines

<http://www.bloglines.com>

Technology (cont'd)

The aggregator can be set to update itself on a regular basis. In other words, the aggregator brings to one screen the latest news from the sources you have selected that generate the content of most interest to you.

Another interesting option for managing a collection of RSS feeds is the free service from Bloglines (<http://www.bloglines.com/>). This is a completely web-based RSS aggregator. Once you have created a blogline account, you can access and edit your collection from any web browser.



Figure 3: Bloglines provides a web tool for organizing and sharing your RSS feeds.

An added bonus of this tool is that you can publish your Bloglines collection to be publicly available. This provides a great tool for an instructor to collect a series of RSS sources relevant to his/her discipline or a course, and then to share it as a class resource. The example illustrated above is from a collection I created at <http://www.bloglines.com/public/cogdog/>

Where does RSS come from?

Most of the sites that generate RSS feeds are ones that publish content from databases, so it is very easy to also publish the appropriate fields needed to make an RSS feed. The growth in RSS sources has also been greatly fueled by the technology of weblogs or "blogs," the personal web publishing systems that are multiplying like rabbits. Used in many contexts, weblogs can be diaries, but quite often they are sources of topical information or commentary on what is happening elsewhere on the web or in the world (weblogs will take another full article to address!).

Weblog tools such as Userland's Radio and MovableType automatically generate RSS feeds for the content posted through these systems.

Since I started monitoring RSS feeds from about 80 instructional technology weblogs in January 2003, I can without a doubt say I have learned of more innovations and information relevant to my field than I would have gotten from checking web sites and reading listservs.

But RSS offers access to more than news and blogs. There are sources to obtain the weather forecasts for specific cities, the top selling books from Amazon.com, newest instructional resources at MERLOT, the latest news on open source software developments at SourceForge. Here at MCLI, we have added RSS feeds from our major web resource directories, our Bag of URLs, Teaching and Learning on the Web, and the Maricopa Learning eXchange. We have also heard that RSS is being integrated into the KJZZ web site.

But what is in it for educators?

Instructors spend a lot of time reviewing and constructing web resource lists for their students. As we all know, links go bad on us rather quickly. RSS might be able to reduce time spent maintaining resource collections.

Using an approach we developed at MCLI (<http://jade.mcli.dist.maricopa.edu/feed/>), you can add a feature to any web page (as well as inside BlackBoard/WebCT) that takes the web address of an RSS feed and generates dynamically the latest content from that site. When the site updates its content, your page is updated as well. For example, all of the information topic areas from About.com offer RSS feeds for those subjects (everything from Agriculture to Zoology, with each site being maintained by an expert in the field).

If, for example, you are having your students create weblogs to document their projects or to post assignments, to review their work, you must manually visit these sites. However, if their weblogs generate RSS feeds, you could quickly scan the newest content your students have published in a single interface. On the other hand, if you created a weblog as an instructor (or RSS was generated automatically from Course Management Systems), these

sources could generate the latest assignments that students could monitor as dynamic links inside their weblogs or RSS readers.

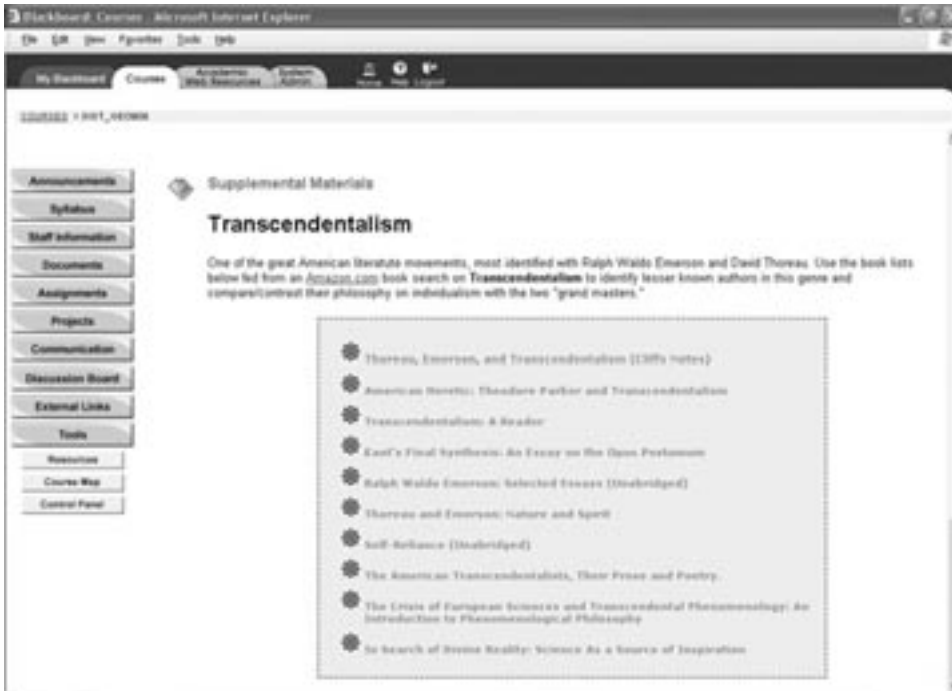


Figure 4: A literature instructor's Blackboard page uses our "RSS to JS" method to insert a dynamic listing of the top 10 selling books from Amazon.com that match a search on "Transcendentalism." This is achieved by adding one line of JavaScript code to this page.

Do not be surprised to see the Blackboards and WebCTs out there beginning to add RSS tools to their systems. Consider what would happen if these course management systems could syndicate synopses of all course offerings or just the assignments I might be enrolled in. The same RSS aggregator I might use to stay in tune with news could also feed me a summary of my pending projects or assignments.

These are just elementary ideas--we are just letting you in early on something that may be a "killer app" technology. RSS radically changes the way we can access information by flipping control of content to users of technology from the sources that provide (or horde) it.

Once innovative Maricopa faculty get a taste of what RSS tools have to offer, we expect new ideas, subjects, and approaches to be made available in a very efficient manner for our classrooms.

Psss. Now you know about RSS!



Resources for Weblogs

Weblogs play an important role in contributing content available as RSS. Within the context of the academic environment, "blogs" are often sources of topical information or commentary. Below are some suggested resources for those who are interested in learning more about "blogging":

A Beginner's Guide to Blogs
by David Wiley

http://wiley.ed.usu.edu/docs/begin_blog.html

BlogShop (MCLI online workshop)

<http://jade.mcli.dist.maricopa.edu/blogshop/>

The Weblog Handbook

<http://www.rebeccablood.net/handbook/>

The Art of Blogging

http://www.elearnspace.org/Articles/blogging_part_1.htm

EdBlogger Praxis

<http://educational.blogs.com/edbloggerpraxis/>

Using Weblogs in Education

<http://www.weblogg-ed.com>

Year of the Blog:
Weblogs in the Writing Classroom

<http://www.bgsu.edu/cconline/barrios/blogs>

The Long After Life of Simulation Software: Hidden Agenda

ALAN LEVINE, MCLI

Simulated activities, both hands-on as well as electronic, are widely recognized as an important tool for engaging students at all levels of learning. Students become active participants, rather than just observers, and are able to construct and validate what is being learned by linking content to real-world experiences. With simulation software, age-appropriate content is taken into consideration and is incorporated within its design to allow for thought-provoking decisions, and application to real-life scenarios.



Hidden Agenda, a software game developed by Jim Gasperini in 1989, was designed to help students understand third-world politics by having them try their hands at governing a simulated country, *Chimerica*. "As they become invested in the game, students will suspend their North American viewpoint and learn to empathize with the plight of a developing nation."

MCLI included this program in a 1995 software evaluation initiative where faculty explored the learning potential for games and simulations. The *Hidden Agenda* software was dropped as a commercial program a few years later, but because of the large number of visitors who found our site since then and requested it, Jim has set up an arrangement that allows this software to live on (<http://www.mcli.dist.maricopa.edu/proj/sw/games/hidden-agenda.html>). He will send a copy of the software to individuals who email him comments about their experiences with the game and promises to make a donation to a non-governmental organization working in Central America.

For this issue of the *mcli Forum*, we recently interviewed Jim via e-mail. You can find a more extensive version of this interview in the online edition of this article (<http://www.mcli.dist.maricopa.edu/forum/>)

Alan: Can you give our readers a little background on yourself (what you do, where you live, interesting past experiences)?

I live near Berkeley, California. I seem to change what I do every few years, and have professionally edited video, apprenticed as a literary agent, edited, written children's books, designed other computer games including the third version of *SimCity*, and produced CD-ROMs.

Alan: What led to the idea of *Hidden Agenda*?

It came to me in 1987, in San Juan del Norte, Nicaragua. I had accompanied my journalist brother on a trip way out into the northern hills, very close to the Honduran border.

San Juan was a town lost in time that could have been a set for a John Wayne movie or "The Mark of Zorro." Rusting away on the outskirts of town sat the photogenic relic of a burnt-out bus. As my brother took pictures of this ruin, a grey-haired local woman engaged him in conversation, which he translated.

Apparently, the left-wing Sandinista government had inaugurated a bus service, looping between San Juan and the nearest city via the two main roads in and out of the valley. This bus service was a good thing! No longer did she have to depend on whether or not Pedro's truck was going east when she wanted to go west to visit her sister! Now there was a schedule!

One day, men with guns appeared as the bus, loaded with passengers and luggage, approached town. All passengers managed to leave the bus before the Contras, anti-government rebels backed by the United States, set it to the torch. I can only imagine the way the bus, tied on the roof and sides with various bales of someone's important possessions, looked as it burned. By the time I got to San Juan, bus service was a memory, kept alive only by the rusting hulk at the edge of town.

The woman who told me this story was impassioned with the ideal of democracy. Whatever ill you can justifiably say about the Sandinistas, the moment of hope that their point of

historical prominence engendered in people like this woman in a forgotten corner of the world remains a grand creation. This woman's naive faith in democracy extended even to a belief that if she could make me, a North American, understand why they needed bus service in San Juan del Norte, and if I went back to my country and told the story to enough other *Norteamericanos*, well then, the good people of America del Norte would begin to understand, and stop sending terrorists to blow up the buses that helped her visit her sister in the next valley over.

Alan: So how did this experience become the inspiration for a computer game?

Backtrack a couple years to a couple 20-something guys living in Manhattan looking for an ambition. Both Ron Martinez and I had written 'reader-active' books for older children. Longtime players of early text-adventure games, beginning with the mainframe *Colossal Cave* (which later became *Zork*), we saw the enormous potential of computer-based storytelling. Ron managed both the business and technical side of things, while I pursued design ideas about a game that put the player inside the mind of various creatures of the Amazonian rain forest.

An editor at Simon and Schuster decided to give us a contract. Uninterested in our plans to simulate the rain forest, he thought well enough of our technology and sensibility to entrust us with one of the parent company's premiere licenses, "Star Trek." I spent most of a year designing an adventure game based on dialogue between Captain Kirk, Mr. Spock, and Dr. McCoy.

By the time "Star Trek: The Promethean Prophecy" appeared on the market, however, the text adventure genre had begun to decline. Games were boldly going where none had gone before—Graphics! Tinny MIDI music! Where would it all end? The time I had budgeted for doing a follow-up to our success with the first "Star Trek" adventure game suddenly became open time.

I decided to visit my journalist brother in Central America. I spent several weeks touring Costa Rica, Nicaragua,



El Salvador, and Guatemala. Though not my first trip to a 'developing' region (I had traveled in Asia), partly through my brother's influence and partly because of the intense focus of the world's attention on the region at the time, I began to see the world in a different way.

So I came back to New York all fired up with the idea of using the power of the new interactive medium to shift perspective, putting the player in the point of view of a Central American.

Alan: What do you see as the virtue of simulations?

There are many kinds of simulation, each with its own set of virtues. In the case of *Hidden Agenda*, my ambition was to make the player imaginatively responsible for decisions in a situation where there are no easy choices. Compared with other forms of fictionalized politics, this sort of simulation makes real choices about political economy central to the action—as compared with films and most novels, where the drama tends to derive from interpersonal dynamics, and policy choices appear only when the screenwriters manage to work them in as interesting plot points.

Alan: Do you have any idea of the reach or impact of *Hidden Agenda* as commercial software?

While working on this project, I fondly hoped to use the game medium to interest gamers in the complexities of political economics, and at the same time to motivate those interested in international politics to see the game medium as a useful way to explore and explain complex ideas. It had much more success in the classroom, alas, than it did among gamers.

Hidden Agenda had remarkable success in classrooms on every level, from middle school to high school, community college, undergraduate, graduate, and even the Foreign Services Institute of the U.S. State Department.

But as commercial software, instead of the vast audience I had imagined—the combined audience of computer gamers and the politically engaged—the audience was limited to the intersection of the two.

Hidden Agenda was published in 1989 by

Springboard Software, a company that made money on an early desktop publishing package for the Apple II. In the rapidly changing environment of the personal computer market, they made some key misjudgments. Though the marketers and publicists assigned to promote *Hidden Agenda* did their best to remain professional, the company they worked for was going out of business when they were supposed to be launching it.

When Springboard went under, rights eventually migrated to Scholastic. Marketing, such as it was, focused on making it available to innovative teachers at various academic levels.

Alan: What happened that it came to not being sold anymore?

In the fast-paced world of computer software, it is the rare product that can survive on the shelves more than a few weeks. That *Hidden Agenda* appeared as a commercial product at all was due to its early appearance in a rapidly-changing industry, back when it still seemed possible to combine artistic vision, educational value, and innovative narrative design in a product that could be sold to the world.

The piracy issue deserves mention. One of my crowning moments as *Hidden Agenda* began to be noticed in the world was an invitation to a classroom in Arlington, VA where the State Department trained people on their way overseas. Anyone being assigned by our government to a role south of the border—including not only diplomats but also agents of the FBI, DEA, NSA, CIA, etc.—would be assigned to play *Hidden Agenda* by the Latin America Area Studies Department of the Foreign Service Institute. I was delighted by the idea that those enrolled in the FSI would be playing my game.

Eager to disseminate the perspectives encoded in *Hidden Agenda*, the instructor had encouraged her students to make copies, take them home, and play the game on their personal computers. So taken was she with the educational possibilities of the game that she had personally duplicated a copy for every embassy in Latin America.

I well remember my ambiguous feelings. My game had reached an audience where it might make a difference in the way

people of great influence understood the world! But...my government's Department of State had bought one copy, and pirated hundreds.



Jim Gasperini

Alan: Since Scholastic stopped selling your game, why would you bother to give away the software?

I don't exactly "give away" the software. The surprising amount of continued interest periodically gives me other ambitions for how to handle it, but the amount of work involved leads me to lazily leave it be.

It seemed best to directly steer whatever resources the game could still inspire toward the people whose sorry situation had been appropriated for its subject matter.

A couple years ago Ron Martinez, one of the two other main creators of *Hidden Agenda*, alerted me to the fact that various sites on the net considered the game "abandonware" and were letting people download it for free. I contacted the most prominent of these sites, including the Maricopa site, and let them know that it was not "abandoned."

Now I get many requests for suggestions about where to donate to worthwhile organizations. Since for many years my activist practice focused on Central America, I have a good sense of where to put dollars in that region.

I get about one request per day. I love hearing stories from people around the world who discover this game. People playing it today in Poland, Chile, Indonesia, Zimbabwe...despite the disconnect in time and geography, continue to find something relevant in their current situation.

You can find a more detailed version of this interview in the online version of this article, along with example stories from the people who have requested *Hidden Agenda*.



Special Feature

Exploring India: Recounting Our Fulbright-Hays Summer Abroad Program

GAIL F. SHAY, GATEWAY COMMUNITY COLLEGE
 ANNELIESE HARPER, PH.D., SCOTTSDALE COMMUNITY COLLEGE

Gail F. Shay and Dr. Anneliese Harper, both faculty with the Maricopa Community Colleges, recently completed a Fulbright-Hays Summer Abroad Program in India. The purpose of the Fulbright-Hays Seminars Abroad Program, sponsored by the U.S. Department of Education, is to provide opportunities for educators and administrators with responsibilities for curriculum development in fields related to humanities, languages, and area studies. All seminars are in non-Western European countries. Seminars are designed to provide a broad and introductory cultural orientation to a particular country (ies). The program supports educators that demonstrate the need to develop and enhance their curriculum through short-term study and travel abroad. Seminars take place from late June to mid-August and last four to six weeks. This article recaps the journeys of Dr. Harper and Ms. Shay and provides brief insight into their experiences.

When we both applied for the Fulbright-Hays Seminar Abroad Program, "Cultural Heritage, Contemporary Concerns and Challenges for the New Millennium in India and Nepal," in October of 2002, neither of us had any idea that we would be embarking on an adventure that would prove to be one of the most fascinating learning experiences available.

Before we recount our experience, the question must be answered, "Why India?" Ironically, we both teach an intercultural communication class in the same discipline. To help students to become effective intercultural communicators, it is very helpful to have firsthand knowledge of a variety of cultures. Although both of us had traveled fairly extensively prior to this trip, neither of us had much familiarity with South Asia. Unbeknownst to each other, we each chose the seminar with a destination of India and Nepal, hoping to fill in some gaps in our knowledge and



Dr. Anneliese Harper and Gail Shay
 outside the Taj Mahal.

experience of cultures quite distinct from our own.

The program, sponsored by the United States Department of Education, consisted of four distinct components. In late June, we flew to Raleigh, North Carolina, where a three-day pre-departure orientation was held at North Carolina State University. There we met the other twelve participants from community colleges in California, Connecticut, Illinois, Maryland, Massachusetts, North Carolina, Texas, and Washington, representing disciplines from art, English, geography, history, religion, and psychology. With the exception of one college president, all participants were faculty. During orientation, we became acquainted with other participants and attended many lectures on India and Nepal. Next we flew to New Delhi, India, experienced a brief day of orientation there, then left for Kathmandu, Nepal. There we spent a busy week (often 12 hours per day) visiting historic sites, schools, and temples. Upon our return to New Delhi, we began the third phase of the trip, in which we spent another week attending a series of seminars on India, mixed with visits to local historic monuments, temples, museums, and other sites. This was our formal introduction to Indian customs, food, street life, and more. Our discussions focused on the impact of religion on development, the role of caste, gender and ethnicity in

communication, and other issues relevant to modern India.

Our final three weeks were spent traveling throughout India in just about every direction, giving us a representative slice of life in a very diverse country. Our travels immersed us in such a rich culture. Communication skills were very important, as India has 18 official languages. We also received a taste of the enormous religious diversity of this unique democratic country. There are more temples than schools, colleges, and hospitals combined, and our activities and observations reflected that reality. Some of our highlights included the Taj Mahal in Agra, riding elephants in Jaipur, climbing a fort near Hyderabad, and exploring caves carved in rock by Buddhists, Jains, and Hindus near Aurangabad. We were fortunate to visit a community college in Chennai (formerly Madras). We examined tantric figures on a temple near Puri, and watched people pray, bathe, meditate, and wash clothes from our vantage point on a boat on the holy Ganges River in Varanasi. We attended lectures, meetings and presentations on local history and culture. These are just some of the amazing experiences provided to us by our guides and local scholars that accompanied us along the way.

The primary obligation of the recipients of the Fulbright-Hays awards is to create curriculum projects that may be shared with other instructors throughout the United States. Currently, Gail is working on a PowerPoint presentation called "The Spice of Life" which will examine social and religious customs and mores as they relate to food; while Anneliese is using some of her over 400 photographs to create a digital documentary of India. We look forward to completing our projects, and to sharing our incredible educational journey through India so other faculty and students can learn about this magnificent land.

The Arts



The Maricopa Institute for Arts and Entertainment Technology (MIAET) and MCLI: A Tradition of Innovation

Background

The Maricopa Institute for Arts and Entertainment Technology (MIAET) was founded in 1998 by a group of Fine Arts educators from Scottsdale Community College. With the support of Maricopa Chancellor Emeritus Paul Elsner, the Institute was created to act as an occupational "bridge" for students from throughout the district that have completed their studies, but are looking to strengthen their portfolio before entering the art and entertainment industries. The MIAET program provides this "bridge" by giving students the opportunity to work on professional-grade projects while still in school. Often, these projects are highly collaborative with professionals from their chosen field, as well as students from other disciplines, creating a "real world" work environment. Creating this environment is the underlying philosophy and practice behind every activity of MIAET.

Curriculum and Students

The MIAET program trains students in the following areas: 1) Animation, 2) Dance Performance and Technology, 3) Graphics, 4) Music Performance and Technology, 5) Sound Design and Composition, 6) Video Production and Post Production, and 7) Web Design. The training program is uniquely project based: MIAET acts as a full-service "production house" for Maricopa Colleges Television (MCTV), the District's digital cable television channel serving the greater Phoenix area. Although based at Scottsdale Community



Student members of the MIAET performance ensemble "Instinct Dancecorps" rehearse with guest choreographer Amy Ernst.

College, instruction (delivered primarily by adjunct faculty/industry professionals) takes place at various campuses and locations. The 200+ students that have been enrolled in the program since its inception have come from all of the Maricopa Colleges, as well as Northern Arizona University, Arizona State University, and University of Arizona.

Performing Ensembles

The MIAET curriculum is based loosely on several well-known programs in California and Vancouver, B.C. However, unlike those programs whose sole curricular focus is technical (i.e., hardware and software training), the MIAET curriculum also includes dance and music performing ensembles. These ensembles, **Instinct Dancecorps** and **Emusic**, provide MIAET students with the unique opportunity to test their skills under the stress of live performance, and to do so with the immediate feedback of a live audience. MIAET uses performance projects as a means to bring students from each discipline together for a single project. This part of the curriculum is designed to prepare students for real world application of their training, especially the all-important ability to communicate with others of different technical or artistic backgrounds. And it is this process that MCLI has supported through the years so generously with Vibrant Arts and Learning Grants. These grants, while providing only partial funding, have been an integral part of the continuing success of MIAET's performance ensembles.

Grant-Supported Projects

MCLI-supported, MIAET performance projects include: "Maya Deren: Goddess of Illusion" (1998), "Carmina Burana" (1999), "The System" (2000), "Let the Games Begin" (2001), "Songs of Sanctuary" (2002), and the newest program, "Cantata Mundi." MIAET projects have won acclaim throughout the US, and have been honored



MIAET faculty and staff members (l-r) Don DeLong, Patricia Bodell, Heidi Shiklesand, and Kathy Steadman prepare the current production of "Cantata Mundi."

with several awards, including a 2001 Telly Award, a 2002 AZ Governor's Arts Award nomination, a 2003 Crystal Communicators Award, and performances at the 1999 League for Innovation Conference and 2000, 2001, and 2002 Sedona Conferences. In addition, **Instinct Dancecorps**, under the direction of Patricia Bodell, and **Emusic**, under the direction of Don DeLong, are both members of the Arizona Commission on the Arts Touring Artists Roster, an honor rarely accorded to college or university-based ensembles.

Maya Deren: Goddess of Illusion (Vibrant Arts Grant, 1998)

"Maya Deren: Goddess of Illusion" was the winner of a Vibrant Arts Award and was named Innovation of the Year at Scottsdale Community College. It was conceived and written by Penelope Price, Steven Meredith, and Patricia Bodell. The performance is a multimedia work based on the life of Maya Deren, early independent film pioneer and winner of the first Guggenheim Fellowship for film. Her colorful life is explored through her films, and through original dance, music, and film footage, outlining her tumultuous journey from pre-revolution Russia to the U.S., Europe, and Haiti.

Carmina Burana (Vibrant Arts Grant, 1999)

"Carmina Burana" is a multi-media version of Carl Orff's choral masterpiece. The final version of the piece included a choir of 150 singers, 40 dancers, 32

The Arts (cont'd)



Guest choreographer Keith Johnson demonstrates for students.

separate video monitors, a full orchestra, and a set design that used construction scaffolding to evoke images of a gothic cathedral. A "small Carmina" (using MIDI keyboards instead of live orchestra) toured throughout the southwest, including performances at the Sedona Conference and the Music in the Mountains Festival in Durango, CO.

The System (Learning Grant, 2000)

"The System" was conceived and written by MIAET students Maria Patty and Dee Ann Kincade in conjunction with faculty members Penelope Price, Steven Meredith, Steve Gompf, Rachel Woodburn, Robert Powell, and Patricia Bodell. This multimedia work is based on the lives of individuals who attempt to make all of their fantasies come true by entering the ultimate dream world: cyberspace. Full of exciting digital effects, original music by L.A.-based composer Dick Wells, and outstanding performers, it is, at its core, a morality tale for the cyber-generation.

Let the Games Begin (Learning Grant, 2001)

"Let the Games Begin" was to have been a 60-minute original performance work. The concept for this show was that it be "modular," i.e., a show created in sections that stand alone as significant pieces, but also have the unifying thread of a common story line so that they may be performed together as a whole. A 45-minute workshop version of this show was created and performed in spring of 2001. After the events of 9/11/01, the project was discontinued, and work began on "Songs of Sanctuary."

Songs of Sanctuary (Learning Grant, 2002)

"Songs of Sanctuary" is a multimedia celebration of the human desires for beauty, shelter, ritual, achievement, and peace. Although created as an artistic response to the tragic events of 9/11/01, it is by design not specifically referential to those events. Instead the work focuses on the human response to events, both global and personal, that constitute our collective life experiences. The piece was performed at the Orpheum Theater on 9/11/02 as the centerpiece of the District's observation of the one-year anniversary of 9/11/01.

Cantata Mundi - Songs of the World (Learning Grant, 2003)

"Cantata Mundi," when completed, will be an original, 60-minute, multi-media work suitable for live and televised performance. It is being designed as a high school residency opportunity for MIAET students in production and performance. The words "Cantata Mundi" are Latin for "Songs of the World," and this is the essential concept for the work, i.e., music, dance, costumes, video, and lighting that are evocative of, but not strictly imitative of, any particular world culture. The completed work will create "cultural impressions" on the mind of the viewer, rather than being a cultural travelogue of the world.

Conclusion

Because of its district-wide focus, project-based training, and opportunities for "real-world" experiences, the MIAET program offers MCCCCD students a unique

opportunity to prepare themselves to enter a very competitive occupation. MCLI's support of MIAET performance projects (and indeed for all fine arts activities throughout the district) acts as a catalyst for creation, innovation, and artistic education. For more information on the MIAET program, visit their website at: <http://www.sc.maricopa.edu/miaet>.

▲ Steve Meredith, D.M.A., mcli

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



Students members of the MIAET performance ensemble "Voices@Work" prepare the soundtrack for the 2002 performance of "Songs of Sanctuary."

Adjunct Faculty Professional Growth



Adjunct Faculty Thanked and Recognized for Their Excellence in Teaching

Maricopa Community Colleges' adjunct faculty teach the majority of the evening sessions and support a substantial number of distant-learning courses, allowing our community college system to meet a wide spectrum of needs. They come to Maricopa with broad backgrounds and experiences in, often times, very specialized fields. MCLI continues to explore channels by which to further reach out to our adjunct faculty members to ensure that they receive continuous professional development and the recognition that they so much deserve.

Rio Salado College's Adjunct Faculty Recognition Process

Eight hundred adjunct faculty members teach the majority of the courses to Rio Salado College's 36,000 students taking credit courses.

Rio Salado College's efforts to maintain quality teaching and learning with adjunct faculty focus on recruitment, retention, evaluation, and recognition. The college deliberately commits considerable time and resources on support mechanisms for the operational aspects of teaching so that adjunct faculty can spend more of their time on teaching and learning activities. For the past nine years the "Outstanding Adjunct Faculty Recognition" process has been an important part of this commitment.

The current "Outstanding Adjunct Faculty Recognition" process includes the following: faculty leadership nomination, testimonies and evaluations from students, a letter of recognition from the Deans, a letter from the President to the adjunct faculty member's employers, a photo with the President and Deans, a celebration event, a video of the adjunct faculty with their comments, and peer recognition. This process honors the adjunct faculty members for their excellence in teaching, learning, and assessment.

Ongoing recognition of the fine work of the adjunct faculty occurs at the fall and spring Adjunct Faculty Learning



Tara Bohinc, SCC, AFA President, and Jeanne Christen, RSC, AFA Treasurer.

Experience where college-wide updates, collaborative activities, and discipline dialogues take place. Also, for the past nine years, Rio Salado College has honored its outstanding Adjunct Faculty members at various occasions, including a highlight page in Rio Salado College's graduation program.

Dr. Patricia Case, faculty member and Faculty Developer, strongly believes that "the systems approach that we have for supporting and recognizing adjunct faculty truly helps us maintain quality in teaching and learning. Our adjunct faculty know they are an important part of Rio Salado College." Pat was pleased to receive the following note from one of this year's Outstanding Adjunct Faculty, "I strive for quality teaching and learning, and this is certainly one fulfillment of that. It made me feel appreciated and important, as well as noticed. The total impact is I hope for another recognition next year, so I guess that means I will be working even harder."

Adjunct Faculty Professional Growth Program

The MCLI continues to administer the Adjunct Faculty Professional Growth Program. This program offers funding support for Maricopa part-time faculty who wish to participate in professional development opportunities such as seminars, workshops, and conferences. The goal of the program is to assist adjunct faculty to increase their knowledge and skills, enhance their teaching role, and upgrade their professional skills.

This program is available to individuals employed as adjunct instructors by one or more of the Maricopa Community Colleges. Each applicant can be reimbursed for a maximum of \$500 per fiscal year. During the fiscal year 2002-2003, a total of 206 proposals were funded, which supported 193 adjunct faculty members.

To learn more about Adjunct Faculty Professional Growth program eligibility requirements and how to apply for funding, visit: <http://www.mcli.dist.maricopa.edu/afpg/>

Other Adjunct Faculty News

"Promoting Learning and Critical Thinking" was the theme of this year's fall Adjunct Faculty Conference that was hosted by the Adjunct Faculty Association (AFA) and sponsored by the Maricopa Center for Learning and Instruction, Academic Affairs Division. This conference was held at Scottsdale Community College on October 25, 2003. Dr. Mark Milliron, President and CEO for the League for Innovation in the Community College, provided the keynote speech. Conference attendees participated in seminars and activities, inclusive of topics on internet plagiarism, mentoring, and instructional technologies. In addition to providing professional development experiences, this yearly conference was also a key opportunity that allowed adjunct faculty to network with other faculty members across campuses and across disciplines.



Dr. Mark Milliron

▲ Patricia Case, Ph.D., Rio Salado College
Lynn Jennings, mcli

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

Faculty Development

Experiencing the Best of Both Worlds by Teaching a Hybrid Course

“Web-Enhanced,” “Blended,” or “Hybrid” courses—call them what you want. This strategy for delivering instruction appears to be taking off at the Maricopa Community Colleges. Faculty and students are taking advantage of emerging technology to access course materials that are “always on” and that provide structure and flexibility that can improve learning. Many approaches and definitions for these courses exist. For the purpose of this article, I offer the definition below that best describes a majority of hybrid courses that are being offered at Estrella Mountain Community College.

Hybrid courses make significant use of web technology to facilitate access to class materials and support communication between faculty and students, among students, and between students and resources. A key characteristic of a hybrid course is that the communication hub of a course has shifted from the physical classroom to the web. Hybrid courses are a blend of face-to-face and online learning experiences with heavy reliance on web technology and tools.

But why do faculty teach a hybrid course? What support is needed to design a course for a successful student experience? These questions first faced faculty and administrators at Estrella Mountain two years ago. Progress has been made since then, but these questions remain at the forefront. Along the way, we are discovering that when faculty take the time to reexamine their courses, proper instructional design improves not only their hybrid courses, but also their face-to-face courses by adding the structure they and their students need.

The Hybrid Teaching Experience

There are a number of reasons why faculty members are teaching hybrid courses, such as improving student learning, increasing student engagement and retention, and offering new approaches to their teaching. One of the main reasons why I created and taught a hybrid course for the first time this semester was that I was tired of hearing myself talk. My redesigned class provided much more student interaction. Here are some reasons why other faculty at Estrella Mountain Community College are choosing to redesign their courses for hybrid delivery:

The hybrid course format allows for new teaching opportunities. Faculty can teach in new and diverse ways, making it possible to better achieve course competencies and outcomes. The hybrid model allows faculty to design approaches to address learning challenges and to integrate new types of learning activities that were not possible in face-to-face courses. Rod Freeman, English Humanities Faculty, discovered, “The approaches and tools available in creating my hybrid course provided something I always knew was possible, and let me do it.” For example, well-designed hybrid courses are using much more interactive media from various sources that the instructor easily makes available, rather than tying the course to a single source, such as a textbook.

Hybrid courses promote better student performance and better student learning.

Most faculty offering hybrid courses report that their students are doing a better job of writing, learning course material, mastering concepts, and applying what they have learned compared to students in sections of their traditionally taught courses. Dr. Valerie Akuna, CIS Faculty, remarked, “My students have done better than I’ve ever seen. They are motivated, enthused,

and doing their best work. My students are better prepared for our face-to-face sessions, and they love the flexibility of the course.”

Hybrid courses promote greater student engagement and interaction. One of the main concerns articulated by faculty who will be teaching a hybrid course for the first time is that they will become less connected with their students because they are seeing them less often. In contrast, after having taught a hybrid course, faculty by and large report that they feel more connected with their students and know them better. “I see more community building taking place in my hybrid courses. My students are able to collaborate much more effectively working in groups using online tools,” commented Alex Joncas, English Faculty. The hybrid model fosters active learning approaches. The online interaction often carries over into the traditional face to face classes, and discussions started in class are continued online.

Redesigning a course for hybrid delivery affects the way faculty approach their other courses.

Learning to teach a successful hybrid course leads to using more participatory and student-centered learning activities in traditional courses. The faculty participating in Estrella Mountain’s eLearning program the past two years indicated that after teaching a hybrid course, they changed the way they taught their other courses. Thus, an institutional program to redesign hybrid courses can also serve as an effective faculty development program, leading to the gradual improvement of student learning.

Successful Faculty Development Components

Any successful program surrounding a major learning initiative involves a shared philosophy between



administrators and faculty. Our shared goals involve an understanding that faculty and students need support for teaching and learning in new environments. The most valuable form of support came in creating the collegial atmosphere where faculty received instructional design guidance.

Two years ago, the Estrella Mountain eLearning Task Force (<http://www.emc.maricopa.edu/elearning/>) was commissioned by President Homero Lopez to investigate the best practices related to online learning and to make recommendations for a comprehensive program. We learned from this process that teaching hybrid or distance courses meant much more than providing lecture notes or PowerPoint presentations online. Faculty and students need to be prepared for new teaching and learning environments. All too often, colleges neglect to provide support to faculty creating hybrid courses.

We offered faculty workshops modeled after the Chandler-Gilbert Community College Summer Institutes. Our initial focus was on hybrid course development since it takes time to build the infrastructure for a distance education program. A talented consultant from San Juan College in New Mexico facilitated our first two events that we purposely called "Redesign Workshops." Our faculty needed the time together to help work out the process, and most importantly, examine their courses from the beginning to the end.

Questions emerged such as, "what are the most appropriate activities for face-to-face instruction and which ones are more appropriate for online delivery?" and "how can we improve student collaboration?" and "what are the best ways to determine if our students are learning?". All faculty wanted to see models of existing hybrid courses. At first, all we could share were fully online courses. Few colleges were offering hybrid courses at the time, and even fewer were willing to share their experiences with hybrids. Most colleges were letting their faculty figure it out on their own with little or no support.

As with any new program at a college, the early adopters were ready to go. All of the details for our new hybrid program were not in place, and our motto was (and still is), "Don't punish the pioneers." Early adopters are risk takers—they need support and colleagues to confide in when clarification is needed.

Three major "lessons" learned from implementing a hybrid redesign program are clear:

1. The process of faculty developing a hybrid course leads to instructional improvement in their face-to-face traditional classes.
2. Faculty who receive instructional design support in redesigning courses report more satisfaction in their teaching and better student learning and retention. We must provide the same level of support to faculty with the creation of hybrid courses as we do with the creation of pure online courses.
3. A rich collaborative environment amongst the faculty developing hybrid courses emerges within and across disciplines.

If you ask an administrator why our colleges should offer hybrid courses, you are likely to hear, "we need to better use our classroom space" (in other words, more hybrids translate into lowering the cost of doing business). If you ask a student her reason for taking a hybrid course you are likely to hear, "I like the flexible learning options, but yet I have the face-to-face contact with my instructor and other students." As faculty, we may teach a hybrid course for many reasons, but I hope it's because it leads to better student learning. These various views need to be adjudicated in a collaborative environment, enabling the institution to achieve the goals of all stakeholders.

Advancements in technology will provide more options for administrators, students, and faculty. Whatever the method of delivery we choose, we must consider the instructional design practices that lead to effective teaching and optimal student learning.

Dr. Roger Yohe is the Faculty Developer and Ocotillo Chair at Estrella Mountain Community College.

▲ Roger Yohe, Ph.D., EMCC
<http://www.mcli.dist.maricopa.edu/fsd>

College Faculty/Staff Development Coordinators (FSDC) 2003–2004

Sharon Fagan

Chandler-Gilbert Community College

Dr. Roger Yohe

Estrella Mountain Community College

John Lampignano

GateWay Community College

Tim Sylvester and Debbie Krumtinger

Glendale Community College

Drs. Maria Chavira and Naomi Story

Mesa Community College

Ned Miner and Michaelle Shadburne

Paradise Valley Community College

Drs. Deborah Ermoian and Sara Soller

Phoenix College

Dr. Pat Case

Rio Salado College

Sirio Calogero and Pat Serrano

Scottsdale Community College

George Barrientos

South Mountain Community College

Bob Bendotti

Dean of Instruction Rep to FSDC Committee

Tara Bohinc

Adjunct Faculty Association President
and Rep to FSDC Committee

Faculty In Progress Program (FIPP)

Successful Faculty In Progress Program (FIPP) Moves Forward, With Planned Expansion for the Future

Program Update

The Faculty In Progress Program (FIPP) has been open for three years to all Maricopa employees who are interested in becoming full-time faculty. The main purpose of the two-semester internship is to provide the selected Faculty Interns mentoring and professional development opportunities that result in knowledge and skills needed to be competitive in the pursuit of a residential teaching position. A total of twelve individuals have been hired as teaching faculty since the inception of the program. The program, however, in no way guarantees a full-time residential faculty job.

The 2003-2004 Faculty In Progress Program is successfully underway. A total of twelve Faculty Interns are participating in the program this year, representing the ten Maricopa Colleges and the District Office. Estrella Mountain selected two Interns; one paid by the program and the other by the college.

Faculty Interns and Mentors attended a FIPP Orientation on Friday, August 15, 2003. Components of the orientation included an introduction/welcome by Dr. Anna Solley, presentation of expectations for the program, sharing of FIPP Intern/Mentor success stories, overview of hiring practices (for interns) conducted by Dr. Christine Hall, and an introduction to mentoring (for mentors). The Orientation was well received with an average score of 4.59 / 5.00 reported on the event evaluation.

During the fall semester, FIPP Interns actively participated in a three-session Building Your Resume Workshop, Teaching Portfolio and Maricopa Learning eXchange Workshop, a three-session Interviewing Workshop, an intensive 4-

day Instructional Skills Workshop, and two Intern meetings, in which best-known practices, successes, and key learnings were shared. Many Faculty Interns also took the opportunity to attend MCLI Dialogue Days and events, such as the Learnshop *Engaging Students in Active Learning*.

Program Achievements

The *Faculty In Progress Program* has been recognized as a "best practice in faculty recruitment" by Renewal and Change in the 21st Century (RC2000), and was also most recently named as a finalist in the Planning, Governance, and Finance category of the 2003 Bellwether Awards sponsored by the Community College Futures Assembly. The program continues to evolve, based on feedback from Faculty Interns, Mentors, members of the Faculty Recruitment Commission, faculty, college presidents, college deans, and others. As expressed by Tara LaCasta Revell, a current FIPP Faculty Intern, "The FIPP program has opened doors for me that would otherwise never have been opened. The FIPP affords me the opportunity to enhance my teaching skills through workshops and individualized mentoring. FIPP has allowed me to observe and participate in residential faculty life while giving me the tools to become more competitive in the faculty selection process. It has truly been one of the best experiences of my life."

Expansion of the Faculty In Progress Program Academic Year 2004-2005

For the academic year 2004-2005, the Faculty In Progress Program will be expanded to include external recruitment on a national scale in addition to recruitment within Maricopa. The program will continue to be a "grow our own," as the Faculty Interns become integrated into the Maricopa culture and

teaching environment. The eligibility criteria remain the same:

- Meet MCCCDC minimum teaching requirements in the teaching discipline. Applicants must submit a "Courses Completed Form" in lieu of college transcripts with their application materials. A college transcript will be required if the person is selected for the internship.
- Present professional and personal credentials which are deemed suitable for a career as a faculty member.
- Present special skills, talents, and other unique traits in the applicant's personal statement of interest that would distinguish the applicant for participation as a FIPP Faculty Intern.
- Commit to full-time participation in the program from August, 2004 to May, 2005.

Candidates will apply online between January 15, 2004 and February 27, 2004, and will indicate their teaching discipline and location of choice, if any. A pool of applicants will be created. Colleges and the District Office will access the pool to select their Interns in disciplines where: 1) there is an underutilization identified in the MCCCDC Affirmative Action Plan, 2) there is not a sufficient applicant pool presenting desired qualifications to meet the needs of the college; and/or 3) where recruitment is generally called for under MCCCDC's Affirmative Action Plan.

Specific information regarding eligibility requirements, application processes, and a link to online application materials can be accessed at: <http://fipp.maricopa.edu>

2003 – 2004 FIPP Interns

This year we are honored to introduce a group of Faculty Interns with academic backgrounds ranging from communication to biology, and English to computer sciences. We appreciate their broad-based backgrounds, unique experiences, and fresh-perspectives and enthusiasm they bring to the job.



Rosemary Acosta-De Anda
Chandler-Gilbert
Community College
Master of Education,
Counseling, Northern
Arizona University

Teaching Disciplines: Counseling and
Psychology

"The FIPP program has definitely prepared me to be the best instructor that I can be! As Interns we were able to attend the Instructional Skills Workshop at Scottsdale Community College. The workshop has made me a more effective, confident and knowledgeable instructor."



Dr. Patricia Cardenas-Adame
Mesa Community College
Doctor of Philosophy,
Higher Education
Administration, Capella
University; Master of

Arts, Human Resources Management,
Emmanuel College
Teaching Discipline: English

"My Faculty In Progress Program Internship has enhanced both my professional and personal growth by providing diverse learning experiences delivered in professional and supportive environments. The most rewarding part of FIPP has been the student-centered classroom opportunities that have enhanced the scope and depth of my teaching and learning experiences."



Minou Karimi
Paradise Valley
Community College
Master of Education,
Teaching English as a
Second Language, Boston
University

Teaching Discipline: ESL

"The FIPP Internship has been a wonderful experience and it has offered many opportunities for me to learn new teaching methods, improve my teaching skills, and gain new experience. Having been able to participate in Division Meetings, Instructional Skills Workshop (ISW), and the Resume Writing Workshops has been an educational experience for me."



Tara LaCasta Revell
Phoenix College
Master of Educational
Psychology, Northern
Arizona University
Teaching Discipline:
Psychology

"FIPP is a life changing opportunity affording me the time to better my instructional skills while learning and participating in the inner workings of Phoenix College. I truly understand what is expected of me as a member of the Maricopa Community College District family."



Felicia Lindor
Chandler-Gilbert
Community College
Master of Science,
Electrical Engineering,
Prairie View A&M University

Teaching Discipline: Engineering/AMS

"The FIPP program has provided great insight for me. It has allowed me to work closely with some of Chandler-Gilbert Community College experienced faculty members. I have had a chance to observe their classes and get a feel for what it takes to become a dedicated and committed instructor. If it was not for a

program such as this, I would have not had the chance to understand the art of teaching and academic culture. These two things are very important to me."



Amy MacPherson
South Mountain
Community College
Master of Education,
Learning and
Instructional Technology,
Arizona State University

Teaching Discipline: Computer
Information Systems

"Frank Lloyd Wright said, 'I know the price of success: dedication, hard work, and an unremitting devotion to the things you want to see happen.' In the case of the FIPP, success means the improvement of my teaching skills so that I can help my students to achieve their dreams and goals. The FIPP program has helped me come closer to this kind of success."



Suzanne Martin
Rio Salado College
Master of Natural
Science, Biology, Arizona
State University
Teaching Discipline:
Biology

"The Faculty in Progress Program will allow me to gain additional experience in curriculum design and distance learning."



Rashmi Menon
Glendale Community
College
Master of Arts, English
Literature, University of
Bombay
Teaching Discipline:
English

"I feel really privileged to be a FIPP intern. The teachers at GCC have accepted me into their fold and I've had the opportunity to watch many master teachers at work. This semester has been a huge learning experience."



Faculty In Progress Program (FIPP) (cont'd)



Dr. Arthur Nonomura
Estrella Mountain
Community College
Doctor of Philosophy,
Botany, University of
California, Berkeley;
Master of Arts, Botany,

University of California, Berkeley
Teaching Discipline: Biology

"I came to the Maricopa County Community College District prepared to teach. As Faculty In Progress, I have gained insight on what it takes to learn. At this midpoint, I see MCCCDC faculty each as dynamos and our students, our charges."



Rody Randon
Scottsdale Community
College
Master of Arts, Speech
Communication with an
emphasis in Human
Communication,

University of Northern Colorado
Teaching Discipline: Communication

"The FIPP experience has afforded me the freedom to stretch beyond my limits which has been a motivating factor in this special occasion. Similar to a prisoner who has just been set free from strict confinements, the feeling of liberation is the guide that leads my journey.

With two wonderful mentors my ideas are validated, encouraged, and challenged (in a good way.) I am truly blessed to have embarked on such a glorious and notable opportunity."



Dr. Cecilia Rosales
Estrella Mountain
Community College
Doctor of Philosophy,
Spanish, Arizona State
University; Master of
Arts, Spanish, New

Mexico State University
Teaching Disciplines: Spanish, English,
Women's Studies

"The Faculty In Progress Program has been a wonderful professional growth

experience; it has provided me with an in-depth perspective on faculty roles at the Maricopa Community Colleges. The Instructional Skills Workshop, in particular, has allowed me to reflect upon my teaching philosophy and become a more effective facilitator in the classroom."

Kerry Vrabel

GateWay Community College



Master of Arts, Teaching
English to Speakers of
Other Languages
(TESOL), City University
of New York
Teaching Discipline: ESL

"Teaching can sometimes be a solitary experience. But with FIPP my teaching has become more of community experience through constant dialogue with mentors, teacher trainers, faculty and FIPP Colleagues. With FIPP professional development seminars, regular faculty and FIPP colleague interaction, and mentor direction, I receive essential feedback to make me a more effective, reflective and innovative instructor. I believe this well crafted experience sets FIPP candidates on a path that can eventually lead to becoming one of those "great teachers" whom we all recall from our own past educational experiences."

▲ Lynn Jennings, mcli

<http://fipp.maricopa.edu>

Sabbatical Abstracts 2002–2003

A sabbatical leave is an opportunity to broaden or deepen educational interests, to explore new areas, or examine instructional methods to upgrade the educational program of the college by improving faculty competency. A sabbatical leave gives faculty a respite from their normal duties in order to provide them an opportunity to grow professionally. The goal of a sabbatical leave project is to engage faculty in the areas of study, research, travel, work experience, or other creative activity, and to contribute to the institution as a whole upon his/her return to the college.

The annual Sabbatical Reception to honor the 2002-2003 recipients was held on November 4, 2003. This event was an opportunity for the returning faculty to present their work to those who attended the event. The abstracts of the final reports are offered below.

Dean Stover, GWCC Liberal Arts

Curriculum Development in Hybrid Format and Religious Studies Certification

During my sabbatical, I developed three hybrid courses and worked toward my goal of gaining certification in Religious Studies by taking four graduate level courses. The three courses I developed in hybrid format were REL 202 Religion and Popular Culture, a new course for the district; ENH 251 Mythology, which I am currently teaching this fall; and HUM 201 Universal Themes, which I will teach next spring. This sabbatical allowed me to develop new curriculum and gain more



Dean Stover, GWCC and Diane Travers, CGCC at the Sabbatical Reception, November 4, 2003.

general knowledge about world religions. For my division and college, I developed the first hybrid courses in Liberal Arts and developed new courses not currently taught at GateWay. And for the district, I have supported the diversity mission by developing courses that focus on cultural diversity and world cultures.

Dr. Abdul Awad, GWCC Math and Science

Multicultural Exchange with Saudi Arabia Technical College

The year-long process has been a profound journey which has not only led me to become more knowledgeable and confident in the international education curriculum, but has also given me first-hand knowledge on the merits and challenges of the international education system in general and the Saudi system more specifically.

In addition, I conducted study and research on Saudi's nutrition and diet habits, and the possibility of establishing an international on-line nutrition course. I visited several Saudi colleges, universities, and regional hospitals. I attended a Blackboard workshop and I also learned some technical aspects of teaching online.

Overall, it was a year filled with rich experiences and personal growth. I'm returning to my campus with a new perspective toward both nutrition and international education and a better appreciation of different learning styles.

Dr. Peter S. Brown, MCC Life Science

Native Plants of the Southwest

I updated my knowledge on plants and people of the Southwest by spending Spring 2003 learning at the Desert Botanical Garden in Phoenix. I took some short courses on the Sonoran desert and on ethnobotany (plant use by Native American people). I also worked with the volunteers propagating native plants. I developed assignments that students could use either at the Desert Botanical Garden or at other outdoor sites like the MCC gardens. These are posted on the

Maricopa Learning Exchange, enter keyword: Desert Botanical Garden. <http://www.mcli.dist.maricopa.edu/mlx/slip.php?item=909>

Dr. Gary Calderone, GCC Physical Science

A Web-based Tutorial on Geologic Time, Structures, and the Interpretation of Geologic Maps

A new web based tutorial on the principles of geologic time, geologic structures and the interpretation of geologic maps is available at the following URL: <http://www.gc.maricopa.edu/appliedscience/gjc-nsf/index.html> The tutorial is designed to help introductory geology (and geography) students master the basic competencies of geologic map interpretation. The tutorial begins with the basic concepts of rock bodies, relative and absolute dating, and rock deformation. It continues with the basic components of geologic maps and includes a very brief introduction to topographic maps. The program then takes the student through the interpretation of layered rocks exhibiting both brittle and ductile strain with varying degrees of erosion in landscapes ranging from flat to high relief.

Ruth Callahan, GCC English

Work on a Ph.D. in Literature and Religion

I spent my sabbatical laying the formal foundation for a Ph.D. at the Union Institute and University, in Cincinnati, Ohio. The doctorate will be in Literature and Religion, examining selected aspects of Jewish mystical tradition on the works of Franz Kafka. During the spring term of 2003, I assembled my doctoral committee and wrote a description of the New Learnings I would need to undertake to master this material, including a preliminary bibliography for each unit. I spent a great deal of time on a basic preparatory course on Kafka and Prague itself, which had historical, artistic, and literary components including a mini-history of Jewry in "Greater Germany." Following this, I began examining some philosophically

Faculty Professional Growth (cont'd)

and mystically based texts on the limits of language. Further academic credits were earned through participation in a Union seminar on Dante and the Modern Mind and various "Peer Days," which are a part of the Union program. I also completed, at the Sylvia Plotkin Judaica Museum in Scottsdale, the first 150 hours of a 400 hour internship, a further requirement of Union. My first responsibility was to rewrite two of their visitors' brochures, and though there are several other projects which I have been given, ultimately, I will be rewriting the museum's entire docent manual.

Martha Rassi, GCC **Business and Technology**

*Office Automation Systems Department
Curriculum Review*

The focus of my sabbatical was to update the OAS curriculum for the training/retraining of office workers to include the newest technology and skills needed to match the ever-changing role of office workers. The OAS curriculum needs to implement new courses and new materials into existing courses as well as incorporate technology into the curriculum. Many of the past, present, and future students in the office curriculum have left the work force to raise children, others need technology training, and the remaining ones wish to return to the office field after raising families. These students need an entry into the field that the office curriculum will provide.

Carole Rodgers, SMCC **Liberal Arts**

Pathway to Performance

The purpose of my sabbatical project was to plan and implement a two-year Theatre Arts comprehensive program for SMCC that would culminate in an Associate of Arts Degree. This track degree would then be transferable to any of the state universities where the student would have the necessary foundation to obtain a BA or BS as a Theatre Arts major. Additionally, my project could serve as a model for other Fine Art programs planned for the new SMCC Performing Arts Center opening in August of 2003.



Dr. Trino Sandoval, PC at the
Sabbatical Reception, November 4, 2003.

Dr. Lois Roma-Deeley, PVCC **English**

Contemporary Poetry Research

For my project, I researched more than 50 books by or about contemporary poets and/or on the subject of contemporary poetry and completed an original manuscript of poems. I will present these manuscript poems as a formal reading. I enhanced my own creative process by deepening my foundational knowledge of contemporary poetry. In addition, I enhanced my teaching skills by examining the relationship between my research into contemporary poetry and how that research relates to the creative, writing, and revision processes. I also included in my project the process of exploring various writer's retreats located across the country. I researched several and was offered a month-long fellowship by Ragdale Foundation in Lake Forest, Illinois. My experiences at Ragdale connected me, as a poet and director of the creative writing program at PVCC, to other poets, visual artists, and community members outside of Arizona. I am currently involved in a collaborative project which is a direct result of my Ragdale Fellowship.

Dr. Trino Sandoval, PC **Foreign Language**

Completion of a Ph.D. in Spanish

The objectives of my sabbatical included: 1) fulfilling the requirements for the doctorate in Spanish at Arizona State University, and 2) writing the dissertation for the Ph.D. The activities within these two objectives are as

follows: I furthered my study of Italian and I completed and passed the Italian Language Exam. I completed a project on Film Theory for the minor in Chicana/o Studies. I took and passed the three required doctoral examinations. I conducted research in Mexico, Colombia, Chicago, and New York to write the dissertation. On July 30, 2003, I defended my dissertation titled *Where Borders Begin and Disappear: Mexican and Chicano Borderlands Films*.

Karen Schwalm, GCC **English**

Parent Beliefs about Dual Enrollment

The purpose of this sabbatical was to complete my dissertation, the final step required for a Ph.D. in Curriculum and Instruction from Arizona State University. I made substantial progress on this project. My dissertation will be a qualitative analysis of parent beliefs about the practice of dual enrollment. I have a working draft of three chapters and a methodology for finding parents and conducting structured interviews with them. Although I haven't finished my dissertation, the sabbatical made it possible for me to progress, and I enjoyed both the intellectual work and the opportunity to refocus my professional life.

Dr. Marjorie Kyle, MCC **English**

Research, Evaluation, and Composition

The five main objectives of my sabbatical semester were to increase my knowledge of religion, music, and literature as they relate to the African Diaspora; increase my computer skills and infuse the new technology into my classes; redesign my HUM 107 class to allow students to receive "global awareness" as well as humanities credit; present a paper at the 2003 National Association for Multicultural Education (NAME) Conference that reflects my study of Africa, the Caribbean, and the Americas in the areas of religions, music, and literature; and prepare the presentation for publication in *Multicultural Perspectives*, the national journal of NAME or in the published proceedings of the 2003 conference.



Dr. Shereen Lerner, MCC Cultural Science

Archaeology Curriculum Revisited

My proposal was to revise the archaeology curriculum at the community college to include key archaeological principles and guidelines, develop new course materials, and focus on curricular reform. I revised the curriculum for four of our core archaeology classes. My revision included the development of course modules for each class, including learning objectives, lecture outlines, class activities, assessment strategies, and PowerPoint presentations. In January I met with the anthropology faculty in the District and provided them with the curricular material.

Chas. T. Moore, Jr., MCC Library

Residency Requirements and Academic Internship in Information Resources and Library Science

In this one semester sabbatical, I was able to complete the residency and course requirements for an M.A. degree from the School of Information Resources and Library Science (SIRLS) at the University of Arizona (U of A), Tucson. Besides completing the requirements, the most valued aspect of the project was being in residence in Tucson for a semester and spending significant time with the faculty of SIRLS, and the faculty at the U of A Library through an academic library internship, and to be involved with the Library Student Organization (LSO). These networking contacts with the U of A Library School and Library faculty will prove invaluable in my position as Program Coordinator of our Library Information Technician Program at MCC.

Dominic O'Neill, SCC Culinary Arts

Update Knowledge in the Field of Culinary Arts Education

The purpose of my sabbatical was to further educate myself in the field of Hotel Restaurant Management. I earned 36 credits over two semesters, making the Dean's List at NAU. In addition to my NAU studies, I had the opportunity to travel throughout the United States as a guest speaker on the subject of Culinary Arts education at the secondary level. Most notable was an invitation to speak at the 2003 National Restaurant Show in Chicago. This invitation was a direct



Chas Moore, MCC at the Sabbatical Reception, November 4, 2003.

result of the computer software program I have developed that offers culinary training for middle school, high school, and college students, as well as industry professionals. The classes that I took during the past year have increased my awareness and understanding of different areas within the hotel and restaurant industry that I will now be able to teach in the classroom at Scottsdale Community College.

Dr. Bonnie Petterson, PC Health Information Technology

Completion of Courses and Dissertation Required for a Doctorate from ASU

The MCCC 2002-2003 academic year sabbatical permitted me to meet all remaining Arizona State University Graduate School Program of Study requirements for the Doctor of Philosophy degree in Educational Leadership and Policy Studies. Beginning summer of 2002, I was able to successfully take the doctoral comprehensive examination, complete four research courses, fulfill doctor of philosophy residency requirements, complete all components of a dissertation entitled "The Decision by Women to Become Community College Presidents: Implications for Career Development and Organizational Policy," and successfully defend the dissertation. All work culminated in awarding of the degree and graduation on August 8, 2003.

Charles Cooper, SCC Interior Design

Completion of a Masters of Arts in Education, Specialization in E-Education

The main objectives set for my sabbatical were to complete a 32 credit hour, 18 month course of study for my Master of Arts in Education from the University of Phoenix, and to develop three workshops: Color Rendering Techniques, Digital Photography, and Presentation Techniques for Interior Design Students and Professionals.

The course of study in education provided me new insights into the adult learner, educational theory, assessment, and research. In addition to general educational philosophies, my specialization in distance education afforded me a unique opportunity to develop studio-based courses via a hybrid format. As part of my program, I developed several teaching units on drawing and rendering techniques that are being tested this semester.

The first of three workshops, Color Rendering Techniques, will be offered in November of this year. Presentation Techniques for Designers will be offered in the spring to the professional design community, and Digital Photography Techniques is currently encompassed in our existing course offerings to help students develop their professional portfolios.

Darrell Copp, SCC Communication and Fine Arts

Ethnographic/Oral History Project

The purpose of my sabbatical was to conduct an ethnographic/oral history project designed to enhance my understanding of the controversial subject of same-sex marriage. To accomplish this I traveled to the Netherlands and Australia to conduct interviews with same-sex couples, both married and unmarried. I also interviewed recognized scholars on the subject. Additionally, I collected information from print and media sources to provide cultural context. My major outcome is the creation of a script based upon my accumulated knowledge, which I will perform at SCC in late September. The secondary outcomes include a scholarly article, which I am about to submit for publication; the accumulation of materials to be disseminated as part of

Faculty Professional Growth (cont'd)

my department's courses in Intercultural Communication and Sexual Communication; and materials for presentation to Intercultural Education and Diversity Infusion programs and the Gay-Straight Alliance.

Marla DeSoto, GCC English

Online Teaching and Learning

My objectives were to become familiar with the strategies, special curriculum development, appropriate assessment tools and techniques, and technological issues that are unique to the online learning/teaching environment.

I fulfilled the objectives by completing four courses at UCLA Extension in an online format and earning a Certificate in Online Teaching and Learning. My experiences helped me become a better instructor for both traditional face-to-face classes as well as online instruction. Course materials developed during my sabbatical may be accessed from links on the Courses page at <http://glory.gc.maricopa.edu/~mdinchak/onlineteachingprogram/courses.htm>

Deanette Devereaux, GCC Nursing

Completion of Residency Requirements and Doctoral Coursework Leading to Completion of a Ph.D. Degree in Nursing
My project was a standard academically-based sabbatical leave whereby I was able to complete the remaining major and minor coursework required for doctoral preparation leading to a Ph.D. in Nursing. Beginning in 1998, I had attended summer school sessions and had taken other courses via teleconferencing and had commuted to Tucson to take courses at the only doctoral program in nursing in the state at the University of Arizona. While doing this coursework, I taught full-time in the District's Nursing Program at GCC and taught at least part-time during most summer sessions. I could have continued in this manner, to which I was quite accustomed, but I also was required to attend courses full-time for two concurrent semesters for one year to meet graduate school requirements at U of A and that required time away from teaching full-time if I wanted to complete the Ph.D.



Kathleen Iudicello, EMCC and Keith Anderson, RSC at the Sabbatical Reception, November 4, 2003.

David Dudley, PC Math

Chaos, Fractals, and Dynamical Systems
The first goal of my sabbatical was to study Chaos, Fractals, and Dynamical Systems at Arizona State University. I successfully completed the following courses:

- MAT 452 Introduction to Chaos and Nonlinear Dynamics
- MAT 455 Introduction to Fractals and Applications
- MAT 475 Differential Equations
- MAT 574 Theory of Ordinary Differential Equations I
- MAT 575 Theory of Ordinary Differential Equations and Dynamical Systems II

The second goal of my sabbatical was to learn how to use Maple® as a problem-solving tool. In fulfilling this part of my sabbatical, I assisted Dr. Marilyn Carlson in the instruction of MTE 598 Using Maple® to Teach Calculus.

I am currently incorporating what I learned in the courses I am teaching this semester: MAT 261 Differential Equations and MAT 220 Calculus I.

Dr. Carolyn Fay, MCC Speech Communication

Corporate Perspectives on Teaming
Broadwing, Inc., a provider of telecommunications services to local, regional, national, and international telecommunications companies, provided me with corporate access to observe and analyze their small-group processes and presentational formats.

I observed heavy emphasis on teaming for the purposes of information sharing, problem solving, and decision-making.

Face-to-face meetings were preferred, but engineers and management also accomplished some group functions via email and audio conferencing. While they had video conferencing capability, they expressed frustration with that means of communication.

Using this experience, I developed new teaching materials that utilize audio conferencing and web-based media in addition to face-to-face group interactions. Students will model a corporate teaming environment by participating in information sharing meetings, problem-solving discussions, and presentational group formats. Students will also move into the workplace to observe and assess small groups in corporate and/or organizational environments.

Dr. Nancy Hellner, MCC English

Women's Studies Coursework and Program Development
My sabbatical goals were 1) to earn twelve hours of postdoctoral work at the University of Arizona and at Arizona State University and 2) to implement and submit appropriate paperwork to establish a Women's Studies Program, including an Academic Certificate of Concentration in Women's Studies.

In addition to achieving these goals, I developed and submitted appropriate paperwork for a new course relevant to Women's Studies. On April 1, 2003, the Curriculum Committee approved the fifteen (15) hour Certificate of Concentration in Women's Studies and WST 282, Volunteerism for Women's Studies: A Service Learning Experience. Both the course and the certificate represent important steps toward continuing and expanding reciprocal relationships with the Women's Studies Departments at Arizona State University, University of Arizona, and Northern Arizona University.

Patricia Hennings-Manarin, SMCC Liberal Arts

An Art and Technology Update
My main goal was to update my knowledge in photography, ceramics, and three-dimensional design. I worked with several Ceramic Professors at Arizona State University and Peter King, author of *Architectural Ceramics*, to expand my

repertoire of techniques to construct high-relief sculpture. I also studied Digital Photographic Imaging to be used as a creative design tool in this ceramic mural-making process. My second goal was to visually document the artistic process from conception to completion using these newly learned techniques in the formation of a three-dimensional mural, "Embracing Paradox."

Having the time to really research and complete an artistic idea of a complex nature was very satisfying and enriching. One short-coming I encountered was that I found the Photoshop software was not ideally adaptive to the transformation of three-dimensional forms. I did research two other softwares that could be used for this purpose. Both would demand extensive training in the future.

Products of my sabbatical work are two ceramic "mini-murals", a visual document of the construction process, and a number of digitally composited art works. I have subsequently brought this knowledge to my ceramics curriculum, and next fall I will be teaching an advanced ceramics course which will be exclusively high-relief ceramic mural-making.

Kathleen Iudicello, EMCC Liberal Arts

Work on a Ph.D. in English

The purpose of my sabbatical was to write my dissertation for a Ph.D. in English from George Washington University in Washington, DC. The title of my dissertation is "Women Take Stage: Punk Rock, Performance Art, and Pussycat Fever." It looks at how women in various genres have spoken out against violence against women and the infusion of activism into art to make a difference in North American society. The subjects that I examine consist of all-female or female-dominated rock and roll bands, female performance artists, and the writings of novelist Kathy Acker and illustrator Diane Dimassa. The issues that the work covers include sexuality, gender, able-bodiedness, race, and class. I will receive my degree in May 2004.

Dr. Mangala Joshua, MCC Physics

Learner -Centered Physics Instruction

The past two decades have seen many attempts directed at reforming physics education at the college level. These



Dr. Mangala Joshua, MCC and Dr. Linda Knoblock, PVCC at the Sabbatical Reception, November 4, 2003.

reforms are based on valuable insights gained in the field of physics education research. Over the past few years I have introduced some of these reforms into the physics courses at MCC. However, I recognized the need for new instructional material, especially for inquiry-oriented experiments. During my sabbatical leave, I developed a complete set of new instructional materials. A secondary goal during my sabbatical was to gain a better understanding of the research and theories of learning and their implications on educational practice and curriculum development. To address these areas, I completed three graduate courses in the School of Education at ASU. Finally, I conducted a five-day workshop for residential and adjunct physics faculty at MCC to share what I have learned and to introduce the new instructional materials.

Dr. Linda Knoblock, PVCC English

Antarctica: The Last Continent

Antarctica is one of the most fascinating and least known places on earth. It is the land of extremes, the highest, driest, windiest, coldest, and most remote continent. Locked within its ice is seventy-five percent of the world's fresh water, and its rocks and ice hold clues to the very beginnings of the earth. This unique land is a barometer of the health of the entire planet, affecting our lives far more than we realize. The sabbatical materials for our college libraries will help people learn about this unusual place and be aware of its need for protection and advocacy.

▲ FPG Sabbatical Recipients

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

Abstracts of previously awarded

sabbaticals (2000-2003) are

available from the Faculty

Professional Growth website:

[http://www.mcli.dist.maricopa.](http://www.mcli.dist.maricopa.edu/fpg/sabbaticals_past.php)

[edu/fpg/sabbaticals_past.php](http://www.mcli.dist.maricopa.edu/fpg/sabbaticals_past.php)

Honors

Maricopa's Honors Programs: Excellence and Scholarship in the District and the Community

The Honors Program at the Maricopa Community Colleges provides intellectually stimulating learning opportunities for academically outstanding students. The features of the program include specific programs at each college, Honors courses, an Honors Forum Lecture Series addressing an annual theme, scholarships, and connections with Phi Theta Kappa.

One of the goals of the Honors Programs is to foster a climate of excellence in the colleges and in the surrounding community. Here we highlight some of the activities at the colleges that help to achieve a climate of excellence and scholarship in the District and in the community.

Chandler-Gilbert Community College Jeanne Canham

One of the options for Honors Projects at Chandler-Gilbert is Service Learning, a unique learning experience that expands the walls of the classroom to include the community. A quality Service Learning project would be paired with a specific aspect of the course content, allowing the student to learn biology, history, sociology, criminal justice, education, etc. through a first-hand learning experience. For example, a student in a philosophy/ethics course may do service at a food bank to learn about responsibilities to community members. A biology student, on the other hand, may do work in a nursing home to learn first-hand about Alzheimer's and other developmental disorders. A math student may tutor at a local school, while an accounting student may work with the payroll personnel of a homeless shelter. There are many creative ways to incorporate Service Learning into a course. The most important criterion is that the experience provides the student with meaningful learning of the course content in a hands-on manner. Students who successfully complete their Honors Service Learning project receive a certificate recognizing their service experience.

A related option for Honors students at Chandler-Gilbert is to serve as a tutor in the Learning Center or as a classroom mentor. Honors students in their third or

fourth semester of the program may choose to serve as a mentor in an ESL (English as a Second Language) class or as a tutor in the learning center. Tutors/mentors develop mediation, negotiation, and professional skills needed in many career fields. In addition, tutors/mentors have the satisfaction of helping others, reinforcing their own knowledge as they teach others, improving their communication skills, and developing important skills for future jobs. The hours are flexible and the location is convenient...on campus!

Estrella Mountain Community College John Frasure

The Estrella Mountain Honors program is designed to enhance the intellectual experience of students through enrollment in Honors courses and cultural enrichment activities. One of the most popular activities is the annual Spring Break trip to Los Angeles. The trip begins on a Friday at 5:00 a.m. with twenty students. The first stop is Venice Beach for lunch, where some of the students have an opportunity to experience the ocean for the first time. After putting their toes in the cold ocean water, the group departs for the Museum of Tolerance. The tour, which is approximately three hours, is a life-changing experience for many students. After the tour, it is on to the Getty Museum to experience some of the greatest art in the world. After a few hours at the Getty, the group travels to Pasadena to stay at the Vagabond Hotel. The students are typically exhausted from such an exciting and educational day. Saturday includes a trip to the Huntington Library where students relax in the beautiful gardens, visit the art collection, and view one of the greatest private collections of books in the world.

For weeks and months to come, students are often still heard talking about this trip and sharing how much it meant to them. This is just one of many activities at Estrella Mountain that provides students with the opportunity to grow personally and academically.

GateWay Community College Alex Backus

The Honors Program at GateWay Community College offers some features

that are unique to the college's relatively small campus. The Honors Program uses the independent-study format, which pairs faculty acting as Honors Mentors with students in a contract setting. This experience allows students greater flexibility to explore topics of interest in greater depth than possible in the traditional classroom setting. The Honors courses are reflected on the student transcript where potential employers can see the quality of the student's education.

Glendale Community College

Dr. Mary Leskovsky

The Glendale Community College Honors Program centers on more than thirty designated Honors courses that encourage critical thinking, thoughtful writing, and lively discussions. The Honors courses encourage interactions among students and faculty, both in and out of the class. This year, the Glendale Honors Program and the Learning Center co-sponsored a Book Fair on October 1st and 2nd as part of the college's efforts to promote literacy. The money earned from the Book Fair was used to purchase children's books to be distributed to school children at the Readfest, sponsored by the Learning Center, and for *Jingle Books*, a holiday book giveaway sponsored by the Honors Program.

Mesa Community College

Doug Conway and Dr. Betsy Hertzler
Mesa, the largest college in the district, also has the largest number of Honors students. This means we are able to provide a selection of 90+ Honors sections. Some sections are concurrent offerings while others have only Honors students. One of the more unique offerings is the Physical Science colloquium, which enables students in a variety of physical science classes to develop a research presentation with a faculty mentor and then make a scholarly presentation to the other Honors students and faculty.

Mesa is experiencing a growth in the number of Honors students at the Red Mountain campus. Honors students at Red Mountain also have a range of options, including multi-disciplinary Honors colloquium. The Mesa Honors Program is supportive of the district Honors Forum lecture series and



encourages all Honors students and faculty to attend the presentations. We, in the Maricopa family, are extremely fortunate to have such a wonderful resource for our faculty and students.

Paradise Valley Community College **Dr. Linda Knoblock**

Writing a personal statement is a difficult task for most college students. However, the students in Paradise Valley's Honors Forum have found this to be one of the most beneficial skills they have learned. Students have used these short papers about themselves for scholarships, university applications, graduate schools, and jobs. They report back tremendous success and gratitude for the learning experience. One student recently wrote that she had been accepted into four law schools, was on the waiting list for the fifth, and knew her personal statement made the difference.

A recent innovation instituted in the Paradise Valley Honors program is the community project for second and third year Honors Forum students. This project is intended to give students the opportunity to research, develop, and implement an activity that will provide a service to the campus or community over the period of one or two semesters. It will enable students to take leadership roles in discovering areas of need, formulating plans, and accomplishing goals. While helping the campus or community with these projects, students will be building skills that demonstrate their initiative and their ability to follow through with their ideas.

Phoenix College

Dr. Marian Gibney

Phoenix College Classical Studies Program is designed for students who want to be active learners. The program helps train students to think critically and express themselves orally and in writing. Students are not necessarily interested in becoming professional classicists, but they are interested in how the past informs the present.

As part of a learning community, classics students are encouraged to take part in learning and social activities outside of the classroom. To enhance the academic and personal support for students, the Classical Studies Program will begin a one-on-one mentoring process for students in the program. Students will be paired with faculty mentors who have expertise in the areas of the students' interests. In addition to this student-mentor academic relationship, mentors will be available to discuss the

students' progress through the program. They will also advise the students as they explore transfer options to baccalaureate programs.

Mentors may come from any discipline. Invitations will be sent initially to Classics instructors, and then possibly to other college faculty. While there has been some mentoring in this program, the new initiative is intended to formalize the process, giving support to both mentors and students.

Rio Salado College

Dr. Barry Wukasch

Consistent with Rio Salado College's mission of non-traditional programs, Rio has adapted its Honors Program to include distance learning students. Participants include students with disabilities, mothers at home with children, students in rural areas, incarcerated students, students working full time and unable to attend traditional classes, as well as students enrolled in classes at Luke A.F.B. and other in-person sites.

In each of the past two academic years, Rio Salado Honors students, who also are members of Phi Theta Kappa, were ranked "Number 1" in the Phi Theta Kappa scholarship competition for the State of Arizona. These two students, Bambi Kalwarovski and Chris Burton, then went on to win the All U.S.A. Academic Team, "1st Team" national scholarships. Only 20 students in the nation win these awards each year, based on national competition. In addition to winning the Arizona and All-U.S.A. national honors, Bambi was a Tuition Waiver Honors program student at Rio in 2001-2002, and Chris was Rio's Chancellor's Scholarship recipient in 2002-2003.

Rio Salado's Honors Program continues to promote high academic standards and produce outstanding results for its students.

Scottsdale Community College

Dr. Neil Mackay

The Guadalajara Learning Experience is a one-week intensive-learning trip available to Scottsdale students who are members of both the Honors Program and Phi Theta Kappa. The trip is usually held the week after commencement each spring. To participate, a student must also be enrolled in the Honors Forum class either the semester prior to the trip or the semester after the trip. Accompanying their application, the honors student must provide an essay of no more than 750 words on the current

Honors Study Topic. Approximately fifteen students are chosen to partake in this extraordinary learning opportunity. Students attend classes, take part in cultural events, and present a check to the Casa Hogar Orphanage in Guadalajara, Jalisco in Mexico (Honors students raise money for the orphanage throughout the preceding school year.) Those students who are chosen are provided with a scholarship that includes airfare, ground transportation, hotel accommodations, and food.

South Mountain Community College

Helen Smith

The South Mountain Honors Program focuses on programming that incorporates the four Hallmarks of Phi Theta Kappa - scholarship, leadership, service, and fellowship - into the everyday lives of our students. In June, 2003, six Honors students traveled to Washington, D.C. to attend the Phi Theta Kappa Honors Institute, a weeklong conference of lectures and seminar discussions devoted to the Honors study topic, "Dimensions and Directions of Health: Choices in the Maze." Our students have been elected to leadership positions in Student Government, other campus clubs and the Arizona Region of Phi Theta Kappa and take advantage of many leadership training opportunities on campus, throughout the district and through Phi Theta Kappa. Honors students work with other clubs to assist with major projects, such as the Future Teachers Conference to be held in November, 2003. Community service activities include blood drives, the Great American Smokeout, cancer awareness activities, and special projects requested by our college president. This year, Honors students will serve at the United Way luncheon and act as ushers at the new Performing Arts Center. To encourage fellowship and interaction, Honors students are invited to dinner at Macayo's before each Forum lecture and to Honors luncheons once each semester.

▲ 2003-2004 Honors Coordinators

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

Learning Grants

Learning Grants—Supporting Innovation in Teaching and Learning

Over the past four years, Learning Grants have been an integral part of the success and innovation within the classrooms of the Maricopa Community Colleges. Learning Grants have supported projects designed to improve, advance, and enrich student learning. Since 1999,

- 264 grant applications have been submitted
- 164 grants have been funded
- \$735,000 has been awarded to all ten colleges to improve student learning
- Approximately 300 faculty/administrators have been impacted by funded grants.

Supporting a Variety of Disciplines

Learning Grants continue to support innovation throughout all ten colleges, and they continue to support a wide array of academic disciplines. A sampling of projects from various disciplines completed last year is provided below:

32nd Street Fine Arts Festival: A Dialogue of the Senses - Paradise Valley Community College

The 32nd Street Arts Festival project was created to not only increase the amount of fine and performing arts programs presented by Paradise Valley, but to also demonstrate to students and community members the role of the creative process and how it applies to each artistic discipline. The main focus of this project was to provide students and community members with access to professional artists in the Phoenix area as a resource for their own development as artists. A secondary goal of the project was that through performances, lectures, presentation and demonstrations, both students and

community members gained valuable insight into the arts as a profession.

Intercultural Competence Applications in Distance Learning - Rio Salado College

Five Rio Salado faculty chairs and five adjunct faculty, in the disciplines of Communication, Sociology, Counseling, Science, and Web Technology, followed up on the work of Drs. Janet and Milton Bennett in attempting to understand and adapt intercultural communication competence to see how this might lead to increased effectiveness in communication and learning.

20th Century Speakers: The Powers of Openings and Closings - Phoenix College

Some of the most effective learning in the field of public speaking is derived from watching the examples of others. By listening to the content and presentational methods of a speaker, a student can learn to evaluate those elements which make a presentation more, or less, powerful. Of special use are the openings and closings, which are key areas at which an audience's attention and ultimate influence can be irrevocably lost or gained. This grant funded the creation of a video sampler of relevant 20th century speakers for classroom use as well as a handbook to act as a guide to aid students in the analysis of the openings and closings of speeches.

Image-izing Arizona in Introductory Geology - Glendale Community College

This project produced a virtual field trip exercise that allows the user, at the click of a mouse button, to visit local locations that illustrate well the types of rocks and processes covered in an introductory-level physical geology course.

For a listing of Learning Grants completed in 2002 - 2003 and a listing of Learning Grants currently in progress, visit the Learning Grants Gallery at <http://www.mcli.dist.maricopa.edu/learngrant/gallery>

Sharing Our Successes

A main element of the Learning Grants program is the internal sharing that occurs with the successes of each completed project. Upon completion of a project, each applicant is required to complete a final report of the project detailing the ways in which the project enhanced student learning. These final reports are then automatically uploaded to the Maricopa Learning Exchange (MLX) where they are electronically available for the benefit of the entire Maricopa community. Furthermore, some applicants find additional ways of sharing their successes through national conference presentations, internal college showcases, or simply through department meetings.

Planting the Seed and Watching It Grow - GateWay to the Arts

The overall goal of the Learning Grants program is to provide initial funds, seed money, to allow a program, idea, or event to grow into an independent project supported from within the college. An excellent example of this is the *GateWay to the Arts* program that was first started in academic year 2000-2001 at GateWay Community College.

In 1999, Don Hall, Humanities Faculty, and Dean Stover, English Faculty, wanted to change the perception and culture of GateWay by bringing cultural events on campus. These events would provide diverse arts experiences for students who



may not have the financial means to attend cultural events. To bring about this change, they sought the assistance of the mcli and the Learning Grants program.

So, Don and Dean planted the seed, wrote their first application and received approximately \$7,300 for the first year of the program. With these funds, they were able to hold two silent film nights in conjunction with the Orpheum Theater Foundation, one dance/lecture demonstration by the Desert Dance Company, an evening of storytelling, a Childsplay production, and a Phoenix Symphony Quartet. All of these performances were open to all students, their families, faculty, staff, and the general public.

GateWay to the Arts experienced great success in the first year, so a second grant was written for the next year. More performances were added, including four silent film nights. At these silent film nights, Mr. Ron Rhode, a nationally renowned organ player who has won numerous national awards from the National Theater Organ Society, accompanied the silent films with his lively and energetic organ music. The auditorium where these performances were held seats 100 individuals; attendance for each event exceeded this number, topping out at an astounding 225 attendees for one of the performances.

This program was obviously experiencing great success; however, the Learning Grants program is not intended to continue to fund programs throughout multiple years. Therefore, it was now time for the college to embrace and adopt this program as it has greatly impacted student learning and the community. As fate would have it, this funding from the college was soon to come. During one of the events, the first opera presented on GateWay's campus, a standing room-only crowd filled the auditorium. Students, families, members

of the community and college administration were all packed in the auditorium for the event. Seeing the huge success and the support from students and the community, GateWay's President, Dr. Eugene Giovannini, and the Deans notified the Liberal Arts Division Chair, Geri Rasmussen, five days after this event that complete funding and support from the college was on its way. *GateWay to the Arts*, with the initial support of the mcli and the Learning Grants, is now an annual and highly anticipated event supported by the college. Yvette Garcia and Don Hall now administer the program, but Don still recalls the important role the mcli and Learning Grants have played in the program's success. As Don states, "MCLI was a place to go...it provided the fuel to make the program grow."

GateWay to the Arts has had a great impact on GateWay Community College and its students. The Humanities program is growing in leaps and bounds, with a record 190 students enrolled in Cinema classes. GateWay is even offering its first Theater Acting Class. Current and former students continue to attend these wonderful programs. Generations of families are being introduced to the arts, and being introduced to GateWay and its community. Alliances with the Phoenix arts community have developed, as GateWay is now a Season Sponsor at the Orpheum Theater. GateWay is even exploring the development of a new performing arts/conference center that would allow this program to have a larger venue to benefit even more students. Most importantly, GateWay's students are benefiting from having cultural events on campus. They are engaged in their learning. They are able to experience dance, opera, silent films and art for the first time in a non-threatening manner. They have the opportunity to interact with nationally renowned performers on a one-to-one basis. And, they have an opportunity to

share these experiences with their families to promote life-long learning. All of this from one idea, and the support of the mcli and Learning Grants.

▲ Lynn Jennings and Eric Leshinskie, mcli

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

"Supporting Faculty Innovation
with Maricopa Learning Grants"

presented at the League for

Innovation Conference on

Information Technology

(October 2003):

<http://www.mcli.dist.maricopa.edu/show/league2003/lg.html>

<http://www.mcli.dist.maricopa.edu/show/league2003/lg.html>



Lifelong Learning: A Demographic Imperative for the Twenty-First Century

Lifelong learning is essential for resourceful aging - for individuals and for society. Its importance derives, in large part, from the changing demographics and extended life expectancy that characterize our society. These changes include:

- a markedly increased life expectancy at birth from 47 years in 1900 to 77 years today;
- an 11-fold increase in the population of Americans age 65 and older in the last century, compared to a 3-fold increase in the population under 65;
- a more diverse older adult population characterized by a projected increase of 219% for minority elders between 2000 and 2030, compared to an expected increase of 81% for whites; and,
- a potential doubling in the number of elderly by the year 2030 when approximately 20% of the population will be age 65 and older.

The increased length of adulthood over the past century - with extended middle years - will continue to affect the timing of major life events, family, and employment, leisure, and retirement. The effect on education will be pronounced. Rather than a linear progression along a continuum from birth through formal schooling, participation in the workplace, and then retirement, we are already witnessing the interweaving of these activities as people seek and create opportunities in accordance with changing needs and interests. Lifelong learning is an essential element in the complicated web that results, contributing significantly to the quality of life. Lifelong learning may also be a steady influence in an increasingly complex and uncertain social, economic, and political environment.

Gerontologists refer frequently to the "use it or lose it" principle of aging. This principle is now generally accepted as valid with respect to cognitive functioning as well as physical well-being. While historically studies suggested a decline in intelligence and learning associated with age, such findings are now widely challenged and frequently discredited for a number of reasons; many, for example, rely on

cross-sectional as opposed to longitudinal data (thereby reflecting age differences rather than age changes) and involve mature adults in test-taking activities that are anxiety producing and not part of their current experience.

A college district - the Maricopa District - whose vision, mission, and values all speak of a commitment to lifelong learning for its diverse communities cannot fail to recognize the potential and the importance of educational opportunities for adults of all ages. Such opportunities are essential if individuals are to acquire the skills that will be required in the workplace and homes of the future. They facilitate realization of personal potential. And they promise a better educated citizenry that appreciates the increasing diversity that will continue to describe American society.

An aging society needs the productive contribution of individuals of all ages. This contribution may take many forms, formal and informal. Individuals may contribute through the workplace, the school, the neighborhood, and the home, as employers, employees, students, retirees, and volunteers. Contributions may be personal, involving family, friends, neighbors, and colleagues, or they may be impersonal and remote. In any case, lifelong learning is a vital component in marshalling the often unrecognized and undervalued human resources embodied in an aging population.

For information about lifelong learning programs at your local college or in your community, contact:

Chandler-Gilbert Community College
Sun Lakes Education Center
Mary Kaye Allen
(480) 857-5505

Estrella Mountain Community College
Community Education Program
Gina Sandoval
(623) 935-8499

Glendale Community College
Community Education
Suzanne Higgins
(623) 845-3808

Mesa Community College
Senior Programs
Marie Allen
(480) 461-6251

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

▲ Rose L. Pfefferbaum, Ph.D., M.P.H., mcli

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



MIL 2003 Fellows Engage in Scholarship of Teaching and Learning

Mark Burch,
Mathematics,
Scottsdale
Community College



The goal of my research project is to investigate the role conjecturing can play in a mathematics classroom. I am developing a robust characterization of conjecturing as a *mathematical activity* in the classroom which will include a classification of the different types of conjectures that occurred during two different teaching experiments. Ultimately, I hope to understand the effects these conjectures had on student learning. Additionally, I will attempt to understand the role that conjecturing played in the development of social norms (e.g. making sense of others' reasoning and explaining one's own reasoning) as well as the development of classroom math practices. Finally, I will also study instructional moves and aspects of the curriculum that either hinder or facilitate conjecturing as a mathematical activity in the classroom.

Being a part of the MIL fellowship has been the difference between being reflective about teaching and learning only occasionally and often haphazardly and being reflective consistently and with purpose. The time required to make quality, in-depth observations about the very complex phenomena of teaching and learning is extensive and would be possible only at a minimal level were it not for the MIL fellowship.



Diane Clark,
Language and
Humanities,
Chandler-Gilbert
Community College

A surprisingly number of students have writing anxiety, which can be a debilitating condition that often

leads students to avoid courses, majors, and jobs that require writing. In addition, this anxiety can have a strong impact on a student's ability to learn.

Despite substantial evidence supporting these statements, very little has been written that addresses how writing teachers can help their students actually overcome their fears to increase their success as writers. This project begins to fill this gap through the exploration of an English 101 course designed specifically to help students overcome their writing fears while learning how to write more effectively. The primary goals of the project are to: 1) determine if the Overcoming Writing Anxiety English 101 course helps students significantly reduce their writing anxiety; 2) determine which anxiety reduction techniques are effective and develop additional techniques as needed; and 3) communicate with colleagues across disciplines to enhance our understanding of anxiety and the kinds of practices that will help reduce students' fears and allow them to focus on their learning.

Even though I have only been an MIL Fellow for a few months, my participation has already had an impact on both my teaching and my view of myself as a professional. Though I come from a campus that highly values collaboration, in reality, we often work in isolation. And as full-time faculty, we all have many important responsibilities that take us away from our primary focus, which is our students' learning. Thus, no matter how often we try to meet to discuss what we do in the classroom, our busy schedules seem to preclude sustaining any such exchange. But teaching is not a profession that thrives in isolation. Teachers need to keep abreast of the most recent research in learning theory; teachers need to talk to other teachers about their students, their experiences, and their ideas. For me, then, the most important things MIL has provided are time and a forum for sharing and creating knowledge. MIL gives us the availability, and more importantly, the venue to rededicate ourselves to our teaching and to reexamine our practices through the lens of scholarship and collaboration. MIL creates an exciting, dynamic environment that fuels our love

of teaching and encourages us, as professionals, to continually examine our classroom practices in the search for ways to enhance our students' success. For a teacher, there is no greater gift.



William Farrar,
Ph.D., Psychology,
Estrella Mountain
Community College

In my MIL project, I am looking at the role that collaborative learning activities can play to enhance student learning and

success in hybrid (e.g., partially in-class and partially internet) classrooms. The focus of my research is on two issues: Can hybrid courses be used to teach students to take more personal responsibility for their own learning than they usually do in a regular classroom? And, can strategies for creating group identities be implemented in the hybrid environment to ensure that students get the social support that makes learning more meaningful?

On a personal level, I am also investigating how to effectively use action research paired with quantitative methodologies to rapidly assess, improve, and change teaching techniques.

I enjoy the MIL fellowship because it allows me to participate in the same dream I have for my students: To be part of a community of intellectually-focused peers who enjoy sharing their experiences of improving teaching and learning and are committed to excellence in their profession.



Dean Stover,
English/Humanities,
GateWay Community
College

As an MIL Fellow, my project is based on two questions: Will I be able to help students become better

independent/self-directed learners in hybrid courses? Do students become

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

more or less interested in civic engagement by researching a social issue and writing letters to civic leaders?

For each of the questions, I am reviewing the latest research on independent/self-directed learning and civic engagement to develop a framework from which to address the data I collect. I have developed a pre-post quantitative instrument and pre-post qualitative reflection to (1) assess students' perception about their ability to become better self-directed learners and (2) measure social efficacy or the students' perception of the ability of an individual to affect social change.

I chose to participate in this program because Elizabeth Skinner was an MIL Fellow when I was Chair of Liberal Arts at GateWay. With her help, we integrated teaching and learning discussions into our division meetings. Everyone was energized by sharing and discussing classroom issues and ideas, and I wanted to deepen my experience in the scholarship of teaching and learning. By keeping a teaching journal and making my teaching decisions public with other MIL Fellows, I am assessing my effectiveness in teaching students how to become better self-directed learners and better citizens, goals that I believe are essential for a quality Liberal Arts education at GateWay.



Ly T. L. Tran-Nguyen, Ph.D., Psychology, Mesa Community College

As an MIL fellow for 2003-04, I have a unique opportunity to empirically test my ideas about teaching and learning

and to interact with colleagues who share similar interests. I have learned a great deal and appreciate this wonderful MIL experience!

Neuroscience research suggests that the brain is an incredibly 'plastic' organ that is capable of lifelong changes, a concept referred to as neural plasticity (Greenough & Chang 1989). Neural plasticity can occur in response to various factors; one factor that has important implications for teaching and learning is experience. Several studies have demonstrated that experience in an enriched environment or behavioral

training can lead to changes in specific brain structures in animals (for review see Kolb & Whishaw, 1998; Rosenzweig, 1996). One implication from these studies is that the richer the learning experience, presumably the better the learning. Thus, the question for my MIL project is whether the *type of experience* can affect the amount of learning and retention. This project compares the effectiveness of various teaching strategies on student learning and attitude. Students enrolled in Introduction to Psychology were recruited to participate in the experiment during the Brain and Behavior unit. The neuroanatomy of the brain was used as the topic of investigation because of the complexity of the topic matter. Student volunteers will be assigned to one of three conditions that involve the study of basic neuroanatomy terminology and exploration of brain structures through: 1. computer-animated CD, 2. hands-on sheep brain manipulation, or 3. traditional transparency-style lectures. It is hypothesized that exploration of basic brain neuroanatomy via computer-animated CD activities and hands-on sheep brain manipulation will lead to greater learning and retention compared to the traditional lecture-style strategy because the former teaching strategies are likely to be more interactive/stimulating in nature.



Maureen Zimmerman, Ph.D., Food and Nutrition, Mesa Community College

I am energized by the study of teaching and learning, so was naturally drawn to the MIL fellowship. The primary purpose of my

project is to identify and teach students the academic self-regulatory behaviors necessary for success in a domain-specific, web-based course. While academic self-regulation and its constituent forms of self-reflection are seldom taught, a body of literature does exist to support the notion that strategies for academic success can be taught to students. These strategies can be learned through a core set of instructional and personal practice experiences by diverse students, ranging in age from elementary school to college and differing widely in ability.

My design includes administering the Motivated Strategies for Learning Questionnaire—a tool that measures different scales to determine degree of self-regulation. A qualitative analysis of student e-mail will also be used to shed light on difficulties students are having in the course. Students drawn from a random sample will be asked to participate in a topical interview, a qualitative interview that focuses on process and is concerned with what happened, when, and why. These interviews will help ascertain self-regulatory skills that were developed during the course. Through a study of the literature, I will map out descriptions of the process required to develop self-regulatory behaviors by identifying the steps or logical sequences for learning these behaviors. I will engage students in the learning process, and will model academic self-regulation.

The MIL fellowship has not only rekindled my focus on teaching and learning, but elevated that focus to include the scholarship of teaching and learning. There are two strong components to MIL: the project itself and building a community of learners with other fellows. Those two aspects of MIL are reinforcing the notion that research and research-based activity provide the requisite depth and breadth of pedagogical understanding necessary to fortify my teaching practice. The fellowship has given me the time to immerse myself in the literature on teaching and learning; the many and varied dialogues with the fellows have helped me to crystallize concepts I am learning from that research and subsequently applying to my project. I am certain that this experience will be one of the highlights of my teaching career at Mesa Community College.

▲ MIL 2003 Fellows

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

Ocotillo's New Directions

Maricopa faculty are always ready to "fill-in" when needed. Last spring, Dr. Nancy Matte, then Phoenix College's Ocotillo chair, asked me to attend the last Ocotillo chair meetings. Somehow I managed to raise my hand and volunteer for something and now I help to lead Ocotillo as a Faculty-in-Residence at MCLI as well as being the representative for my college. I thought these things happened when you missed meetings, not when you show up!

With over 10 years in the district split between Rio Salado and Phoenix College, I have concentrated on innovative ways to integrate technology into my instruction. This has produced everything from virtual dissections for my online Anatomy and Physiology students, to our non-majors evolving virtual finches on the Galapagos Islands from the comforts of our computer lab. In the past year, I experimented with "hybridizing" my Environmental Biology classes with phenomenal results. I look forward to the challenges of this academic year in association with Ocotillo and the MCLI.

To share what we have planned for this year, we should first roll back to the May 2003 Ocotillo Retreat. The retreat's theme was "Guess Who's Coming to Learn" with our presenter, Jay Jamrog, leading discussion sessions on how we can better understand our multigenerational student body.

Like previous years, the retreat was very energetic and offered a chance to learn from colleagues across the district. Central to our success, however, was to convene the very next day for a planning meeting with the college faculty chairs and deans from many of the colleges. It was here we debriefed from the retreat and brainstormed a list of goals and initiatives that we should address for the current academic year. These include:

Hybrid Courses: Develop strategies and best practices that can help faculty be more effective teaching hybrid courses.



Donna Gaudet, Dr. Naomi Story, and Dr. Paul Elsner collaborate on a scenario-building activity at the May 2003 Ocotillo Retreat.

Faculty support and impact of technology: Address strategies for supporting adjunct faculty and research/survey how faculty time is spent on technology.

Learning Objects: Develop understanding of how re-usable content can be used and shared.

Visioning Forums: Continue to bring in leaders who can challenge our ideas on instructional technology and help us look farther into the future.

We also want to continue the successes of our Online Learning Group (OLG) with monthly meetings facilitated by Sandra Wells (Phoenix College) and Polly Miller (Estrella Mountain) as well as the Ocotillo College Centers Group, representing the various Centers for Teaching and Learning at the colleges.

Along with myself as a new Ocotillo chair, we welcome **Jim Elam** (Scottsdale) and **Gary Marrer** (Glendale) as new representatives from their colleges.

After barely two months having passed, we are preparing to evolve Ocotillo again, turning it from a monthly forum in which college representatives meet to discuss our work, to a working body of colleagues who are actively prioritizing and coordinating activities that support the above listed goals.

The first action is in the area of Hybrid courses. The response for the *Effective Teaching in Hybrid Environments* Dialogue Day on October 24, 2003 was overwhelming. It filled in less than 48 hours of its announcement so a second session was added on October 23 (which also filled). With this showing of interest, we have developed the concept of a follow-up session, which we are calling an "Epilogue Day" (get it?) where those that were interested gathered again on November 14 to continue the dialogue facilitated by our own faculty experienced in hybrid teaching. The goal was to develop a collection of best practices and a road map to assist faculty new to the hybrid format.

We plan to address Learning Objects in a similar fashion by holding a Dialogue Day in the beginning of the Spring semester and convening the "Epilogue" later in the semester. The Ocotillo chairs are working in teams to help plan these events, the May retreat, and a Spring 2004 Visioning Forum.

With our expansion, we encourage individuals to become actively involved in Ocotillo activities this year, whether it is the Dialogue/Epilogue Days, the Online Learning Group meetings, the Visioning Forums, or the retreats.

If you are interested in assisting with development and implementation of the Ocotillo instructional technology initiatives, contact your local faculty chair:

John Arle (Phoenix College
and General Ocotillo Chair)
Dr. Mary McGlasson (Chandler-Gilbert)
Dr. Roger Yohe (Estrella Mountain)
Charlene Thiessen (GateWay)
Gary Marrer (Glendale)
Donna Gaudet (Mesa)
Dr. Jon Storslee (Paradise Valley)
Dr. Pat Case (Rio Salado)
Jim Elam (Scottsdale)
Dr. Mary Long (South Mountain)

▲ John Arle, PC

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

January

- 1 HOLIDAY: New Year's Day
 9 Faculty Convocation 2004, featuring Kenneth Wesson, *What All Educators Should Know About Learning and the Human Brain: Neuroscience and Brain-Considerate Learning*, Phoenix College, Bulpitt Auditorium, 8:00-3:15 PM (Registration begins at 8:00 AM; Program begins at 9:00 AM)
 17 Semester begins
 19 HOLIDAY: MLK Day
 21 *Beyond Content Integration: Developing a Multicultural Learning Environment* Learnshop, District Office, Governing Board Room, 3:30-6:15 PM
 28 *Beyond Content Integration: Developing a Multicultural Learning Environment* Learnshop, District Office, Room 311, 3:30-6:15 PM
 30 *Pachyderm: Building Meaningful Content from Learning Objects* Dialogue Day, featuring Peter Samis, Location/Time TBA
 30 Senior Adult Network Retreat, Scottsdale Community College, Turquoise Room and Desert Oasis, 9:00-3:00 PM

February

- 4 *Beyond Content Integration: Developing a Multicultural Learning Environment* Learnshop, District Office, Governing Board Room, 3:30-6:15 PM
 5 *Engaging Students in Active Learning Learnshop*, District Office, Room 311, 3:30-6:15 PM
 6 *Experiencing the Power of Writing* Dialogue Day, featuring Dr. Lynn Nelson, Chandler-Gilbert Community College, Room TBA, 8:30-3:00 PM
 6 Online Learning Group Meeting, Phoenix College, Room TBA, 1:30-3:30 PM
 11 *Beyond Content Integration: Developing a Multicultural Learning Environment* Learnshop, District Office, Governing Board Room, 3:30-6:15 PM
 12 *Engaging Students in Active Learning Learnshop*, District Office, Room 311, 3:30-6:15 PM
 16 HOLIDAY: Presidents' Day
 18 Honors Forum presents Drs. Greg Pence and Nigel Cameron, *The Ethics of Reproductive Technologies*, Phoenix College, Bulpitt Auditorium, 7:30-9:00 PM
 19 *Engaging Students in Active Learning Learnshop*, District Office, Governing Board Room, 3:30-6:15 PM
 20 *Using Classroom Assessment Techniques to Promote Student Learning* Dialogue Day, featuring Dr. Barbara Millis, District Office, Governing Board Room, 8:00-4:00 PM
 25 *Beyond Content Integration: Developing a Multicultural Learning Environment* Learnshop, District Office, Room 311, 3:30-6:15 PM
 26 *Advanced Engaging Students in Active Learning Learnshop*, District Office, Governing Board Room, 3:15-6:30 PM
 27 *Achieving Balance* Workshop, featuring Kathleen Barton, Glendale Community College, Room TBA, 8:00-11:00 AM and Rio Salado College, Room TBA, 1:00-4:00 PM

March

- 4 *Engaging Students in Active Learning Learnshop*, District Office, Governing Board Room, 3:30-6:15 PM
 5 Online Learning Group Meeting, South Mountain Community College, Room TBA, 1:30-3:30 PM
 10 *Beyond Content Integration: Developing a Multicultural Learning Environment* Learnshop, District Office, Governing Board Room, 3:30-6:15 PM

- 11 *Advanced Engaging Students in Active Learning Learnshop*, District Office, Governing Board Room, 3:15-6:30 PM
 18-19 HOLIDAY: Spring Break
 24 *Beyond Content Integration: Developing a Multicultural Learning Environment* Learnshop, District Office, Room 311, 3:30-6:15 PM
 24 Honors Forum presents Vincent DeMarco, *The Politics of Achieving Health Care for All at the State Level*, Phoenix College, Bulpitt Auditorium, 7:30-9:00 PM
 25 *Advanced Engaging Students in Active Learning Learnshop*, District Office, Governing Board Room, 3:15-6:30 PM
 26 Faculty Professional Growth completed Summer Project applications due to campus rep by 3:00 PM
 31 *Beyond Content Integration: Developing a Multicultural Learning Environment* Learnshop, District Office, Governing Board Room, 3:30-6:15 PM

April

- 1 *Engaging Students in Active Learning Learnshop*, District Office, Room 311, 3:30-6:15 PM
 2 Online Learning Group Meeting, Glendale Community College, Room TBA, 1:30-3:30 PM
 8 *Advanced Engaging Students in Active Learning Learnshop*, District Office, Governing Board Room, 3:15-6:30 PM
 15 *Engaging Students in Active Learning Learnshop*, District Office, Room 311, 3:30-6:15 PM
 16 *Outstanding Music Performers Concert*, Location TBA, 8:00 PM
 21 Honors Forum presents Glen Hiemstra, *Health Care and Our Long Term Future*, Phoenix College, Bulpitt Auditorium, 7:30-9:00 PM
 22 *Advanced Engaging Students in Active Learning Learnshop*, District Office, Governing Board Room, 3:15-6:30 PM
 29 *Engaging Students in Active Learning Learnshop*, District Office, Governing Board Room, 3:30-6:15 PM
 30 Honors Scholarship Reception, Location TBA, 2:00-3:00 PM

May

- 6 *Advanced Engaging Students in Active Learning Learnshop*, District Office, Governing Board Room, 3:15-6:30 PM
 7 FIPP Interns and Mentors: Showcase, District Office, Governing Board Room, 2:00-4:00 PM
 7 Online Learning Group Planning Meeting, District Office, Room 311, 1:30-3:30 PM
 10-13 Finals Weeks
 14 Commencement
 18-19 Ocotillo Retreat, Location/Time TBA
 31 HOLIDAY: Memorial Day

UPCOMING EXTERNAL CONFERENCES AND EVENTS

February

- 29-3 Innovations 2004 (League for Innovation in the Community Colleges), San Francisco, CA

March

- 9-11 Blackboard Conference, Phoenix, AZ

April

- 1-4 Learning to Change Conference (AAHE), San Diego, CA
 20-22 Teaching in the Community College, Online Conference

May

- 30-2 NISOD Conference, Austin, TX

June

- 16-20 New Media Consortium Summer Conference, Vancouver, BC
 20-22 AAHE 2004 Assessment Conference, Toronto, Canada

ANNOUNCING A NEW LEARNSHOP

**Beyond Content Integration:
Developing a Multicultural
Learning Environment**

Wednesdays, Spring 2004
 January 21, 28*; February 4, 11, 25*;
 March 10, 24*, 31
 District Office
 Governing Board Room/*Room 311
 3:30 p.m. to 6:15 p.m.

Pre-approved for 20 clock hours toward Faculty Professional Growth Non-Academic Advancement

This series seeks to build upon previous and current Maricopa programs by providing strategies, resources, and instructional and facilitative methodologies to create culturally-inclusive learning environments. This series will ask faculty to:

1. seek to understand multiple ways of thinking and viewing reality; and
2. examine how multicultural goals are facilitated not only in their learning environments, but also in their students, in themselves as teachers, and in their disciplines.

Learnshop activities will include:

- Interactive mini-lectures and experiential activities
- Journal writing
- Large- and small-group discussions
- Collaborative group exercises
- Portfolio development
- Video clips
- Field assignments
- Topic research
- Assessment and reflection, including peer presentations

Facilitators: Stephanie Fujii, Debra Glasper, and Dr. Eric Haas are counseling faculty within the Maricopa Community Colleges. These faculty members have been engaged in professional development in the areas of multiculturalism, diversity, intercultural communications, student retention and development, and alternative educational strategies.

For more information, contact
 Dr. Maria Harper-Marininck, mcli
 (480) 731-8294
maria.harper@domain.maricopa.edu

<http://www.mcli.dist.maricopa.edu/learnshops/multicultural/>