

Volume 5, Spring 2003

mcli Forum

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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.

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maricopa center for learning & instruction

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Questions regarding this publication or subscription should be addressed to Tina Emmons, (480) 731-8688.

Editor

Jeffrey Pommerville, Ph.D.

Page Editors

Robert Galloway

Maria Harper-Marinick, Ph.D.

Betsy Hertzler, Ed.D.

Linda Larson

Alan Levine

Rose Pfefferbaum, Ph.D.

Design/Layout

Tina Emmons

Photography

Robert Galloway, Maria Harper-Marinick, Alan Levine, and Colen Wilson

mcli Interim Director

Maria Harper-Marinick, Ph.D.

Vice Chancellor of Academic Affairs

Anna Solley, Ed.D.

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On the Cover: Dr. Barbara Millis, United States Air Force Academy, (shown standing) facilitates the "Promoting Critical Thinking Through Active Learning" Dialogue Day, February 7, 2003.

Special Announcements



MCLI Projects Earn Recognition



(L-R) Dr. Maria Harper-Marinick, Dr. Anna Solley, and Dr. Catherine Emihovich



Maricopa Program Selected as Finalist for Bellwether Awards

The Faculty In Progress Program (FIPP) was selected as one of ten finalists for a Bellwether Award in the Planning, Governance, and Finance category. The Bellwether Awards were established to recognize outstanding and innovative programs that are leading colleges in the 21st century. Dr. Anna Solley and Dr. Maria Harper-Marinick attended the Community College Futures Assembly in February to accept the award. Also honored with a Bellwether Finalist Award were Scottsdale Community College in the category of Instructional Programs and Services and Rio Salado College in the category of Workforce Development.

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

Systemic Reform In Science (SyRIS) Wins the 2003 Gustav Ohaus Award (College Level) for Innovations in Science Teaching

The National Science Teachers Association (NSTA) Awards and Recognitions Committee has selected the Systemic Reform In Science (SyRIS) Project as the recipient of the 2003 Gustav Ohaus Award (College Level) for Innovations in Science Teaching. These awards recognize the highest quality in science teaching and learning. They honor science initiatives that have developed innovative programs in new curriculum design and instructional methods or techniques to enhance learning activities for students.

Dr. Jeffrey Pommerville, SyRIS Project Director and Principal Investigator, was presented with the award at the 2003 NSTA National Convention in Philadelphia, Pennsylvania on March 28.

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

The Maricopa Learning eXchange (MLX) is Selected as the 2003 District Office Innovation of the Year

The Maricopa Learning eXchange (MLX) has been selected as the District Office Innovation of the Year, joining other recognized innovations nominated from each Maricopa college.

The Maricopa Learning eXchange (MLX) is an online virtual "warehouse" that catalogs ideas, projects, learning objects, and teaching strategies that support learning at Maricopa. As a searchable digital repository, the MLX showcases Maricopa's innovations by college and discipline, and allows faculty and staff to share instructional resources across the District.

Recently, the MLX added 350 more items to its collection by sponsoring a friendly competition, awarding software prizes to the college that submitted the most items to the MLX between November 12, 2002, and February 28, 2003. The winning colleges were Chandler-Gilbert (1st place), South Mountain (2nd place), and GateWay (3rd place), although we all are winners by having access to the materials now available in the MLX.

Alan Levine, Instructional Technologist at MCLI, designed, developed, and conceptualized the MLX. Colen Wilson, part-time instructional programmer for MCLI and a student at Scottsdale Community College, designed the database and programmed the web integration that makes it all work.

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

Understanding Cooperative Learning and How to Use It

BARBARA J. MILLIS, PH.D., UNITED STATES AIR FORCE ACADEMY

Teachers wishing to harness the power of group work need to know how to establish and maintain a cooperative classroom. Cooperative learning entails small groups working on specific tasks -- often problem-solving ones -- best completed through a highly structured team process. Cooperative learning results in many well-researched outcomes including higher academic achievement because students benefit from peer coaching and from the divergent viewpoints that promote critical thinking. Cooper and Mueck (1990) note, for example: "The most consistent positive findings for cooperative learning...have centered on affective or attitudinal change. Outcome measures such as racial/ethnic relations, sex difference relations, self-esteem, and other prosocial outcomes have all been documented in the Cooperative Learning research" (p. 71).

Two Key Components of Cooperative Learning

When establishing a cooperative classroom, two key components should propel all decisions. The first is **positive interdependence**, encouraging students to work together constructively to accomplish specific tasks. Through careful planning, positive interdependence can be established by having students, achieve: (a) mutual goals, such as reaching a consensus on specific solutions to problems or arriving at team-generated solutions; (b) mutual rewards, such as individually assigned points counting toward a criterion-referenced final grade, (c) structured tasks, such as a report or complex problem with sections contributed by each team member but where the structure requires all students to understand all aspects of the final product; and (d) interdependent roles,

such as group members serving as discussion leaders, organizers, recorders, and spokespersons.

A second key component is **individual accountability**, insuring that all students learn the material -- and receive commensurate grades -- rather than riding on the coattails of their peers. Such an approach means that you will deliberately structure tasks where all students must contribute -- and learn. Nothing undercuts a cooperative classroom more than a grading system where students are pitted against one another in competition for a set number of As or Bs. Therefore, you will want to establish a criterion-referenced grading scheme where all students meeting high standards can receive appropriate grades even though peer coaching and cooperative efforts may contribute toward that individual achievement.

A Cooperative Example

Often your course assignments can foster both positive interdependence and individual accountability. For example, if you give students a specific task to complete cooperatively, do not identify the spokesperson ahead of time. (This is a cooperative structure called "Numbered Heads Together" [Kagan, 1989], "Problem Solving Lesson" [Johnson, Johnson, and Smith, 1991], or "Structured Problem-Solving" [Millis and Cottell, 1998]). This approach produces several positive results: (1) it encourages all students to learn the material because they don't know who will be called upon; (2) it encourages



Dr. Barbara Millis,
United States Air Force
Academy

weaker students to request -- and typically receive -- peer coaching; and, (3) it encourages shy or less-able students to accept leadership roles because their selection as the spokesperson is random rather than team or teacher-selected and the report they give is not their individual report, but the team's.

Organizing Groups

To organize groups/teams and keep them working productively, think about these guidelines:

- **KEEP THE GROUP SIZE SMALL**

Many teachers consider four, or a quad, the ideal because the group is large enough to contain students who will bring diverse opinions, experiences, and learning styles to aid in problem solving. If a group member is absent, the group can continue to function smoothly. A group of four is not so large, however, that students can hide. All must carry their fair share of the workload. A quad has the additional advantage of offering easy pair formation within the group.

- **AIM FOR TEACHER-SELECTED HETEROGENEOUS GROUPS**

Stein and Hurd (2000) state flatly: "Teams should be heterogeneous: diverse in gender, ethnic background, and academic ability" (p. 12). Felder and Brent (1994) also recommend heterogeneity unless there is a compelling reason -- such as an insecure member of an underrepresented group isolated in a group -- to use a different grouping approach. They observe: "In mixed ability groups, on the other hand, the weaker students gain from seeing how better students study and approach problems, and the strong students gain a deeper understanding of the subject by teaching it to others"(p. 7).



Besides enhancing the likelihood of success with academic tasks, heterogeneous grouping will typically permit students to work constructively with varied individuals who bring different strengths and approaches to academic tasks. Positive interactions with diverse individuals prepare students for the modern work place and for society as a whole. You should explain to students your rationale for grouping them as you do rather than allowing them to select their own teammates. Self-selected groups tend to be homogenous, reducing the likelihood of divergent thinking, and the roles and expectations tend to be more fixed, eliminating the "dating dance" where students are on their best behavior.

KEEP GROUPS TOGETHER TO PROMOTE "BONDING"

Permanent learning teams should remain together long enough to pass through the "forming," "storming," "norming," and "performing" phases cited in the group dynamics literature (Tuckman, 1965; Tuckman & Jensen, 1977). Students need time to become acquainted, to identify one another's strengths, and to learn to support and coach one another. Thus, most practitioners recommend that groups remain together for the duration of an extended project or a series of ongoing activities. Usually, students will remain together about half a semester. Always clearly explain to students when and why they will be re-grouped to forestall the inevitable laments that come from closely bonded teams "rent asunder."

Classroom Management Approaches

Some additional classroom management techniques foster genuine cooperative learning. They help students and faculty to understand and accept their new roles, and they simplify the day-to-day classroom logistics. Here are some crucial guidelines for classroom management -- based on both theory and good practice:

- **MONITOR GROUP DYNAMICS AND SOCIAL SKILLS**

You should never take for granted that your students know how to work well in groups or that they will bring to the group prerequisite skills such as listening, respectful behaviors, and

group leadership. Both students and teachers need to monitor group and individual progress. After an assignment or activity, for instance, students could respond to questions such as: "Did all members of the group contribute?" "What could be done next time to make the group function better?" or "What were the most important things I learned today?"

In a cooperative classroom, you are also actively involved in monitoring by moving from group to group as teams complete cooperative tasks. Besides keeping students on task, you can uncover misconceptions and hear student-centered ways of approaching your material. Furthermore, you become approachable and signal to students that you care about their learning.

- **STRUCTURE COOPERATIVE ACTIVITIES**

As a general rule, when deciding to use a group-based activity, you will want to ask yourself the following questions: What will you do? Why are you doing it? How will this activity further your course objectives? In addition, how will you: introduce this activity to students, form groups, monitor students' interactions and learning, foster positive interdependence (goal, resource materials, evaluation methods, roles, etc.), maintain individual accountability, assess student learning, student interactions/contributions, and the overall success of the activity? What problems/challenges do you expect?

After deciding on a given activity -- because some students will come to your classes predisposed to work independently and others may have been "burned" in the past by ineptly

managed group work -- you need to explain carefully why group interactions will further immediate course goals and also lead to other desirable outcomes such as acquiring the teamwork skills needed in the modern work place.

After that, to avoid frustration and conclusion, you must clearly explain the activity or task. Clear instructions always include the time involved. As a general rule, it is better to allow too little time and then expand it as needed rather than to give students a twenty-minute in-class activity that many groups will complete in ten. Numerous studies have identified "time on task" as a factor critical to student achievement. In fact, instructions should also include a "sponge" or extension activity that teams must turn to if they complete the initial assignment. This "sponge" typically involves more challenging problems to solve or more complex issues to discuss.

Some Additional Classroom Management Approaches

To keep a class functioning smoothly, consider classroom management techniques such as using a quiet signal and team folders augmented by playing cards to establish clear roles.

- **USE TIMESAVING CLASSROOM TECHNIQUES**

To avoid wasted time, you must move quickly in and out of group work. Students noisily engaged in group activities must understand that when you signal the end of the allotted time, they must give you their immediate attention. In small classes, merely calling "time" may suffice. In larger classes you may want to use a visual signal such as a raised hand (called a quiet signal, students raise their hand also as they cease talking to create a ripple effect). Combining the quiet signal with an auditory signal such as a timer beep enables you to conclude the activity as well as keep track of the time.

Time is saved also by using team folders -- even in a small class -- when you assign students to permanent or semi-permanent groups. At the beginning of each class session a designated group member picks up



Participant at the "Promoting Critical Thinking Through Active Learning" Dialogue Day, February 7, 2003, District Office, Governing Board Room

Teaching , Learning, and Assessment (cont'd)



the team folder in which you have placed all relevant class materials and any papers to return. During class the students put in the folder their homework and any in-class written activities, such as a Roundtable activity where students pass a single sheet of paper rapidly among the team members each adding an idea as they say it aloud. Roundtable is particularly useful for recall, brainstorming, and prediction. The designated student returns the folder to your desk, which may also include a record of the team's attendance or homework completion, at the conclusion of class. Students can use sheets stapled in the folder to keep track of attendance or homework completion.

To delineate tasks and assign roles rapidly you must be able to identify quickly both teams and team members. Students can number off within their teams (one, two, three, four), but many faculty prefer to identify teams and team members through the use of playing cards. The playing cards allow you to communicate readily to students their group assignments (by the rank of the card) and the roles they are to play within that group (by the suit of the card). They also enable you to keep track of students you have called upon directly -- an equity concern -- by checking off from an ongoing list, for example, the "Jack of Hearts" or the "Two of Clubs." When you add extra members, bringing some team totals to five, you can use jokers (called "wild cards") for the fifth member, who fills in for anyone absent.

The roles assigned within the groups -- typically leader, recorder, reporter, and folder monitor -- should be rotated frequently to form positive interdependence. This practice discourages domination by one person, a problem common in less structured group work, and gives all students an opportunity to practice various social, communication, and leadership skills.



Bob Galloway, MCC/mcli ponders during a group activity

Conclusion

Faculty understanding the research and theory behind cooperative learning -- and the classroom management techniques that insure smooth implementation -- can adapt it to virtually any curriculum and to any compatible pedagogical approach. As a result, learning can be deepened, students will enjoy attending classes, and they will come to respect and value the contributions of their fellow classmates. Millis (2000-2001) explains why cooperative learning is far from a "trendy" fad:

It allows us to be student-centered without abrogating the responsibility of shaping a class based on our experience and expertise. It provides us with the tools to structure activities that maximize learning. It helps us foster not only learning, but also a host of other positive outcomes such as increased self-esteem, respect for others, and civility. It can transform our large, diverse lecture classes into a community of supportive teams. Cooperative learning satisfies, for students, a human desire for connection and cooperation. In addition to keeping them energized and awake, it gives them the social support to tackle complex tasks impossible to complete alone. It gives them essential social and communication skills needed for success in the workplace. Finally, for both teachers and students, cooperation makes learning fun. (p. 4)

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Technology In The Humanities: PowerPointing the Renaissance and More

ALAN LEVINE, MCLI

PowerPoint and new presentation technologies have been used in many teaching disciplines. The following interview with Donald Hall, Humanities faculty, and Gloria Stahmer, Associate Dean of Technology, GateWay Community College, illustrates the powerful use of these technologies in the Humanities.

Donald, can you tell us a little about yourself?

Donald: In 1985 I was teaching film-acting and theater part-time at Scottsdale. I went to GateWay in 1987 to teach Humanities and Cinema at night, and eventually moved into a full-time position.

What technologies were used in the 1980s to teach Humanities?

Donald: I was using an overhead projector (writing on transparencies with my awful penmanship), a TV-VCR, and often holding up in front of the class a textbook to show what was many times a very small picture.

Gloria, can you tell us how you started working with Donald?

Gloria: Donald described a problem where his students could not see the intricate details in images of paintings he showed in class. He was using a document camera attached to a 32-inch television and wanted me to buy a larger, back-lit TV monitor. I told him "no" -- not because he was unreasonable -- but because even with a bigger monitor, the pixels were so far apart that the detail would not be clear. I suggested using the document camera with a computer data projector. Donald showed up at a technology demonstration where we showed the detail one could display with data projector -- and he was hooked.

Donald, what was that hook?

Donald: I cannot emphasize more the impact and power of the zoom feature on the document camera. It is the most important piece of technology and I cannot teach without it!



Donald Hall, Humanities faculty,
GateWay Community College

Let's say we are studying Leonardo da Vinci's "Last Supper." There is a tremendous amount of symbolism and hidden meaning in that painting. You have to look not only at the whole, but the pieces. You must zoom in on the groupings of people, the use of perspective, the religious symbolism of things such as Jesus' hands forming a triangle representing the Trinity, how the pediment behind him represents a halo. Or, say we are studying the Parthenon. We can zoom in to see how the columns are not a single piece of marble. Students can see how the pieces are attached, and other important features such as the ornamentation and the style of the capitals.

In looking at the symbolism of the Byzantine Empire in studying "Emperor Justinian and his Courtiers," we see how the shields indicate loyalties. And better yet, when we rotate the image, we can see that the shield contains two sets of symbols. Each symbol has a dual meaning. In Donatello's "David," David is standing on Goliath's head -- students do not always see it in a traditional image because the head is turned sideways. Being able to rotate the image helps students to identify Goliath.

What other technologies have you integrated into your classes?

Donald: I had been using 35mm slides, but again, you cannot zoom. And when you show slide images, there is no text there to reinforce the subject. So we have been "PowerPointing the Renaissance." There is a lot of terminology in the Humanities -- *chiaroscuro*, *sfumato*, "linear perspective" -- when they can see the image and read the term on the PowerPoint, it helps them to connect the visual components and to focus on the material.

In PowerPoint, I can show an image of Donatello's David, have a few bullet points fly in, and then we may push a button and move to the document camera with the image of this sculpture. We zoom in to key details such as the Tuscan hat, the *contrapposto* position. The two technologies go hand in hand.

Gloria: I have been emphasizing to our faculty that using the image in PowerPoint with the text can reinforce the connection between the images and information such as the painter, the style, or the historical period -- these are the ideas we want students to be able to tie together.

What are some of the results you have seen?

Donald: My Cinema classes begin with a review of cinema vocabulary, before we can analyze movies. I integrate into my PowerPoint still images from movies where I wanted to show examples of "blocking," "framing," "stage-left," "down-stage," "medium-shot close-up," and the students are engaged -- they are fighting to be the first to identify what movie the examples come from. The visuals help the students learn composition and positioning.

I experimented with the testing "process." Before, our average grade was a B- on a standard paper test -- no pictures at all. But when I added to the tests items where students had to identify

Technology



Donald will use these DVDs in one class on cinema.

the terms from images displayed during the exam in PowerPoint, average grades went up to an A-. The "content" of the exam was exactly the same. Two years ago when I started using this method, students actually applauded at the end of the exam! We have occupational program students saying, "Mr. Hall, this is great. We love tests like that. Give us more tests like that."

And the students come back. I have a lot of repeat students. They bring friends, spouses, parents, kids, etc. One of the air conditioning program students started by saying "this is not my cup of tea." He came back for *two* more classes.

Gloria: And we have enough indications that show this is working. We looked at the dropout rate, which is almost down to zero in Donald's classes, the increasing numbers of students signing up, the grades have come up -- these are all factors that help me put more money into supporting technology. Donald went from the first class of 16 students in Cinema a few years back to a section of 50 students last year in the auditorium, the largest Humanities class in the history of GateWay. Now he is teaching two sections of 40+ students. We have had to hire a new instructor to teach two more sections in the Humanities, which has not happened here in a long time.

What led to your next step of adding DVDs to the technology mix?

Donald: I usually have more than one section of a Cinema class, we have holidays, sometimes more questions in one section, special events, so you almost never stop in the same place. With a VCR, it takes more time to find your next

starting point, you have to fast-forward and rewind -- it becomes an unbelievable waste of time. With DVDs and the chapter menus, you can easily jump to exactly where you need to go. You get excellent clarity when you pause, you can show the effect of lighting, the blocking, or some subtle communication. It is very important for me to know what chapter we are on, how many minutes are left, how long the chapter is, because I can judge how long the segment is and if I can fit it in before the end of class.

Fifteen years ago we would watch six or seven full-length features in a Cinema class. Now I only show one or two in a semester. With the DVDs, we can use just the relevant clips, maybe 40 or 50 of them, from dozens of films. And if the students like it, they can go to the video store and rent the film to see the whole movie. And they do.

So, if I am talking about how figures are weak when they are at the bottom of a frame, I show them a slide in PowerPoint. Then we can watch a DVD clip from *North by Northwest* where the plane is chasing Cary Grant in the field. They need to see the action in the context of the movie. There are some clips that really let students understand what editing is all about, say the chase scene with Steve McQueen in *Bullitt*. Up until 1967, that was the best-edited chase sequence in the history of cinema.

We spend a few weeks on Ancient Greece, but from a DVD we can show just 10 minutes about the Parthenon. The students like it so much, they went to Borders and bought it for themselves. And this is an educational DVD, not *North by Northwest* or the *Godfather!*

Gloria: I would like to add a point that I stress with our faculty. When you show a 30-minute video to any class, Cinema, Nursing, Surgical Technician, the students often do not know the important features you want them to see. That is why we have encouraged them to use DVDs because they can easily access the relevant 5-minute portion.

I understand that you have also integrated CD-ROMs...

Donald: I heard that the Biology department here was using an interactive CD-ROM of a frog dissection, and...I got jealous! So, working with Gloria we did some research and found some titles on ancient Greece and Rome, the Gothic churches, the Renaissance, and Impressionist Art. We got copies for both of the campus Learning Centers. But it is hard to find content on ancient cultures that is rich and interactive. We are lacking ones on African cultures.

However, the CDs did not include a decent instruction manual. How would I analyze all of that content? Yvonne Zeka, at that time Director of the Learning Center, had a better idea -- let the students review the CDs! We had the students work in pairs to explore the CDs, using a Y-cord with two headphones so they could both

hear the audio. Their assignment was to create a navigational chart of the CD, and to find one aspect about the CD, say Roman agriculture or economy, that they would like to share with the class. It makes a difference when they are creating a resource for their fellow students rather than just doing an assignment for me to see.

Gloria: One of the best parts of Yvonne's suggestion was to have the students work through the navigation themselves, because they would then explore most of the CD rather than just a specific section selected by the instructor.



Before class in the Health Education Auditorium, Donald prepares the multiple sources of media: document camera, computers, and DVD.



Describe how you use the technology in the large auditorium – wasn't that facility built for the health education classes?

Donald: I am not even supposed to be in there! This place has stadium seating, nice chairs, a big center screen, and a pair of side screens. What a great place to watch movies and to teach a cinema class. So, they let me in on a trial basis for one semester, almost three years ago. Now, administration won't let me leave. Class size and sections keep increasing.

I can show on the side screens of the theater a PowerPoint slide with what I want them to be looking for, maybe it is the acting, the cinematography, the score, what happens in the first five minutes of the film, the sets, or the lighting, or the visual effects. Then I show a clip that demonstrates it on the center screen. When it is done, then we talk about it a few minutes. Then we go to the next example, and so on.



Donald Hall discusses a DVD film clip shown on the center screen, while a side screen displays his concepts from PowerPoint.

How important is your administrative support?

Donald: You *must* have the support of your administration. My success is a complete team effort; it is my Dean of Instruction and Associate Dean of Technology, along with the technical staff, the learning center, not just Donald.

One thing that has helped support the use of Blackboard is that we have trained our Learning Center staff to answer questions from students (who can also call them from home). We do not have a 24/7 helpdesk for students, or for that matter, a helpdesk at all for students, so we need a way to support these students.

And what are the newest things in Donald's technology mix?

Donald: We are moving into digital video production. Using my theater acting class, we are going to make a movie for the physical therapy program, demonstrating the right and wrong ways in which to treat a patient. We will storyboard it, film it on digital video, edit, and produce our

own DVD. The students will learn the process and the Physical Therapy program will gain a teaching resource.

I put portions of all of my classes onto Blackboard, not to teach on the Internet, but to have an online component. Say we take a test on Ancient Greece tonight. Typically, our more motivated students want the study guide for the next segment immediately! If I do not have it,

then we may waste a whole week and they will be less prepared for class the following week. With Blackboard, I can let them know that, if I do not have the new materials in my hand, I will have it posted on Blackboard in a few days. It is there for them 24/7, so there is no excuse for students not having the class materials.

I give them the syllabus, the handouts, the assignments, and numerous external resource links. I use the announcements quite a bit, since we do community learning and we have events going on at the Orpheum Theater and the Phoenix Art Museum.

In my Contemporary Cinema class, I came up with an assignment for the students to create music videos in PowerPoint. They had to take a favorite song and identify the concept. Then they imported images, either realistic or abstract into PowerPoint. The challenge was to have the images match the lyrics. To better help them deal with numerous types of media, we paired

this class up with a one credit CIS PowerPoint class. They learned how to work with the software and manage the media that would play on all types of computers. They were really able to understand the power of storyboarding. And they have to create something their fellow students will understand, not just something for the teacher.

I use it all. At the League for Innovation conference last year, we did not show just one piece of technology, but five. Say the topic is the Parthenon. We may start off with a PowerPoint, and then jump to a DVD movie clip to show a walk through. Perhaps we return to PowerPoint, and then go to the document camera to review the architectural details. I may next bring in a CD-ROM assignment on exploring Ancient Greece. Then we can go to Blackboard to remind them of their upcoming assignment posted on the web site and to review information on the Perseus Project web site:

<http://www.perseus.tufts.edu/>

I am the same guy I was fifteen years ago. Maybe I know a few more things but basically I am using the training and experience I had before I came to GateWay. I am just using some new tools. And it is a measured use. I still have students writing. We go to cultural events. We have discussion. They do reflections on their own culture. Technology helps us tie it all together. ▲

Special Feature

“Look What They Have Done For Us”

ROBIN McCORD, PH.D., CHANDLER-GILBERT COMMUNITY COLLEGE

In the fall of 2002, Chandler-Gilbert physics faculty member Dr. Robin McCord joined GateWay mathematics colleague, Dr. Shahin Berisha, on a visit to Kosovo as part of a State Department funded grant at Arizona State University’s Russian and East European Studies Consortium (REESC). This project has supported faculty exchanges between ASU/Maricopa and faculty from the University of Pristina. In this article, Robin shares some experiences of her visit.

“Those soldiers, look what they have done for us,” my guide said in halting English, pointing to the bombed shell of what had once been a prosperous shoe factory. “Only a few years ago, we had 350 factories in Kosovo -- now nothing.”

We were driving from the airport to Kosovo’s capital city of Pristina. Fields that should have produced crops or pastured herds of cows and flocks of sheep were now brown graveyards for abandoned and burned tanks. It soon became obvious that some tanks had been parked as close to homes as possible in futile attempts to confuse bombers or, as some have accused, to target civilians.

The war that has stripped so many factories has decimated hospitals, two-year colleges, and universities. Essential equipment was taken by Serbian militia and sold for parts or salvage, and what couldn’t be removed was destroyed -- like an angry child that can’t bear to leave a toy for anyone else.

The higher education system in Kosovo faces an awesome task of not only educating a workforce for technologies that other eastern European countries took for granted a decade ago but teaching for peace as well. In a country the size of Kentucky that was once industrially and agriculturally stable, 70% of the population is unemployed. University deans take home \$265 a month; instructors make \$135 a month. It’s not unusual for university personnel to have two or three

jobs simultaneously and make more at the non-academic positions -- not much of an incentive to go to work everyday.

The University of Pristina must have looked much like any bustling American mid-western campus in the early 90s -- modern block and glass architecture interspersed with greenbelts and parks. Now the campus, which also contains the Kosovo National Art Museum, could pass for the set of some Hollywood movie after an apocalypse. Few buildings have complete sets of windows, which now, is actually a good thing because there is no electricity the majority of the time. Small gasoline generators supply power to critical campus areas, and the fumes must be vented. The few bathrooms on the entire campus are without water but are in constant use.

The National Art Museum now houses a student ceramics display. You can see the display by getting a custodian to open the building, providing you’ve remembered your flashlight.

Despite the hardships of no heat, no electricity, few books (mostly what can be copied at local print stores), a handful of computers, a complete

lack of laboratory equipment in the science labs, and a physics department library that keeps its journals (1980s mostly) under lock and key, there is a great sense of optimism.

Since the end of the 1999 Kosovan War, the educational community, with international assistance, has attempted, with varying success, to encourage moves toward reconciliation and a peaceful future. The mission statement that hangs at the entrance to the physics department office reads simply, “Science for peace and human rights.” It was this sense of optimism that greeted our party of educators from Arizona State University and Maricopa Community Colleges. From the Rector (President of the University) to the students,



Map from the CIA Factbook 2002



Students at work in the computer lab, some holding up their LEE CDs.

everyone expressed immense gratitude that American professors would come so close to winter, with (what we considered to be meager) supplies to lead workshops.

The four-day computer workshop for 10 mysteriously bloomed to 25 in a matter of minutes. The fact that there was no electricity for the computers most of the time, or we ran them on power from extension cords plugged into a Honda generator chained to an unused radiator in the outside hallway, was seen as a mere inconvenience.

These instructors ("faculty" refers to buildings there) and the graduate students were being groomed to fill decade-old classroom vacancies that resulted from the arrest, deportation, or exile of the previous qualified instructors, many of whom retired or were too old to return.

American education was being shared. The participants were amazed at the concept of collaborative learning. The idea that each person could make a contribution, not just those at the top of the hierarchy, was a revelation. They especially liked putting colored sticky notes on big pieces of flip chart paper taped to the walls. In fact, at the end of the workshop, one older faculty member was preparing to hide the chart paper tablet under his coat. We gave it to him, along with the extra notepads.

Hybrid learning was completely exotic since the only way to access the Internet, aside from the few functioning PCs left at the University, was to sit in a smoke-filled Internet cafe during the odd hours when electricity was available or find a cafe that had its own generator. Using SPSS (Statistical Package for Social Sciences) and other software packages was beyond almost everyone's experience and the fact that almost everyone suffered from information overload by the end of the workshop bothered no one. American educators had come.

Chandler-Gilbert had sent with me a dozen folders containing brochures, pens, pencils, and pads of paper -- typical PR materials for us. At the University of Pristina they were valuable office supplies that were locked up each evening after the workshop. Perhaps the most important thing we left behind was a CD ROM available to every campus in the District: "Learning English Electronically (LEE)." These disks became highly coveted and would sometimes tragically go missing overnight from the classroom. One such loss almost reduced one older professor to tears. He wanted to improve his English so he could visit America before he died. Kosovars believe that improving their English (taught in public schools starting in the early grades) is the key to improving international relations that will bring more jobs and industry to their country.

At the end of the workshop, all 25 students crowded around their instructor for a group picture. As they were getting into place, they were already making plans for ways to continue working with their American counterparts -- how soon could we come back? Was there any chance they could come to the U.S.? They would practice their English so they could visit someday. Finally everyone was posed and those that had the highly prized LEE disks held them up proudly. The Dean of the School of Economics, who was on hand for the end of the workshop, looked at the group, turned and said, "Those American teachers, look what they have done for us."



Everything in the University of Pristina Science Library is guarded and kept under lock and key. The most recent publication is from 1987.



MCTV and the Arts Team Up for Arts Programming



Mesa Community College and MCTV worked together to produce a visual documentary on the Theatre Outback Mural, a student/director-producer followed the three MCC artists through the entire creative process from concept to installation. Pictured here, Sam Hodges lays out the final design prior to installation.



MCTV and MCLI teamed up to produce the Maricopa Jazz Orchestra live at the Kerr Cultural Center. Pictured here are Phoenix College faculty Milas Yoes (right) with students and faculty from jazz programs throughout the district.

MCLI and MCTV Take the Arts to Primetime

The arts have become a primetime feature during the first three years of Maricopa Television. The Maricopa Community Colleges bring in many talented artists and performers to many venues throughout the district. It is virtually impossible for all but the most dedicated to see and hear everything we offer and it is frustrating to try. Thanks to the growing partnership with MCTV, the Arts performances now are not only preserved but also available for primetime viewing. By using Cox digital channel 130, the Arts have found a life after the initial performance and a growing presence in Maricopa's programming choices.

In building the programming choices, MCTV has featured an array of performers including professional visiting artists and student productions as well as original works developed for television. The television production provides not only a culminating production for some events but also the beginning of a wider distribution through the capabilities of multiple broadcasts.

The MCTV production is a transforming event. With multiple cameras, and professional sound and editing, the original performance becomes a new and intensified experience for the viewer. This feature is giving the Maricopa Community Colleges a reputation as a desired performance venue. The benefits are all around as well. Performers receive a high quality product of the event. Students participating in performances have an invaluable portfolio addition and students who work with MCTV receive credit on productions that rival any professional experience.

▲ Bob Galloway, mcli



The Young Artists Committee, a Valley non-profit organization that provides scholarships, workshops, and performances for young Arizona pianists, helped sponsor Janina Kudlik in a concert recital produced and filmed by MCTV to raise money for scholarships for piano students. Local members of the Young Artists Committee include piano faculty Henry Rose, SMCC, and Christina Novak, SCC.



MCTV provides extensive post-production work to compliment Maricopa's arts initiative. Here, an MCTV team creates an original soundtrack to accompany a production.



MCLI and MCTV co-produced the "Songs of Sanctuary" performance at the Orpheum Theatre in a one-year commemoration of September 11th.

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



Enhancing Student Learning Through Employee & Organizational Learning

Paradise Valley Community College

In 1995 Robert Barr and John Tagg wrote "A Paradigm shift is taking hold in American higher education. In its briefest form, the paradigm that has governed our colleges is this: A college is an institution that exists to *provide instruction*. Subtly but profoundly we are shifting to a new paradigm: A college is an institution that exists to *produce learning*. This shift changes everything." And so it has for many institutions that have rethought the way they are organized and how they are structured. These institutions embrace the principle that each employee has a role to play and a contribution to make in creating and maintaining a learning-centered environment.

The work of Barr and Tagg, Terry O'Banion, Peter Senge, and others has served as the framework and principles upon which Paradise Valley Community College (PVCC) began its transformation to a more learning-centered college. At PVCC, *learning* is the core value; it is the institution's mission.

In addition, learning at PVCC has three dimensions:

Student Learning

Learning that occurs in the classrooms, real and virtual, and in other college-related environments.

Employee Learning

Learning that occurs through the job and through college-related activities.

Organizational Learning

Learning that facilitates and links the transfer of individual and group learning to our college. Organizational learning leads to the change of existing systems and the creation of new systems (policies, procedures, and structures) that encourage and support learning.

Learning at PVCC means "increasing the capacity of students, employees, and our organization to achieve the knowledge, skills, attitudes, and values that will enable success. Learning at PVCC, as it is in life, is about solving problems and creating opportunities." Indeed, one of the foundations of a learning-centered college in action is a strong, on-going employee and organizational learning program. At Paradise Valley this principle is embodied in the Employee & Organizational Learning (E&OL) initiative.

Vision of E&OL

Paradise Valley Community College Employee & Organizational Learning is a collaborative catalyst for the improvement of student learning, success and achievement through the personal and professional growth of all employees, work units, and functional areas within the institution.

Mission of E&OL

The mission of Employee & Organizational Learning at PVCC is to assist in the continuous improvement of the college as a more learning-centered organization. Our constant and central focus is higher levels of student performance and achievement.

Goals of E&OL

1. Develop a college climate that encourages and rewards innovation and risk taking.
2. Encourage collaboration within and among employee groups, disciplines, work units, and functional areas.
3. Provide opportunities to explore methods of improved teaching and learning and customer service.
4. Provide opportunities for continuous faculty, staff, and administrative learning and personal and professional improvement.

The E&OL Coordinating Team

At PVCC, employee and organizational learning, just as student learning, reports directly to the Dean of Learning rather than to the human resources manager; all learning falls under the direction of the Dean of Learning. The E&OL Coordinating Team communicates with the Faculty Development Committee and the Staff Development Committee, as well as external entities, to plan, promote, implement, and evaluate learning opportunities for the college's employees. The coordinating team meets on the last Friday of each month. Meeting agenda items include a report from the District E&OL representative, Quality Service Culture, college and district faculty development and college and district staff development, Individual Learning Plan, Adjunct Faculty Initiative, and PVCC Technology Training. E&OL also publishes a newsletter twice a year, which describes valuable learning opportunities available to all interested employees, as well as other important information.

Learning Weeks

One very successful outcome of the E&OL team's efforts has been the establishment of PVCC's Learning Weeks, which occur twice a year during the week of accountability in the fall and spring semesters. Each Learning Week is dedicated to employee opportunities for professional and organizational development. During the Spring 2003 Learning Week, for example, 24 sessions were offered and facilitated by 30 PVCC employees, including two adjunct faculty. Attendance totaled 402, 25% of which were adjunct faculty. The sessions were varied and included topics like learning communities, service learning, assessment, cooperative structures for the classroom, distance learning, student motivation, instructional technology tools, and human resources. Dr. Janice Denton facilitated a



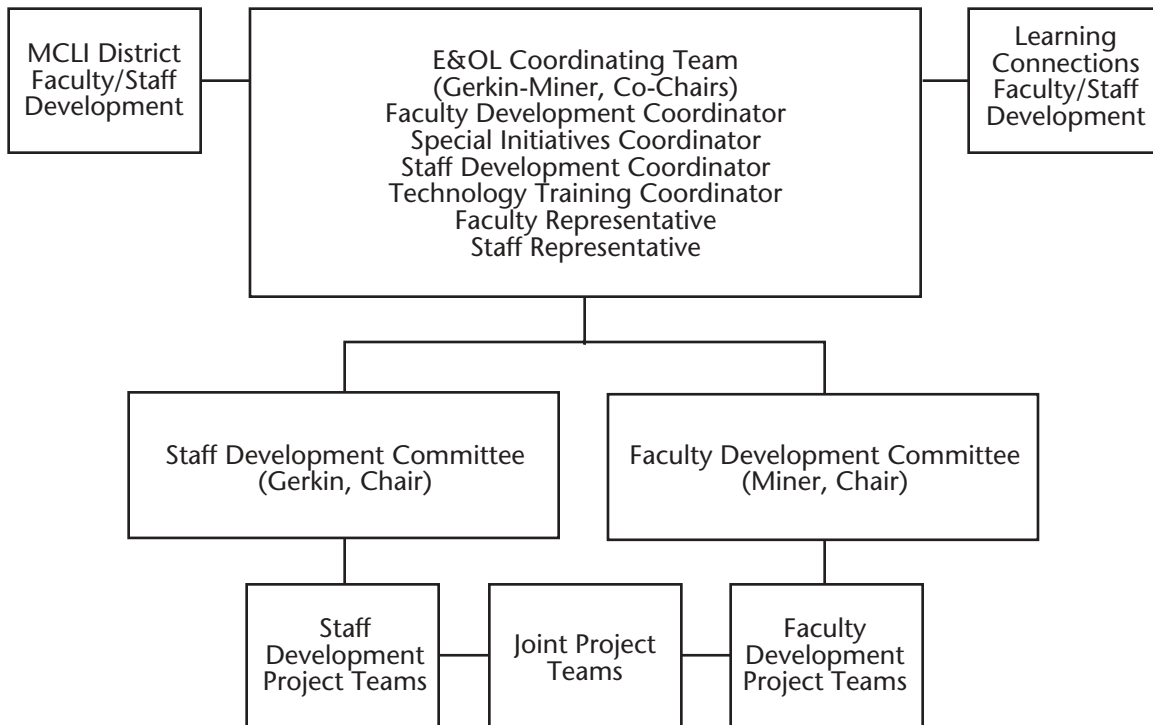
Faculty Development (cont'd)

special session on "Assessing Student Learning Outcomes in a Learning-Centered College." This session was co-sponsored by PVCC's Student Academic Achievement Committee. All sessions offered were focused on and supported the seven college strategic issues:

1. What should PVCC do to become a more learning-centered college?
2. How will PVCC become a comprehensive college and also develop niche-focused programs?
3. What can PVCC do to address the needs of the increasing numbers of ethnic minority students, other culturally diverse student groups, and a changing student body forecasted for the future?
4. How can PVCC better serve the increasing number of under-prepared students entering PVCC?
5. How can PVCC optimize the enrollment and retention patterns and better utilize resources and facilities?
6. How can PVCC deepen its connections with our community?
7. How will PVCC sustain its current level of commitment to technology and facilities and use our limited resources to achieve more desirable results?

A clear indicator of the success of the Learning Weeks is the increase in the number of participants, from 167 in the spring of 2000 to 402 in the spring of 2003.

Organizational Structure of E&OL



▲ Ned Miner and Michaelle Shadburne, PVCC, and Maria Harper-Marinick, Ph.D., mcli

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

Faculty In Progress Program (FIPP)

Meet the 2002–2003 FIPP Interns

Christopher Ayafor
CISCO Networking
FIPP is a wonderful vision. It has equipped me with the pedagogical tools I need to transition from the corporate world to a community college instructor.



Aspects of the FIPP program such as the classroom assessment learnshop, the instructional skills workshop (ISW), and the resume writing workshops have been extremely helpful learning opportunities, and one reason I think FIPP was a well conceived idea.



Al Battle
CIS/PBC, Business Administration, Management
This program has changed me completely, from knowledge base to attitude. It has allowed me to

become a better instructor by way of becoming a better student.

Jacque Beale

Counseling

The Faculty In Progress Program (FIPP) internship has granted me options for my future endeavors. Not only am I refining my current skills as a counselor-teacher, but I am becoming successful in many other facets of faculty life, thanks to the exposure and professional training provided through FIPP. This has been an excellent experience and I would definitely recommend this program to anyone pursuing a career as a faculty member with MCCC.



Diana Breed-Williamson
Nursing

I had started here as adjunct faculty without any formal orientation with my own class and a "good luck--let me know what you need."

Since I had never taught a class, it was

only by making mistakes that I learned what I needed. With students, other faculty, and my director watching me make those mistakes, it was a rude awakening to the education arena.

The FIPP is a program that I believe should be instituted whenever new faculty arrive. I have learned different coping methods to cover everything from testing skills, hiring practices, and even student grievances. My mentors were able to devote time to my learning and involve me with different committees I had only heard about before this internship.



Clarissa Davis-Ragland
Business Management and Marketing

Being a part of FIPP has given me the opportunity to learn more about the community college organization, its employees, and the wide range of services we provide to the corporate and public community.

Specifically, I value being back in the classroom, facilitating and assessing student learning. I love engaging students in critical thinking and challenging them to form and communicate their ideas. FIPP is an opportunity to do what I love.

Rachel Hollingsworth

Physical Education and Occupational Fitness

As a FIPP intern I have had the opportunity to gain new experiences, learn new skills, and meet a wonderful group of talented and caring current and future faculty. Two of the most rewarding experiences in the program so far have been dialoguing with current faculty and participating in the Instructional Skills Workshop. I've been fortunate to share in-depth conversations about the scholarship of teaching with both distinguished faculty in my own field, and in disciplines such as Philosophy, Math, Geology, Communication, and Biology.



Being a FIPP intern also gave me the opportunity to pilot and make adjustments to new teaching techniques through the 32-hour Instructional Skills Workshop. These two examples are only a small portion of the wonderful experiences I've had during one semester as a FIPPer.



Roy Janisch

Criminal Justice and Public Administration

FIPP is a program that makes good political, economic, and strategic sense from an organizational perspective. It

has been a wonderful experience. The management of the program has been superb, which is to say that the program schedule, activities, personnel, and information have been extremely useful in assisting me in learning how to better myself. My benefit translates to the benefit of both the organization and the student learner because if I can do a better job of teaching then they should do a better job learning. The group of people selected for this academic year's FIPP have proven to be an excellent group of people and the diversity it stimulates is provocative.

Bahman Maneshni

Economics

My inclusion in FIPP has given me the following:

1. A sense of belonging to a community (residential faculty) which I always dreamed about. Although I know this inclusion is not a GUARANTEE for a residential faculty position, it has boosted my morale very much.
2. The feeling that all my efforts and dedication to work have not been ignored by MCCC, and that this institution cares about its outstanding faculty, who have been nominated as Who's Who Among America's Teachers four years in a row.
3. The FIPP has provided me with a great platform to share my ideas and expertise with other outstanding



Faculty In Progress Program (cont'd)



faculty who have the same aspirations as mine.

- The FIPP has provided me with quality training to increase my competency in what I LOVE to do, TEACHING.*

Barbara McClarrin

Computer Information Systems

The largest reward for me during the FIPP experience has been the introduction to different teaching styles and instructional skills. I have had the opportunity to observe Business Law, Statistics, Management, System Analysis, Object Oriented Programming instructors, each of whom provided me new ways of presenting information that I will use to enhance my BPC / CIS students' learning experiences.



Participating in council and committee meetings gave me the opportunity to talk, listen, and reflect on the approach to the business side of the academic world. I was able to observe such things as how initiatives are introduced and approved, how problems are resolved, and how higher education institutions are accredited.



Pamela Tracy Osback

English

Being a FIPP Intern, for me, is very much like having a mentor open the door and formally introduce me to all the personalities, either

human or resource, at the community college. As part-time faculty, I spent most of my previous six years sequestered in a classroom. As the 2002-2003 FIPP representative for Glendale Community College, I've been ushered into a whole new realm. The best part of the program is the possibility of getting all types of questions answered, and I mean questions I never knew to ask. Being a FIPP Intern put me in contact with other faculty hopefuls who are seeking similar goals. They, in many ways, are my teammates even though they work at different locations. They act as both a cushion and an anchor.

James Quintero

Computer Information Systems

The FIPP internship has been a wonderful learning experience. The many learning opportunities and resources provided by MCCCCD through FIPP have helped me strengthen existing skills and develop new skills for use in today's evolving and diverse learning environment. I was very fortunate to serve as an intern with a highly dedicated faculty mentor, at an equally dedicated community service oriented campus. The FIPP experience has been inspirational and I am certain that I will reflect on these experiences through the rest of my career.



Donna Roach

Computer Information Systems

The FIPP has given me the best opportunity to observe and teach with quality teachers from the District.

But what I liked most of all, was the opportunity to work with students. It is such an awesome experience to see the growth of the student from the beginning to the end of the semester!! What better job is there?

Vanessa Sandoval

Communication

The Faculty In Progress Program is the opportunity to enhance the scope and depth of teaching and learning. As adjunct faculty for the last eight years, I have made consistent efforts to increase my skills and knowledge about my content and method of teaching, but this program gives structure and support to professional development, while allowing individual goals to be accomplished. In addition, the sense of belonging and connectedness to the Maricopa County Community College District and the specific college is reinforced by the commitment of resources to those who are focused on becoming the top notch instructors.



Carolyn Wesley

Mathematics

The FIPP program has opened many windows of opportunity to share my experiences with others, learn, observe other faculty members, and interact and share learning experiences with others in the program, as well as learning to become an effective teacher.

▲ Maria Harper-Marinick, Ph.D., mcli

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

Faculty Professional Growth



Faculty-In-Residence Brings a Faculty Perspective and Leadership in Revitalization of FPG Programs

In the fall of 2001, Linda Larson, faculty member in the Speech Communication Department at Mesa Community College, became the faculty-in-residence at the Maricopa Center for Learning and Instruction. The MCLI faculty-in-residence is a short-term leadership position designed to address an important faculty initiative. The faculty-in-residence is a residential faculty member on loan for the benefit of a district-wide initiative. Many projects can benefit from this short-term intensive focus.

As the chair of the Faculty Professional Growth Steering committee, Linda guided the revitalization of the FPG program. The FPG steering committee was charged by the Faculty Executive Council (FEC) to coordinate and oversee the process revisions of FPG that resulted from major changes in the program negotiated by the Meet and Confer team of 2000-2001. During her two-year residency, Linda provided fulltime leadership in advancing the three goals recognized by the FEC survey of May 2000. These goals were: (1) increase opportunities for participation in the professional growth program for all faculty; (2) improve communication to all faculty about the FPG program; and (3) streamline the application approval process.

Being able to focus exclusively on the FPG revitalization enabled Linda to maximize the efforts of the dedicated members of the FPG steering committee. For example, providing drafts of policy and process revisions increased the output of the FPG Steering committee.

Highlights of the revitalization include negotiated changes in the Residential Faculty Policies (RFP) that increase faculty opportunities for participation in the program. For example, prior to July 2001 the limit of 75 hours beyond the Master's



Some Members of the FPG Steering Committee and Staff Support (L-R): Sylvia Enriquez, FPG Staff Support, mcli; Kurt Chambers, PC; Bill Holmes, CGCC; and Linda Larson, mcli (Not pictured: Rosemary Kesler, GWCC; and Anne Dudley, GCC)

degree included a subcategory limit that only 50 of those additional hours were eligible as academic hours. This restriction did not serve the wide variety of MCCCDC faculty. Occupational faculty were particularly restricted by this limitation, as continuous growth in their specialty is more readily available in alternative experiences such as conferences, workshops, and work experience. The same is true for fine arts faculty where the teaching specialty is developed by exposure to new methods and materials typical of workshops and other alternatives to an academic course. More effective monitoring and utilization of the FPG budget were achieved especially with the addition of a full-time administrative secretary for FPG.

The greatest achievement toward improving the communication to all faculty was the creation of the FPG web site. Working with MCLI's Instructional Technologist, Alan Levine, the revised policy guidelines were posted in an electronic format that allows faculty easy access at any time. One of the historical challenges for faculty has been to know what FPG programs exist and to understand how they work in relation to their professional objectives. Effective July 2002, RFP policy provides reassigned time for the FPG committee representatives. The role of the college FPG committee representatives is a role of peer leader and coach in accessing this information.

Points of success in streamlining many processes included the creation of electronic application forms, improved email notification, and policy review. For decades, FPG policy guideline revisions were a difficult process, being both philosophically challenging and compounded by time constraints. With the new process, the electronic policy review board posts the penultimate drafts developed by the FPG Steering

Committee for input and review by the full FPG committee and the FEC. This review process allows for individual review and comment on the policy proposals while reducing the time spent on policy approval in face-to-face meetings. During the two years the faculty-in-residence focused on FPG, all policies were reviewed and many rewritten.

The entire sabbatical leave guidelines were revised during the current year. This major revision clarifies the directions for writing a sabbatical proposal, assures consistency between the RFP and the FPG guidelines, and communicates to applicants the scoring criteria for the competitive process.

The efforts of many indefatigable faculty members have helped in this revitalization project. Steering committee members included Rosemary Kesler, Janice Reilly, Sandra Wells, Monica Wadsworth, Kurt Chambers, Anne Dudley, Bill Holmes, and Dennis Shaw. The support provided by former interim director Marybeth Mason and current interim director Maria Harper-Marinick as well as the entire staff of the MCLI has been tremendous. In the spring of 2003, Linda will complete her residency and return in August to teaching at Mesa.

▲ Linda Larson, mcli

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

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



Maricopa Honors Programs: Common Purposes, Unique Features

In this issue, we highlight activities at each of the Honors Programs in the District. We also are looking forward to the second year of the Honors health study topic, *Dimensions and Directions of Health: Choices in the Maze*, which will focus on health policy.

Chandler-Gilbert Community College

Students in the Chandler-Gilbert Honors Program may choose to serve as a math tutor or as a mentor in an ESL (English as a Second Language) or WAC (Writing Across the Curriculum) class as their semester's Honors project. As part of the process, students keep a reflective journal and write an analytical paper about their experience. Significantly, the Honors students often realize that this experience as a tutor or mentor teaches them as well.

Estrella Mountain Community College

The Estrella Mountain Honors Program is very active and is known for its cultural enrichment activities. These activities have included visits to the theater, the Phoenix symphony, and lecture events. Other enrichment events have included visits to the Biosphere 2 Center, Kartchner Caverns State Park, and the Grand Canyon, as well as the Museum of Tolerance, the Getty Museum and the Huntington Library in Los Angeles.

GateWay Community College

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

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 class. Last semester, Honors students in Ideas and Values in Humanities and a team of three faculty members attended a guided tour of an art museum, a symphony performance, and the dress rehearsal for an opera. This semester's Honors students have the option of participating in a learning community based on this year's Honors health study topic that combines First-Year Composition with Medical and Bio-Ethics.

Mesa Community College

The Honors Program at Mesa Community College stresses the value of community service for Honors students by requiring at least one credit (50 hours) of Service Learning. The Honors Program also expects each Honors academic experience to include research, writing, and public presentation that will prepare students for success in future academic and employment experiences. The Program also is moving forward with its commitment to providing more Honors-only classes.

Paradise Valley Community College

The Paradise Valley Community College Honors Program is growing each semester and the Honors faculty are working hard to meet the educational, practical, and creative needs of their promising scholars. In addition to studying the Honors topic, the Honors Forum students build individual portfolios to use when applying for scholarship and employment opportunities. Service learning is a requirement of the class and students are encouraged to submit individual projects related to their field of study. Currently, a journalism student is writing the Honors newsletter; another maintains the Honors web page; and yet another is making a videotape of the PVCC Honors students. The individual learning opportunities and service learning components rank high on student evaluation of the program.

Phoenix College

The Honors Program at Phoenix College emphasizes an interdisciplinary approach, connecting academic disciplines and

multiple cultures. The Classical Studies Program is an Honors learning community where students take designated Honors classes designed to give them a solid academic background transferable to any liberal arts major, law, or business.

Rio Salado College

Consistent with Rio Salado College's non-traditional mission, the Honors Program has adopted the distance learning model, which allows the Honors faculty to include students with disabilities, mothers at home with children, students in rural areas, and students who work full-time. These students earn Honors credit in designated distance Honors courses, special projects, and the Honors Forum class.

Scottsdale Community College

There have been some changes at Scottsdale's Honors Program. Neil MacKay, Biology faculty, is now Honors Coordinator. Jorge Rodriguez is the new Honors office manager, after having served in that role on a temporary basis in the fall semester. In addition to the usual Honors routine, both Neil and Jorge are busy transitioning the present co-enrollment classes/contract classes model into a closed Honors class model. The first wave of changes will occur in fall 2003.

South Mountain Community College

The South Mountain Honors Program strives to provide academic challenges for a diverse population, focusing on expanding the minds of its students through active discussions, presentations, and projects. Through conferences, electronic dialogue, and shared social and educational activities, the Honors Program integrates extensively with the development program of the Phi Theta Kappa chapter, which provides opportunities for students to not only be enlightened by what they learn but also to spread this knowledge to others.

▲ Betsy Hertzler, Ed.D., MCC, and Jeffrey Pommerville, Ph.D., mcli

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



Learning Grants Work in Partnership with Colleges and Community

The Living Web

In the fall of 2002, James Cervantes, English faculty at Mesa Community College, used a Learning Grant from MCLI to anchor a new literary festival, "The Living Web." An outgrowth of his successful web page that features the "Salt River Review," the literary festival was intended to bring the web participants to life in an intensive two-day session of readings and performances.

The project received support from three different sources. The multiple funding allowed the inclusion of a dozen poets and musicians from across the country. The size of the event is significant because it allows many voices to play in counter point with each other. Students can learn from multiple perspectives, something that is often lost in single speakers or limited venues.

Cervantes used multiple funding sources, including an Innovative Projects grant from Mesa Community College and a grant from the American Library Association's "Live at the Library" program. By combining these resources, he could explore new and unique formats for a literary event. "The Living Web" was a blend of poets, musicians, and especially poets that perform music. Included was Phoenix College's Jed Allen, a poet and professional musician who combines both experiences into single performances. A special "Poetry and Blues" night featuring Ann Cummings, Jim Simmerman, poet/musician Jed Allen, and bassist John Willis was held at Undici Undici in Mesa. Native American author, poet, musician, and performer Joy Harjo read from her work and played saxophone with her group to close the event.

The success of last year's event has inspired another event planned for the fall of 2003.

The "Mesa Literary Festival" is including noted writers such as poet Tess Gallagher and novelist Kathleen Alcalá. The "Word and the Blues" will return as well. New this year are mystery writers and free informal workshops aimed at students and writers in the community. Using the Learning Grants as seed money helped this project grow into its current vibrant proportions.

College-Wide Process Supports the Learning Grant Applicants

Learning Grant applicants at Paradise Valley Community College get college support before the application is sent.

Paradise Valley Community College has begun a unique program to support Learning Grant applicants -- Dean of Learning Bob Bendotti and the Faculty Developers have begun a pre-application support process. Prior to submission, applicants at Paradise Valley have the projects reviewed by a team that helps align the projects to college initiatives.

This process has some obvious advantages for the college and the applicants. Having this alignment to departmental and college initiatives is also a plus for evaluators who often have to surmise how a project will be of service to a department or a college. Application reviewers know that grants from Paradise Valley are done in coordination with the entire college. So questions about value to an institution have already been addressed. The end result is a substantially improved application that reviewers know enjoys the support of the college.

Learning Grant Awards for 2003–2004

The 2003-2004 Learning Grant awards have been made. For the 2003-2004 application cycle, we received 81 applications from nine colleges requesting almost \$503,000. With the \$185,000 available for Learning Grants, we are pleased to announce that, based on the advice we solicit and receive from reviewers, 38 projects were funded. We thus were able to support 47 percent of the projects with full or partial funding. All nine colleges that submitted applications received awards for the enhancement of teaching and learning in the District. To see a list of awardees, go to the Learning Grants website at:

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

The electronic application and submission process worked very well this year. The few glitches experienced were easily addressed. The grants page will continue to be upgraded to make the process as user friendly as possible. We are confident that the process is the most efficient way to apply for and submit Learning Grants.

We wish to thank everyone who participated in the 2003-2004 grants process: applicants, readers, college administrators and staff.

▲ Bob Galloway, mcli and Jeffrey Pommerville, Ph.D., mcli

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



The Coming of Age in Maricopa

Look around. Our demographics are showing. We are coming of age -- each of us individually, as colleges, and as communities.

At present, approximately 13% of Arizona's population is 65 years of age or older. By 2025, the 20% of Arizonans who will have reached this hallmark will be better educated and more diverse, with more citizens 80 years of age and older. The dependency ratio, the number of youths and elders for every 100 people of working ages (20 to 64 years of age), could increase from 79 in 1995 to 94 in 2025. This graying of the population, the aging of the aged, and the increased dependency ratio are, of course, national phenomena.

While we live longer and are healthier and productive for more years, the number of sick and disabled is also increasing. At a time when one-third of Arizonans aged 40 to 60 years are caring for an elder and the need for services is growing, the array of available services comprising the continuum of care is deficient and confusing to most, giving rise to a system that many consider broken. With fewer physicians and registered nurses per capita than the national average and a serious shortage of paraprofessional home- and community-based service workers, Arizona is facing a care deficit. Our needs are increasingly complex. There will be no simple solutions.

These realities suggest a demographic imperative that will force us to address aging and its repercussions. Last May, St. Luke's Health Initiatives (SLHI) sponsored a one-day conference on *The Coming of Age in Arizona*. This conference considered our demographic destiny through scenarios of potential futures in Arizona that depend on actions we take now and in coming years.

In December, lifelong learners from across the District, along with representatives of the aging services network, participated in a forum to explore further the values that underlie policy options including greater reliance on public support, an emphasis on free enterprise, and a focus on personal and community responsibility. In January and February of this year, Viewpoint Learning held citizen dialogues in Phoenix, Prescott, and Yuma involving representative samples of local communities. The issues that have surfaced thus far range from health care and the cost of prescription medications to transportation, housing, productivity, and the end of life. Much of the concern is financial, but it is also emotional and physical. The issues will touch us all, often painfully.

With support from SLHI, recent activities continue this spring in community forums within the District and at community colleges across the state. Designed to engage Arizonans in public deliberation about how to address the aging of our population and the trade-offs associated with various choices, these forums will educate our communities, explore issues from a local perspective, and potentially lead to public action.

Gerontologists have talked for years about gerontologizing the curriculum -- integrating issues of aging across disciplines and courses. We are not there yet, but we are working on it. If you are interested in pursuing this goal, please call Maricopa CARES at (602) 285-7587. For more information on *The Coming of Age in Arizona*, see: www.slhi.org. For information about upcoming forums at your college, call the District's Center for Civic Participation at (480) 461-6123. 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



Sharing Success Stories

Engaging in the Scholarship of Teaching and Learning Through Teaching Portfolios

The scholarship of teaching and learning involves being reflective about our own teaching (Shulman, 2000), and building a teaching portfolio can be a first step in engaging in that scholarship. Teaching portfolios are a collection of materials that represent our instructional practices, a place where we can showcase our best work and provide “samples of teaching performance” (Edgerton, et al., 1991, p. 4). An essential ingredient in constructing a teaching portfolio is providing reflections on the materials included in the portfolio. This type of reflection not only helps us better understand our pedagogical choices but also engages us in the scholarship of teaching and learning through critical examination of those choices to improve instruction and, ideally, to increase student learning.

Teaching portfolios come in many shapes and sizes, and ultimately you should choose a format that best represents your practice. For example, some teachers choose web-based or other electronic formats for displaying their work while others prefer a print-based approach. Some of the more common materials teachers collect and then reflect upon in a teaching portfolio include syllabi, lesson plans, teaching evaluations, course evaluations, student work, videos of classroom instruction, and transcripts of online instruction. Generally, teaching portfolios include a statement of teaching philosophy that helps tie together the contents, and this philosophy is a good place to start if you are interested in building your own portfolio (Montell, 2003). Concisely articulating your own philosophy of teaching will help you choose appropriate examples to include in your portfolio that demonstrate how you put this philosophy into practice.

If you would like to begin constructing your own teaching portfolio, we recommend starting with the following reflective questions:

- What common goals do you have for all of your courses?
- What experiences, practices, pedagogies, and/or theories inform your classroom teaching?
- What syllabi, lesson plans, and/or activities demonstrate these beliefs about good teaching?
- How do you know when you have succeeded with a lesson or a particular student? How has that past success informed your following/future teaching practices?

To continue building your portfolio, consider taking a look at the sources listed in the reference list below. In addition, you might turn to the World Wide Web; many instructors in a variety of disciplines have constructed web-based teaching portfolios that provide examples of their participation in the scholarship of teaching and learning. By constructing your teaching portfolio you join a large group of critically engaged teachers who demonstrate their excellence in teaching by reflecting on, sharing, and revising their teaching practices.

References

- Edgerton, R., Hutchings, P., & Quinlan, K. (1991). *The teaching portfolio: Capturing the scholarship in teaching*. Washington, DC: AAHE.
- Montell, G. (2003). How to Write a Statement of Teaching Philosophy. *The Chronicle of Higher Education Online*, March 27, 2003.
<http://chronicle.com/jobs/2003/03/2003032702c.htm>
- Shulman, L. (2000). From Minsk to Pinsk: Why a scholarship of teaching and learning. *Journal of the Scholarship of Teaching and Learning*, 1, 3-5.

▲ Susan K. Miller, Ph.D., and Shelley Rodrigo, MCC

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

MIL Fellows 2002–2003

Trey Cox
Chandler-Gilbert Community College

Stephanie Fujii
Estrella Mountain Community College

Susan Miller
Mesa Community College

Jonelle Moore
Mesa Community College

Cindy Ortega
Phoenix College

Pushpa Ramakrishna
Chandler-Gilbert Community College

Introducing MIL Fellows 2003–2004

Mark Burtch
Scottsdale Community College

Diane Clark
Chandler-Gilbert Community College

William Farrar
Estrella Mountain Community College

Dean Stover
GateWay Community College

Ly Tran-Nguyen
Mesa Community College

Maureen Zimmerman
Mesa Community College

Maricopa's Next Killer App

What is the next technology application that will sweep in from nowhere and revolutionize what we do in education? This was the question we hoped to answer at the Ocotillo Technology Visioning Forum, December 5 and 6, 2002. Our invited presenter, **Carl Berger**, is a professor of instructional technology education at the University of Michigan and Director of Advanced Academic Technologies in the Collaboratory for Advanced Research and Academic Technologies (CARAT).

Carl shared his vast experience in instructional technology and practical research from the University of Michigan (plus some real-life humor) in an engaging presentation on "Back to the Future: After WYSIWYG, What is the Next Killer App?" In addition, some 90 participants from the Maricopa Community Colleges participated in an activity where they brainstormed ideas on what the next "killer app" might be. For more information, presentations, and references, see the forum web site:

<http://www.mcli.dist.maricopa.edu/ocotillo/tv/forums.php?yr=0203&id=2>



The team from Glendale brainstorms ideas on it's next "Killer App"

What is a Killer App?

Typically a killer app is a software application that causes many people to choose to buy the system that it runs on (definition from whatis.com). It often refers to either a new kind of application that has never been seen before or any technology that is characterized by a rapid and wide adoption rate.

The classic example Carl shared with us was the first WYSIWYG (What You See Is What You Get) word processor that transformed the task of creating formatted documents from the command line mode of coding (much like HTML) to the now familiar point and click environment where we see on the screen what the output will be. This same killer app (software) arrived in 1984 on another killer app, the Apple Macintosh.

Killer App Examples

Other examples include VisiCalc, the first spreadsheet program. Probably the Killer App of all times was Mosaic -- the first graphical web browser -- or even the web itself. Recently predicted "contenders" for Killer App status include:

- E-Books (1999 Wired Magazine)
<http://www.wired.com/news/technology/0,1282,21550,00.html>
- Telepresence (2000, Gordon Bell, Microsoft)
http://www.cisp.org/imp/june_2000/bell/06_00bell.htm
- E-Learning (2001 Cisco CEO John Chambers)
<http://archive.infoworld.com/articles/hn/xml/01/11/15/011115hnelearnmantra.xml>
- Grid Computing (2002, Delphi Group)
http://www.gridcomputingplanet.com/news/article.php/3281_1025741



Carl Berger, University of Michigan

Why is it Important?

Being aware of killer apps is critical given the rapid rate of technology evolution and the challenges of introducing change into our organization. It is essential to college planning and continuing to address the changing mode of learning. The clearest example for us was our 1994 bond election that included funds and plans for technology over the next seven years but had no provision or forecast of the World Wide Web. Except for a few futurists, there was no sense that students would be accessing their courses, registering for classes, or applying for loans via a graphical internet. Our colleges were not prepared to publish information via web servers or to support applications such as course management systems.

Predicting the Future

Carl shared many useful strategies used by the University of Michigan to deal with the not-so-clear future. A continual series of surveys of faculty and students has helped the university identify with data that show how people prefer to



teach and learn, and has helped the University make difficult decisions on major systems such as its web portal.

The concept and phrase that stuck with many of the Visioning Forum participants was what Carl called WINWINI- the notion that students desire What I Need When I Need It. This calls for technologies that support individualized information delivered at the time of need, such as wireless networks and ubiquitous services.

A scenario Carl described for the future included portable devices that were location enabled, so that when a student was in range of a transmission device, current assignments were communicated to the student. From anywhere on campus, she could have a live chat with a librarian who would help locate a critical research paper (in electronic format). The student could text message to her lab partner so he could make a modification to their group report.



Ideas for a "Killer App" created by a team from GateWay Community College

Maricopa's Killer Apps

At the Visioning Forum, Carl led an activity where participants used a Nominal Group Process technique to brainstorm the next killer app for education. But this was not just dreaming; Carl had us consider what the barriers would be to embracing these Killer Apps and what we might have to give up to achieve them.

Over two days, groups developed ideas for 10 proposed Killer Apps that included aspects of wireless, universal access to all student services and learning materials, intelligent learning management systems, changes in the concept of a time-defined course, and more. To see what was developed, see:

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

More Visioning

This year's Visioning Forums have also included exciting events featuring the League for Innovation's **Mark Milliron** (October 2002) and Gartner Group's **Michael Zastrocky** (February 2003), and will culminate in this year's Ocotillo Retreat (May 20, 2003).

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

▲ Alan Levine, mcli

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

"Visioning à la Video"



Short video clips from past Ocotillo Technology Visioning forums, including Carl Berger, are available as streaming media (in QuickTime, Real, and Windows Media formats) from:

www.mcli.dist.maricopa.edu/ocotillo/tv/movies

Also, several past presentations in their entirety are available via the Maricopa IPTV network.



- April**
- 21 **Ocotillo College Centers Meeting, Chandler-Gilbert Community College, Room L228, 11:30-1:45 PM**
 - 21 *mcli Forum*: mail out
 - 23 **Honors Forum presents Dr. John Molina, *Mind-Body Connections*, Phoenix College, Bulpitt Auditorium, 7:00-9:00 PM**
 - 25 **Honors Scholarship Reception, District Office Governing Board Room, 2:00-3:00 PM**
 - 25 **Outstanding Performers Concert, Scottsdale Community College Performing Arts Center, 8:00 PM**
- May**
- 2 **FIPP Showcase, District Office, Governing Board Room, 2:00-4:00 PM**
 - 12-15 Finals Week
 - 16 Commencement
 - 20 **Ocotillo Retreat 2003, Rio Salado College, Room 3B, 8:00-3:30 PM**
 - 26 **HOLIDAY: Memorial Day**
- July**
- 4 **HOLIDAY: Independence Day**
- August**
- 21 **Fine Arts Day 10, Doubletree Paradise Valley Resort, Room TBA, 9:00-1:00 PM (location tentative)**
 - 23 Semester begins
- September**
- 1 **HOLIDAY: Labor Day**
 - 4 Engaging Students in Active Learning Learnshop, Rio Salado College, Room TBA, 3:30-6:15 PM
 - 5 Online Learning Group Meeting, Location TBA, 2:00-4:00 PM
 - 11 Engaging Students in Active Learning Learnshop, Rio Salado College, Room TBA, 3:30-6:15 PM
 - 17 **Honors Forum presents Ms. Lori Andrews, *The Clone Age and Beyond*, Phoenix College, Bulpitt Auditorium, 7:30-9:00 PM**
 - 18 Engaging Students in Active Learning Learnshop, Rio Salado College, Room TBA, 3:30-6:15 PM
 - 19 ***Brain Research Dialogue Day*, featuring Dr. Pat Wolfe, District Office, Governing Board Room, 8:30-4:00 PM**
 - 25 Advanced Engaging Students in Active Learning Learnshop, Rio Salado College, Room TBA, 3:15-6:30 PM
- October**
- 1 Faculty Professional Growth completed Sabbatical Proposals due by 3:00 PM to Dean of Instruction's office
 - 2 Engaging Students in Active Learning Learnshop, Rio Salado College, Room TBA, 3:30-6:15 PM
 - 3 **Nursing Dialogue Day, featuring Ms. Cathy Gaberson, Mesa Community College, Navajo Room, 8:00-4:00 PM**
 - 3 Online Learning Group Meeting, Location TBA, 2:00-4:00 PM
 - 9 Advanced Engaging Students in Active Learning Learnshop, Rio Salado College, Room TBA, 3:15-6:30 PM
 - 15 **Honors Forum presents Dr. Jeffrey Trent, *Integrating Genetics, Genomics, and Biology in Human Health*, Phoenix College, Bulpitt Auditorium, 7:30-9:00 PM**
 - 16 Engaging Students in Active Learning Learnshop, Rio Salado College, Room TBA, 3:30-6:15 PM
 - 23 **Faculty Sabbatical Reception, Location and Time TBA**
 - 23 Advanced Engaging Students in Active Learning Learnshop, Rio Salado College, Room TBA, 3:15-6:30 PM
 - 30 Engaging Students in Active Learning Learnshop, Rio Salado College, Room TBA, 3:30-6:15 PM
- November**
- 6 Advanced Engaging Students in Active Learning Learnshop, Rio Salado College, Room TBA, 3:15-6:30 PM
 - 7 Online Learning Group Meeting, Location TBA, 2:00-4:00 PM
 - 10 *mcli Forum*: mail out
 - 11 **HOLIDAY: Veteran's Day**
 - 13 Engaging Students in Active Learning Learnshop, Rio Salado College, Room TBA, 3:30-6:15 PM
 - 14 Creative Writing Competition entries due by 5:00 p.m. to MCLI
 - 19 **Honors Forum presents Ms. Laurie Garrett, *The Coming Plague: The State of Global Health Care*, Phoenix College, Bulpitt Auditorium, 7:30-9:00 PM**
 - 20 Advanced Engaging Students in Active Learning Learnshop, Rio Salado College, Room TBA, 3:15-6:30 PM
 - 27-28 **HOLIDAY: Thanksgiving Break**
- December**
- 4 Advanced Engaging Students in Active Learning Learnshop, Rio Salado College, Room TBA, 3:15-6:30 PM
 - 5 Online Learning Group Meeting, Location TBA, 2:00-4:00 PM
 - 15-18 Finals Week
 - 19 Commencement
 - 22-31 **HOLIDAY: Winter Break (Faculty)**
 - 24-31 **HOLIDAY: Winter Break (Staff)**
- January**
- 1 **HOLIDAY: New Year's Day**
 - 9 **Faculty Convocation 2004, Phoenix College, Bulpitt Auditorium, 8:00-3:00 PM (Registration begins at 8:00 AM)**
 - 17 Semester begins
 - 19 **HOLIDAY: MLK Day**
- UPCOMING EXTERNAL CONFERENCES AND EVENTS**
- April 2003**
- 22-24 TCC 2003 Online Conference, "The Student Experience in Online and Hybrid Courses," (<http://tcc.kcc.hawaii.edu>) **Free registration for Maricopa -- contact Ocotillo Chair for details.**
- May**
- 25-28 NISOD Conference, Austin, TX
- June**
- 11-14 New Media Center's Summer Conference, Blacksburg, VA
 - 18-21 Teaching for a Change Conference, Steamboat Springs, CO
 - 18-21 Making Connections, Toronto, ON
 - 21-24 AAHE 2003 Assessment Conference, Olympia, WA
 - 28-2 Institute for New Faculty Developers, Indianapolis, IN
- July**
- 21-27 International Conference on Thinking, Phoenix, AZ
- October**
- 8-12 POD Conference, Denver, CO
 - 19-22 League CIT 2003 Conference, Milwaukee, WI
- Faculty Convocation 2004**
- January 9, 2004
- Phoenix College
- Bulpitt Auditorium
- 8:00 a.m. to 3:00 p.m.
- **Registration begins at 8:00 a.m.****
- For More Information**
- Contact your college**
- faculty/staff development coordinator(s).**