

Focus

The CTL is looking for faculty interested in presenting a session/workshop for other faculty. What a great way to build your professional portfolio. If you have an idea for a professional development activity, contact Bill Reich in the CTL (CM1120): 810.232.7883/wiliam.reich@mcc.edu



May 2009

Coming Professional Development Opportunities

- May 17-19 Conference on Teaching Learning, and Civic Engagement, Mt. Pleasant, <http://facit.cmich.edu/confere>
- May 26-27 ETOM Higgins Lake Technology Retreat, Roscommon, <http://etom.org>
- June 3-5 Critical Thinking Workshop, Traverse City, www.nmc.edu/cie
- July13- August 21 ETOM Online Certification Course, <http://www.etom.org/content.cfm.?ID+19>

May in the Center for Teaching and Learning

As the Winter Semester ended, the month of April saw The Center for Teaching and Learning (CTL) offer several interesting sessions. We are grateful to those faculty who offered these sessions. Mara Fulmer and James Shurter (Fine Arts Division) presented the Mott Scholar Session, "Podcasts: Taking on the Digital Fray," which explained how podcasting has the power to ease instruction and improve the exchange of information. Later, for the CTL's April Brown Bag Session Session, Lillie McCain offered "Classroom Civility/Classroom Management" following the semester CTL theme of classroom management/civility. Tony Caldwell presented the Fantastic Faculty Feature giving a ballroom dancing demonstration. The CTL's webinar offerings for April included: WEAVEonline Webinar, "Strategies for Identifying and Writing Program-level Learning Outcomes" that will present curriculum mapping strategies for accomplishing the identification and writing of such outcomes, an MCCVLC Webinar, "Teaching College Lab Science Courses Fully Online: Yes, It's Possible," and an online seminar, again along the classroom management/civility theme, from Magna Resources, "Managing Expectations and Handling Difficult Students." The CTL's monthly reading circle finished their discussion of Parker Palmer's *The Courage to Teach*. We also held two gmail trainings.

May's schedule begins with a NISOD Webinar, "Teaching with Technology: Adobe Acrobat 9," giving a look at the capabilities of Acrobat such as electronic portfolios, forms creation/management, review and collaboration, and interactive documents. Chuck Iwanusa (Fine Arts Division) will offer the Mott Scholar Session, "How to Listen to Jazz" which will explain how to approach an appreciation of jazz. LindaLee Massoud will provide a Brown Bag Session, "Managing Mountains of Email" in which she will offer some techniques for managing a full email inbox. Frank Sobie will give the Fantastic Faculty Feature, sharing his GPS expertise in a session he calls, "Web Resources for Personal Navigation and Travel." The CTL reading circles will begin discussing Jonathan Kozol's, *Savage Inequalities*. If you can commit to meet at least once during May and June to discuss this book, contact me, and I will get you a copy. If anyone is still in need of gmail training, contact the CTL, and we will try to schedule a session for you.



"Encouragement is oxygen for the soul."
George M. Adams

May

2009

"The quality of a person's life is in direct proportion to their commitment to excellence."

Vince Lombardi



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11 NISOD Webinar, "Teaching with Technology: Adobe Acrobat 9," 12:00-1:00 pm, CTL (CM1120)	12	13	14	15	16
17	18	19	20	21	22	23
24	25 Memorial Day	26 Brown Bag Professional Development Session, LindaLee Massoud, "Managing Mountains of Email," 3:00-4:00 pm, CTL (CM1120)	27 CTL Reading Circle, Jonathan Kozol, Savage Inequalities, 12:00-1:00 pm, CTL (CM1120)	28 •Mott Scholar Session, Chuck Iwanusa, "How to Listen to Jazz," 1:00-2:00 pm, CTL (CM1120) •Fantastic Faculty Feature, Frank Sobie, "Web Resources for Personal Navigation and Travel," 3:00-4:00 pm, CTL (CM1120)	29 Peer-to-Peer Online Instruction Workshop, 8:30 am-3:00 pm, CM2119	30



...transformative learning involves a change in the frame of reference from which people operate...

Maximizing the Transformative Power of Service Learning

Academic Service Learning Projects Are an Excellent Catalyst to Transformative Learning

Michigan Campus Compact Conference Review by Elizabeth Connelly, Humanities

At the 2009 Michigan Campus Compact Conference in Grand Rapids, Kiran Cunningham from Kalamazoo College gave a presentation entitled, "Maximizing the Transformative Power of Service Learning." Cunningham offered a definition of transformative learning, discussed the levels of transformative learning, and provided tips for designing academic service-learning (ASL) projects that encourage transformative learning.

According to Cunningham, transformative learning involves a change in the frame of reference from which people operate. She alternately referred to these frames of reference as the habits of mind, points of view, or taken-for-granted concepts that drive perceptions, thoughts, and opinions. In order for this form of learning to happen, the student must be presented with a disorienting dilemma that results in high-intensity cognitive dissonance. Dissonance

is the discomfort felt when encountering a discrepancy between what is already known or believed, and new information or interpretations of information. At a high level of dissonance, the student will not be able to reconcile new and old information and will be forced to reexamine assumptions and existing knowledge.

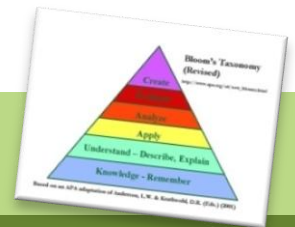
The presenter shared the results of a study she performed that identified 6 levels of transformative learning. At the first level, students acquired new information leading to cognitive dissonance. Transformative learning levels two and three involved changes in attitudes and perspective. At level four, students experienced deepening self-understanding. The students this level were moving toward self-authorship. Rather than defining themselves and creating meaning based on the expectations and perceptions of others, they were generating meaning and defining themselves based on their own expectations, values and beliefs. At level five, students were able to recognize, examine, and analyze the structural (i.e.: social, logistic, psychological, and cultural) factors that underlie issues. At the final level, is what Cunningham called transformative learning with a capital "T."

At this phase students used their new self- and structural-understanding to resolve the cognitive dissonance inherent in the level-one experience.

Cunningham argued that academic service learning projects are an excellent catalyst to transformative learning because they often require students to engage in extended cross-boundary experiences, resulting in high-intensity cognitive dissonance. The presenter suggested that instructors can maximize the transformative learning potential of ASL by designing projects that:

- are course-based to enhance structural understanding
- focus reflective activities on promoting self and structural understanding
- push students to bring together their ASL experiences with newfound self and structural understandings
- provide

Book Review: L W. Anderson & D. R. Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*



Since the initial development of Bloom's Taxonomy, a great deal of new understanding has occurred in the realm of educational psychology and some thought it was necessary to make some revisions to this popular taxonomy on cognitive processes. The editors of the book that describes these revisions had strong connections with Bloom and the original work. Anderson was a student of Bloom and Krathwohl worked on the original book explaining the taxonomy.

Due to the intimate familiarity with the initial taxonomy, Anderson and Krathwohl were able to revise the taxonomy to include 6 new names to describe the levels of cognitive processing (Remember, Understand, Apply, Analyze, Evaluate, and Create) and include a knowledge dimension that include four types (Factual knowledge, Conceptual knowledge, Procedural knowledge, and Meta-cognitive knowledge). The authors have combined both of these dimensions into a grid pattern so it is possible to develop ideas that would combine Evaluate from the cognitive process dimension with Procedural knowledge from the knowledge dimension.

Those already quite familiar may have noticed a difference from the original taxonomy to this revised version. The names of the cognitive processes have been changed to make different levels identified by verbs (actions) instead of nouns (objectives) (see appendix A in the book for a more complete explanation). Like the original version, the levels of cognitive processing are based on the complexity involved; for example Remember requires a lower level of cognitive processing complexity than Understand.



Phrases & Statements to Remember to Make You More Productive

A number of statements and phrases are worth remembering in your quest to be more productive. Consider these ten:

1. 'No, but thanks for asking.'
2. 'Not now.'
3. 'Let me get back to you after I've checked on a few things.'
4. 'I am busy right now, but let's schedule a time to meet or to talk by phone.'
5. 'Let me verify some details with you about this project, request, or meeting.'
6. 'I want to clarify my conditions, parameters, and/or constraints, so that we are both in agreement.'
7. 'I am not the right person for this, and here is a suggestion of who might be.'
8. 'I cannot agree to the whole task, but I can agree to take on one part.'
9. 'No, I simply can't say 'Yes'.'
10. 'I can easily say 'Yes' to this because I know exactly what it entails.'

Say one or more of these in the next day or so and see what happens. Be clear on your intent to be more productive.

Continued from Page 3

Remember: This level of cognitive processing has the learner retrieve factual information. A sample performance statement could be – “Recall the importance of subject X”

Understand: This level of cognitive processing has the learner develop meaning from presented information. A sample performance statement could be – “Compare subject X with subject Y”

Apply: This level of cognitive processing has the learner implement the material in a particular manner. A sample performance statement could be – “Show how subject X can be used in this setting”

Analyze: This level of cognitive processing has the learner break the subject matter down into parts and interpret how these parts are interrelated. A sample performance statement could be – “Distinguish between subject X and subject Y as they relate to concept A.”

Evaluate: This level of cognitive processing has the learner make a judgment based upon certain criteria or standards. A sample performance statement could be – “Determine whether or not the conclusion of person B is appropriate given the discussion held in class.”

Create: This level of cognitive processing has the learner place the parts of the subject matter into a different form. A sample performance statement could be – “Based upon ideas we have discussed in class, generate a new way to look at subject X”

Unlike the earlier version, this revised version contains a component that includes a knowledge dimension set up with four major types: Factual Knowledge, Conceptual Knowledge, Procedural Knowledge, and Metacognitive Knowledge. With the cognitive processes focusing on the actions of what is to be done, the knowledge dimension focuses on the type's objectives to be accomplished.

Factual Knowledge: This type of knowledge focuses upon basic information required to show proficiency with a specific discipline. Some examples of this type of knowledge include vocabulary, symbols, and formulas.

Conceptual Knowledge: This type of knowledge focuses upon the connections of the basic information within a larger structure. Some examples of this type of knowledge include theoretical ideas and organization of ideas into timelines or categories.

Procedural Knowledge: This type of knowledge focuses upon the implementation, or putting into action, the material that has been learned. Some examples of this type of knowledge include subject-specific skills and techniques.

Metacognitive Knowledge: This type of knowledge focuses upon a broad understanding of cognition, as well as one's own cognitive processes. Some examples of this type of knowledge include how to outline or categorize information in a manner that works best for the learner or awareness of their strengths and weaknesses for writing reports and presenting information to the class.

Reference: Anderson, L.W., & Krathwohl, D.R. (Eds.). (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Longman.