Title III Newsletter

Utilizing Technology to Increase Persistence and Graduation Rates

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Roxbury Community College

Title III Newsletter

Utilizing Technology to Increase Persistence and Graduation Rates

In Fall 2013, a number of fulltime and adjunct faculty participated in cohort 2 of “Facilitated Learning.” This 35-hour professional development program is supported by the Title III grant. The program received the Course of Distinction (COD) Award at the 2013 Massachusetts Colleges Online Conference on eLearning: Sharing Best Practices. Additionally, it was praised by Higher Ed representatives from all over New England for its innovative approach to faculty development at a NERCOMP (North East Regional Computing Program) conference presentation by David Perkinson and Ruth Ronan last fall.

During the workshop, participants explored the characteristics of the adult

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The Title III Team regularly conducts online surveys to find out how effective the new learner-centered classrooms (LCC) are in improving teaching and learning. All faculty members assigned to a LCC are asked to respond to a series of questions covering a number of different aspects of the classroom implementation.

Data is a vital for reporting purposes. If you teach in a LCC this semester, please take the time to give us your feedback when we reach out at the end of this semester. We need to hear from YOU.

Don’t be fooled by the cover!

Tony Wagner’s *Creating Innovators: The Making of Young People Who Will Change the World* describes what Higher Education institutions are doing to prepare the next generation of students for the demands of our ever changing world. Wagner, innovation education fellow at the Technology and Entrepreneurship Center at Harvard University, is a frequent speaker on transforming education for the 21st century, including last summer’s Campus Technology conference. This book provides a road map for creating the change makers of tomorrow and is endorsed by some of the most innovative educators and thinkers of our time — Clayton Christensen, Daniel Pink, Thomas Friedman, to name a few. It’s a must read particularly for STEM faculty.

Learn more at creatinginnovators.com

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### David’s Tips N’ Tricks

When you are done using the technology in your classroom, always remember to do two things:

1. **Log Off or Restart** the computer, and
2. Turn off the projector by pressing the “OFF” button on the podium.

Note that these two things are not related—the “OFF” button doesn’t turn off the PC, and turning off the PC doesn’t shut down the A/V system in the room.

If you have questions, please email David Perkinson at dperkinson@rcc.mass.edu

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### Ruth’s Reading Suggestion

![Book Cover](image-url) **DON’T BE FooLED BY THE COVER!**

Tony Wagner’s *Creating Innovators: The Making of Young People Who Will Change the World* describes what Higher Education institutions are doing to prepare the next generation of students for the demands of our ever changing world. Wagner, innovation education fellow at the Technology and Entrepreneurship Center at Harvard University, is a frequent speaker on transforming education for the 21st century, including last summer’s Campus Technology conference. This book provides a road map for creating the change makers of tomorrow and is endorsed by some of the most innovative educators and thinkers of our time — Clayton Christensen, Daniel Pink, Thomas Friedman, to name a few. It’s a must read particularly for STEM faculty.

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### Learner-Centered Classrooms Faculty Survey

The Title III Team regularly conducts online surveys to find out how effective the new learner-centered classrooms (LCC) are in improving teaching and learning. All faculty members assigned to a LCC are asked to respond to a series of questions covering a number of different aspects of the classroom implementation.

Data is a vital for reporting purposes. If you teach in a LCC this semester, please take the time to give us your feedback when we reach out at the end of this semester. We need to hear from YOU.
Training and Assistance

You can access to Moodle 2.6 at https://moodle2.rcc.mass.edu. This is a new URL. Type it in your internet browser directly. Use the same login credentials you have for Moodle 1.9.9. For faculty who are comfortable using Moodle already, all of the functionality you know is available in 2.6, but the user interface is prettier with a lot of awesome new features.

See the “What’s New in Moodle 2.6” video here: www.youtube.com/playlist?list=PLxcO_MFWQBDe8RRnGjoUDqbcm9PSlloWn.

Academic Technology will continue to offer one hour What’s New in Moodle 2.6 sessions in the Center of Academic Technology (CAT) 3-207Q. The times will be announced shortly.

You may also use the Moodle provided by Atomic Learning. To access this training use the information below:

1. URL: www.atomiclearning.com
2. Username: your RCC email address (for example, name@rcc.mass.edu)
3. Password: learn

Once you are logged into Atomic Learning, search for Moodle 2.4 – Instructor Training. *There are only a few new features in 2.6 vs. 2.4. They are highlighted in the “What’s New in Moodle 2.6” video. You are welcome and encouraged to contact Academic Technology staff with issues and or questions that require additional clarification.

Faculty are strongly encouraged to obtain a “Moodle Basic Level Proficiency” certificate before using Moodle with students. To obtain a basic certificate please contact Tom Macdonald at x7420 or tmacdonald@rcc.mass.edu. If you are unable to reach Tom, contact Jenene Cook at x7439 or jcook@rcc.mass.edu.

Moodle Course Shells for Spring 2014

To move course data from a previous course to your Spring 2014 shell please follow the instructions below on backup and restore.

Step 1: Back up your Spring/Fall 2013 course - http://docs.moodle.org/26/en/Course_backup#Backing_up_a_course

Step 2: Restore your Spring/Fall 2013 course (to Spring 2014 course shell) - http://docs.moodle.org/26/en/Course_restore

Status of Course Migration from Moodle 1.9.9 to 2.6

Most of the active Spring/Fall 2013 courses have been migrated from 1.9.9 to 2.6 by Academic Technology staff. If you need a course from an earlier semester or summer please let Jenene know immediately.
The Balance of Power in the Learner-Centered Classroom

By Kurt Odenwald

The detailed and honest analysis of the scholarship of teaching and learning is not an easy task. Historically, the onus of everything that occurs within the classroom setting has been placed solely on the instructor. This has, to a certain extent, defined the roles of instructor and student throughout the ages. The instructor unilaterally makes all decisions concerning what goes on in the classroom, and the student, wishing to fulfill the established requirements for the course in order to pass, will follow the given instructions. Those students, who do not, will inevitably fail, thus demonstrating the inability to learn what the instructor set out to teach.

Undoubtedly, the terms “learn” and “teach” are used very carelessly in the previous description. If the process of learning and teaching were a linear, straightforward, mathematical equation, perhaps the statement would carry more weight. However, the classroom is an ever-changing and many times, unpredictable place. Instructors and students are not set pieces that exist only to serve a single function and be recycled over and over again through an endless parade of courses. This is where the concept of learner-centered teaching can be very effectively applied, keeping in mind the balance of power between instructor and student, and how sensitive of an issue it can be if not implemented properly.

The key to achieving a sustainable balance of power between instructor and student in the learner-centered classroom is definitely in the term “balance.” In the book, Learner-Centered Teaching: Five Key Changes to Practice, Weimer states: “When teaching is learner-centered, power is shared with students, not transferred to them wholesale.”

This, in my opinion, is what encompasses the idea of a learner-centered environment. It is naïve to believe that the entire responsibility of the learning process can simply be handed over to the student. Even in a fully online course, where there is no physical presence in the classroom at all, the instructor must still take the lead and facilitate the experience in such a way that the student can take advantage of the knowledge and experience being offered. Otherwise, the task of the instructor becomes redundant and the student might as well just load a pre-recorded tutorial onto his computer and work at his own pace.

How then, is power shared between instructor and student? I do not believe that there is a single answer to that question nor do I believe that there should be. Some instructors opt to eliminate lecturing completely from their classes, stating that it is an antiquated practice that has no place in the contemporary classroom. I feel that this is taking it a bit too far. From personal experience, I can honestly say that the knowledge and experience that can be gained by listening to a good lecture is priceless. That is not to say that more participatory activities such as class discussions, group work and exercises involving different forms of technology, cannot be equally stimulating and useful. This allows students to share the power within the classroom with their instructor and lends itself to a wide array of both academic and social experiences as well.

Another important point that Weimer brings up is the level of academic, psychological and even emotional preparedness that students have when faced with the option of sharing power with the instructor in the learner-centered classroom. She states: “In learner-centered classrooms, power is redistributed in amounts proportional to students’

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Developing Academic Readiness through Technology

Integrating Technology in the Learner-Centered Classroom

By Everest Onuoha

The integration of technology in the classroom offers many diverse and creative means to enhance our educational mission. Many of us have already started posting our course materials on class websites. Web-based instruction can be a powerful means of enhancing the learning experience.

Recognizing the importance of integration among technology, pedagogy and content has led to myriad research that examines ways to improve technology integration practices and professional development efforts. For example, Brush & Saye (2009) offer social studies teachers opportunities to explore innovating emerging technologies in learning and teaching situations. Kopcha (2010) espouses a system-based model of technology integration to prepare teachers to integrate technology in more student-centered ways.

Over the past several years a sea of texts have emerged that address how technology and more recently the internet can be used in the classroom as a way to enhance learning among students of all ages. The best of these books are written by teachers who have experienced success with technology and want to share their beliefs that technology can be an effective and enjoyable teaching and learning tool when used appropriately in the classroom. I had the opportunity of reading one of these books: “Best Practices for Teaching with Emerging Technologies” by Michelle Pancasky-Brock (2013). This book is aimed at college teachers who are interested in transformative pedagogy and teaching effectively with innovative technology. The strength of the book lies in the author’s identification of what teachers need to know and in her clear explanation of how technology works whether in on-line, face-to-face or hybrid courses. Particularly helpful is the section on VoiceThread (chapter 4, p 87 and Chapter 5, p106) which list existing on-line uses and suggests guidelines for successful on-line projects. VoiceThread works well with a broad range of learning management systems such as Blackboard and Moodle. This web tool is introduced in the RCC Facilitated Learning workshop. With VoiceThread a teacher can address a wide vista of topics that support learner-centered teaching.

Let’s face it, to become productive learners in a technology-oriented society of the 21st century, it is imperative that students have the exposure. Technology has become an inextricable and ineradicable part of their lives. Therefore, why not use it in teaching them to learn? The challenge for teachers who decide to integrate technology in their teaching is to find ways to use it as an exciting tool that sparks the learning process. In order to achieve the desired objective in the integration, it is essential to select appropriate software and websites, because there is a tremendous array of software choices that makes it easy to become distracted by glitzy packaging and promises from manufacturers, losing sight of what truly is important. The other challenge is finding these gems among the vast quantity of software on the market.

Teachers and administrators have the option of utilizing the Pearson software scale to evaluate software. Specific step by step instructions for administering the scale are available on-line (www.pearsonlearningsolution.com/online-learning). Teachers must be involved in the process of review and selection of software for its appropriateness.

Websites offer many learning opportunities that enhance problem solving, critical thinking, creativity, language skills, research skills and ability to integrate information. In my Composition courses, I administer the University of Indiana Plagiarism website to help students learn how to avoid plagiarism. At the end of the practice, they take a test and get a certificate if they pass. The system allows them to practice and

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abilities to handle it.”

This is where I believe that the balance of power between instructor and student becomes a bit complicated. If we assume that the student even wants a share of the power, (an enormous assumption, in my opinion) the tricky part is to measure how much of it he can handle, without becoming completely overwhelmed. Since the ability to handle a shared power structure is not easily quantifiable, the responsibility once again falls mostly on the judgment of the instructor. A well-prepared, learner-centered instructor should be able to distinguish between not enough power shared, too much power shared, and the vast space in between. For the sake of argument, let us suppose that as a final assignment in a given semester, a student has the choice between a two-hour, in-class written exam and a three-page research paper to be completed off campus. Both of these possibilities present advantages and disadvantages. Taking the exam may be stressful, but once the time limit expires, the pressure is off. Researching and writing the paper may be time-consuming, but the student has ample opportunity to make corrections and revisions. Which choice is better for the student? If the student chooses the research paper because he wants to sleep in on exam day, is that a legitimate reason? Is the student’s ability to make the choice in and of itself, good supporting evidence for the implementation of a learner-centered setting? All of these questions are worth serious contemplation. Instructors and students do not exist within a vacuum in the learner-centered classroom. Their roles, however structured, are interdependent, and that is how it should be.

When it comes to the balance of power between instructor and student in the learner-centered classroom, there are undoubtedly many more questions than there are answers. Weimer states:

“Perhaps asking questions is more important than suggesting “right” answers. They are questions that can be profitably asked by individual faculty as they explore the changes they might implement in this area.”

As educators, it is our responsibility to do what is best for the learning process of our students. Every classroom setting has individual characteristics that can influence how power is shared in a learner-centered environment. Only through dedication, exploration and hard work by both instructor and student, can we truly achieve a balance of power.

WORKS CITED


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take the test as many times as they want, until they gain competence.

Enhanced with sound and video some websites are rich reference resources that teachers can use to model or assist students in learning and creating knowledge. For example, Moodle used at RCC is a good communication site for students and teachers to interact. Using Moodle, classroom groups post materials and respond to each other or work on class group projects. Also, through Moodle students can ask questions on various topics. In the Facilitated Learning workshop, there is a link: “Ask the Facilitator” which has been useful to me in getting clarification or feedback from the facilitator on a particular topic.

Finally, when we as teachers begin to view technology as a valuable teaching instrument, our students become excited about learning and learning activities driven by technology and we begin to dismantle the traditional teacher-centric pedagogy and its curricular activities. Technology then frees the teacher to engage students more in active learning.

WORKS CITED


www.pearsonlearningsolution.com /online-learning: Chronicle of Higher Education
In order to better serve a diverse group of students in a learning community such as Roxbury Community College, many community college professors have decided to take professional development opportunities to learn new strategies to teach our students more effectively. This article attempts to summarize one aspect of learner-centered teaching that was brought to our attention during an initial face to face session of a learner centered teaching workshop at RCC. The learner-centered teaching workshop focuses on current learning theory using Mary Ellen Weimer’s book: Learner Centered Teaching, Five Key Changes to Practice. One major aspect of learner-centered teaching is to remain focused on the student(s) and their needs and the process of their learning to promote deep understanding and retention. This can cause tension within our own agenda to cover a specific amount of content within a certain time period. In our initial face to face meeting of this workshop we were asked to define the adult learner. This non-traditional student may make up 30-60% of our class depending on the time of day we teach. Some characteristics that were used to define adult learners in our workshop and in the learning theory literature are summarized below. Some of the general attitudes of these students, that many learning theory experts have observed, are also presented. In addition, some simple advice on how to create an environment in the classroom which will help adult students “learn how to learn” is presented.

**How Do We Define Adult Learners?**

Adult learners are a significant number of our students at Roxbury Community College. Depending on the time of day the course meets, they can be up to 80% of the total number of students within a section of a class. Who is the adult learner? Do we define a student as an adult learner if he or she is 18 years or older and can vote? Many institutions and programs define an adult learner as someone who is approximately 24 or 25 years or older. In a traditional educational trajectory, students of this age would have already completed college if going to college directly out of high school full-time to a four year school. If we define an adult learner as someone with adult responsibilities, such as children to care for at home, then there is a wide age bracket for single parents that are students at Roxbury Community College. It turns out there is indeed a large range of ages used in the definition of “adult learners”. Since the definition of adult learners is broadly defined among experts that do research on how students learn, when studying learning theory, it’s important to look at the context in which a particular educational research expert is writing.

From a historical perspective as far back as 1926, Linderman broadly defines the adult learner as follows: "Education is life—not a mere preparation for an unknown kind of future living...The whole of life is learning; therefore, education can have no ending. This new venture is called adult education—not because it is confined to adults but because adulthood, maturity defines its limits." (Lindeman, E., 1926) Bryson was cited in “The Profession and Practice of Adult Education” (Merriam and Brockett 1997) to include any activities which have an educational goal that involve daily tasks of life. Verner (Verner, 1962) defines adult education as an external educational agent which organizes experiences in such a way that the learner can understand and learn from these activities even though the adult learner’s primary role in society may not to be a student. Adults have much more life stress from responsibilities and time constraints than younger learners. Therefore, it becomes even more critical to the learning process than with younger learners; that the relationship between instructor and the adult learner develop into an open exchange while the learning process is in progress through continuous supervision and direction (Courtney, S., 1989).

Knowles is considered by many to be the "founder of (Continued on page 8)
adult learning theory” with his characterization of andragogy as adult learning theory in contrast to pedagogy which originates with theory of how children learn. He explains that much of the confusion about how to define an adult learner comes from three distinct meanings for the term. In the most general meaning, the term “adult learner” describes the process of adults learning which is very different than children. A more specific meaning of adult learning Knowles defines a follows: “adult education describes a set of organized activities carried on by a wide variety of institutions for the accomplishment of specific educational objectives” (Knowles, M. 1980). These practices relate to adult education programs such as workforce development programs. Currently, “adult education” is often limited to these types of programs rather than viewing adult-age learners as college students. Knowles has a vision of adult education far more enlightened and far-reaching than “workforce development”. He applies the term “adult education” as a social movement within education within any different institutions to strive to improve and refine the methods and materials used in adult learning with the common goal of improving opportunities for adults to attend or return to the colleges and universities to learn. Knowles vision was to define and implement effective teaching theory for adult learners to achieve the broader impact of having a more educated society at large.

**Adult Learner Learning Attitudes**

From the initial face to face workshop session as RCC, the adult learner has been described in a positive light by faculty and staff as someone who had experience in life, able to multitask with tremendous skill, highly skilled at solving real-life problems, resilient and seriously dedicated to learning as a means of self-improvement and elevating their overall quality of life. A less positive view often presents adult learners as those who are overwhelmed by the fast pace of some college courses as many adult learners have been out of school so long that their basic skills are “rusty” or that they need to revisit some rudimentary curriculum to prep for college level work. Although the adult learner is often highly skilled at “multi-tasking” and handling complex real-life problems, this individual is often distracted by serious family obligations that interfere with the learning process.

For the adult learner the consensus among experts is that they are self-directed and often returning to educational institutions for the sake of gaining knowledge rather than “just to get a better job”. Of course many adult learners would also like to accomplish this practical goal as well in the process, an adult learner is much more dedicated to learning for the sake of self-improvement than the young student learner is from traditional educational track. There is a distinction between adult learners in general in any adult educational program and adult learners attending community colleges. Many adult learners at community college are focused on obtaining credentials of at least an associate’s degree and in most cases aspire to go onward to the four year college or university to finish their bachelor’s degree in their chosen field of study.

In his book “The Adult Learner”, (Knowles, Holton, and Swanson 6th Edition 2005 p-64-67), Knowles defines and differentiates adult learners form children who learn in school with the andragogical model of adult learning that is based on assumptions that are very different than the pedagogical model (Knowles, Holton, and Swanson 2005):

- In order to move from dependent to independent self-directed learning, adults need to know why they need to learn something before undertaking to learn it. It becomes VERY important for the professor as a facilitator of learning to make sure the relevance of the content of a course can be connected to practical life experience leading towards useful knowledge to build a “reservoir of experience as a resource to learning” (Knowles 1984).
- Adults become ready to learn things they need to know to be able to do in order to cope with real life situations. This can be fostered by relating information to relevant social issues.
- Since adults have a self-concept of being responsible for their own decisions, for their own lives, they develop a deep need to be seen and treated by others as being capable of self-direction.
- Adults come into the educational activity with both a greater volume and a different quality of experience than of youths. By virtue of simply

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being around longer than young people, they have accumulated more experience than they had as youths. These differences in the quantity and quality of their life experiences; may make the adult learner group much more versatile than a group of younger students.

- Although adult learners are often very responsive to external motivators for learning such better jobs, promotions, higher salaries), there are also internal pressures driving them such as a desire for increased job satisfaction, self-esteem and quality of life.

All normal adults want to keep learning and developing for different reasons. Adult learners are often very responsive to external motivators for learning such better jobs, promotions, and higher salaries. For many adult learners, there are also internal pressures driving them such as a desire for increased job satisfaction, self-esteem and quality of life. However, a negative self-image as a student from past experiences or a realization that they are “starting over with the kids” frequently prevents the desires to both improve the quality of their life and increase their concept of self-worth from happening.

There are also the realities of inaccessibility of opportunities due to lack of time or financial resources and sadly programs that completely contradict well-established principles of adult learning. It is up to teachers as professional educators to understand and implement the tenants of established adult learning theory as much as possible to help these students succeed in the academic classroom setting (Knowles, Holton, and Swanson, 2005).

How to Utilize Learner-Centered Teaching to Help Adult Learners Reach Their Potential

Teachers may capitalize on the adult learner’s philosophy and motivation to learn for the sake of learning. The adult learner’s desire to learn for the sake of knowledge promotes deep learning leading to retention and genuine understanding of the content that is presented in their college level coursework. The learner centered instructor must be willing to teach strategically to engage these students as they are a valuable resource in our classes as role models for our students and can be inspirational when motivated to succeed. In “Learning and Challenge in the Adult Years” Tennant and Pogson list three critical steps a teacher must take to psychologically prepared to be truly student-centered in the teaching process for adult learners: 1) Acknowledge the experience of the learner, 2) Establish an adult teacher–learner relationship and 3) Promote autonomy and self-direction (Tennant and Pogson, 1995 p-9).

Getting started in making the transition to being learner centered with adult learners, the challenge for teachers is to facilitate the connection between the “informal test environments” of daily life with the “formal test environment” of the classroom. For example, an educational researcher Murtaugh (1985) found that when comparing average correct calculations on an in class exam with average correct calculations when shopping, that adult learners scored only 59% on the in class exam but 98% on accuracy for the shopping exam. Hence the challenge is to connect the practical with the theory for the adult learner.

From the perspective of many experts in educational research, a developmental holistic model incorporating the psycho-social issues into the process of “life-long learning” integrates learning with a sort of “self-discovery” journey for the adult learner. Although this sounds “suspiciously earthy crunchy and touchy feely” for those of us who have to teach those matter of fact cut and dry disciplines of chemistry or physics, or economics, all STEM professors will have to acknowledge that the material that needs to be mastered in college-level courses are demanding enough that an adult learner with many life responsibilities to satisfy, has to be tremendously disciplined and motivated at times to learn, retain and succeed in a STEM field.

The stages of developing a capacity for autonomous learning as describe by Weathersby towards adult learning includes a transformation from an impulsive or self-protective stage towards a conscientious autonomous and integrated stage of conception of the meaning of education (Tennant and Pogson 1995, p-124-125). Surface learning, which actually must occur at some rudimentary level for everyone at any age, includes the reproduction of a body of knowledge where knowledge is considered “right” or “wrong” as determined by experts. In a deep understanding of knowledge, the learner is aware of

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the learner process and conceptions of knowledge take on a more analytical characteristic. Knowledge is perspective dependent and is seen as dependent upon point of view, experience or context (Tennant and Pogson 1995, p-126-127).

Learning from experience is probably the most valuable skill an adult learner can acquire. As educators our task is to first get adult learners to talk about their experiences collectively and individually and relate them to course content for their career and educational goals. Once they have done that, learners gain confidence in their ability to act and learn independently academically as they often do in real-life situations. It can be very challenging to deal with adult learners as they are often in the same age bracket as the professor and this can present a dynamic in the classroom which undermines the authority of the teacher when adult learners fail to meet deadlines and expectations and the professors know that they are well aware of these academic responsibilities. As described by Mary Ellen Weimer (Weimer 2013) in Chapter 2 of “Learner-Centered Teaching, Five Key Changes to Practice” the balance of power in the classroom has to be redistributed more evenly for the teacher to become truly learner centered for adult learners. In Chapter 8 of the Adult Teacher-Learner Relationship in their book “Learning and Challenge in the Adult Years” Tennant and Pogson provide a useful detailed table summarizing how to navigate the “buttons that some adult learners push” that can stress even the most nurturing and caring instructor.

In closing, once the characteristics of adult learners and their attitudes towards learning are defined, community college teachers may come to better understanding these students and what motivates them to go back to school. Once a teacher has made the commitment to begin to take the journey down the road of learner-centered teaching, the first step is to create a climate in the classroom of mutual respect between the students and the teacher as a partnership in learning. This includes a respectful atmosphere of students towards each other. Whenever possible, collaborative models of learning are encouraged in the learner-centered classroom. The instructor needs to acknowledge and build on adult student’s experiences in the learning process in order to empower the students through learning by fostering critical thinking and self-directed learning as frequently as possible. A well-known expert in adult learning theory Freire has a very inspirational view that can motivate teachers to take on the challenges of transitioning towards a learner-centered model for adult learners. In his model Freire describes that “The teacher is no longer merely the one who teaches, but the one who is himself taught in dialogue with the students who in turn while being taught also teach “(Tennant and Pogson 1995, p-172).

WORKS CITED


Title III Professional Development Workshops

This spring, the Title III Professional Development Team will coordinate a variety of PD opportunities, which include workshops on classroom technology, a continuation of the Teaching with PowerPoint series, another session of Facilitated Learning, and much more.

If you have ideas or suggestions for a PD activity that the PD team could explore, please email Title3@rcc.mass.edu. We would LOVE to hear from you!

Below is a list of workshops already scheduled during Activity Time. Mark your calendar today!

<table>
<thead>
<tr>
<th>Title</th>
<th>Facilitator(s)</th>
<th>Date</th>
<th>Time</th>
<th>Place</th>
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<tr>
<td>Beyond PowerPoint Essentials</td>
<td>Ruth Ronan</td>
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<td>1:30-2:45</td>
<td>3-207Q</td>
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<tr>
<td>Building Community to Ignite Innovation</td>
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<td>1:30-2:45</td>
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<td>3-207Q</td>
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<tr>
<td>Avoiding Death by PowerPoint</td>
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<td>3/6</td>
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<td>David Perkinson</td>
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FACULTY BLENDED WORKSHOP

Come join the growing community of Facilitated Learning graduates!

Winner of the Massachusetts Colleges Online Course of Distinction Award!

February 8 to April 26

Ten weekly online modules including only four 4-hr Face-to-Face Sessions held on Saturdays 9am to 1pm

Stipend based on thirty-five (35) hours of participation at $35 per hour!

Contact the workshop facilitator Ruth Ronan at rronan@rcc.mass.edu for more information and an application

Developing Academic Readiness through Technology