

## *Focus on Teaching: Class Observations and Teaching Squares*

### **Teaching Squares Pilot Continues:**

The **Teaching Squares** program is designed to improve teaching skills and build community through a non-threatening process of classroom observation and shared reflection.

The process involves the best aspect of peer evaluation — observation and discussion — while excluding judgment and evaluation.

Participants in a square learn about the best practices of other faculty in order to improve their own teaching.

#### **Who is involved?**

A **Teaching Square** is a group of four faculty members from different disciplines who:

- Engage in reciprocal classroom visits,
- Share syllabi/teaching materials,
- Reflect on classroom observations, and
- Share best practices with colleagues.

#### **What people are saying:**

“It was very beneficial actually sitting in on others’ classes. I enjoyed seeing how they managed their

classroom and discussions as seeing different teaching techniques...I definitely will recommend this program to other teachers...Also, since this program was not based on evaluating each other, it was easy to talk about what we learned and different teaching approaches.”

“It was stimulating.”

“It was a great experience seeing other instructors teach from a student perspective. I feel like I was able to gain insight on some teaching practices that do and do not work in the classroom. Participating in this program has motivated me to make some changes in the way I teach. I also like that it was not a huge time commitment to participate.”

“Our dinner together included a very rich conversation.”

#### **Registration & More Information:**

The Teaching Squares Pilot will continue Spring '09—**Register by March 7.**

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#### **FPD Programs:**

- ◆ Discipline Contact Grants
- ◆ Paid Sabbaticals
- ◆ Unpaid Sabbaticals
- ◆ Professional Activities Funding
- ◆ Faculty Connections
- ◆ Academic Colloquia
- ◆ Teaching Squares Pilot
- ◆ Class observations & feedback

For more information about any of these programs, please visit the FPD website at: <http://lanecc.edu/fpd>

or contact:

Adrienne Mitchell,  
FPD Coordinator  
mitchella@lanecc.edu  
463-5871

## *Short-Term Leave Funding Increased to \$2400*

**As of July 1, 2008, eligible faculty members may apply for up to \$2400 every three fiscal years** to attend conferences, take courses, travel to professional development workshops, etc. This increase does not come close to keeping up with inflation and increasing travel costs,

but it is a welcome, much needed change nonetheless. You may check your FPD “balance” on the FPD website at: <http://lanecc.edu/fpd/professionalactivities>. Please remember that funds are awarded on a “first-come, first-served” basis, and you must apply before traveling to an event. If you have any questions about your balance, contact Jennifer Cook at [cookj@lanecc.edu](mailto:cookj@lanecc.edu).



## Academic Colloquia and Approaching the 400th Anniversary of Galileo's Discovery of Moons around Jupiter

Science faculty member, Dennis Gilbert will present, **“Approaching the 400th Anniversary of Galileo’s Discovery of Moons around Jupiter; Implications for the Center of the Universe, the Cuban Five, and the Centrality of the War on Terror”** at 3:00 on Tuesday, January 20th in CML 214 with a reception following.

The year 2009 marks the 400<sup>th</sup> anniversary of Galileo’s observation of moons around Jupiter. This observation reframed the heliocentric vs. geocentric debate at the time by undermining the two millennia understanding that each position had in common, that there was a center to the universe. This created an opening to a change in understanding far larger than whether the Sun or Earth rotated around the other, since the idea of the center of the universe played a fundamental role in the Aristotelian worldview of natural motion that dominated Western Civilization.

The four century mark offers a time to celebrate the metaphor of a concept-shattering fact, dogmatic

resistance, and the opportunity to reconstruct common sense.

With the historical background providing factual and metaphoric context and the grace and humor that four centuries allows, we shall turn to a contemporary situation and moment. In particular, we shall examine the trial and imprisonment of the Cuban 5, resistance to public discourse about it, and the orthodoxy of the centrality of the war on terror as well as the orthodoxy of resistance to the Cuban Revolution, celebrating its persistence for 50 years in the year 2009.

Would you like to share insights about your research, your discipline, or your approach to pedagogy with a general audience? The Academic Colloquia program provides you with such an opportunity.

Please consider submitting a proposal to share your expertise with colleagues in an on-campus presentation. Honoraria will be awarded to presenters. While we strongly encourage proposals in one's own discipline, we

also accept presentations of general interest from individuals with areas of extraordinary expertise outside their discipline. Generally, presenters should have academic or professional experience in the topic of the presentation. For additional information and an application, please see: <http://www.lanec.edu/fpd/colloquia/>

The purpose of the Colloquia is to provide an open forum for presentations of academic or artistic merit, provide opportunities for meaningful interaction and communication among College community members, and contribute to the academic and professional life at Lane.

Past Academic Colloquia include Jerry Ross’ presentation on “A Painter’s Notebook: 19th Century Italian Artists, the Risorgimento, and the Early Beginnings of Modernism.”

If you have questions about the program in general or an idea for a Colloquium, please contact the FPD Coordinator, Adrienne Mitchell, at 463-5871.

“I AM ALWAYS  
DOING THAT  
WHICH I  
CANNOT DO,  
IN ORDER  
THAT I MAY  
LEARN HOW  
TO DO IT”  
— PABLO  
PICASSO



## *Faculty utilize Professional Activities Funding for Rewarding, International Experiences*

### *Amy Gaudia writes...*

Like many people, I have studied Spanish on and off for many years making leaps of progress then losing it all in a flash. My position here at Lane includes training and coordinating tutors for Adult Basic Education and ESL students. Many of the ESL students are from Spanish Speaking countries and I have found that being able to speak a tiny bit a Spanish has helped me in certain situations. But my reasons for wanting to learn Spanish are more general; Simply, it's a beautiful language, Also, improved relations

with a growing Latino community in Eugene, future travel to countries in Central and South America, and keeping my brain active. After some observations, I realized that immersion was the only hope for me.

So, I ventured out to Antigua Guatemala for three weeks, and attended one-on-one instruction for five hours each day. I lived with a local woman, arranged by the school, and had the life of luxury with instruction in the first part of the day and excursions in the afternoon and evening. I was very impressed with my teacher and especially

humbled when her teaching methods were the very same as what I have been attempting to transmit when training tutors at Lane. I was also very struck by what it feels like to be an adult literacy student. Thanks to FPD I had a great cultural experience, made a huge leap in my skills, consumed large quantities of my favorite foods, developed a greater ease and rapport when interacting with Spanish speaking students, and most importantly it was a unique reminder of the challenges faced by ABSE and ESL students.

“NO PERSON IS  
YOUR FRIEND  
WHO DEMANDS  
YOUR SILENCE  
OR DENIES  
YOUR RIGHT TO  
GROW.”  
—ALICE  
WALKER

### *Judy McKenzie writes...*

When first dawn begins to filter through the Kalahari



Savanna, the children of Eluwa are already up—sweeping, helping other children to dress, or perhaps raking the sand in the courtyard to try to capture pieces of broken glass, stick, or bone. The Eluwa Special School sits on ten acres of land just outside the small town of Ongwediva, Namibia, less than 20 miles

from the Angolan border. Eluwa provides education through Grade 10 to deaf and blind students from Namibia, Angola, and other neighbor-

ing countries by request. There are just over 200 students there, ranging in age from five years to twenty-five years. Sixty-two are blind—the rest are deaf. The population also includes about thirty albino children, as no other school will take them.

For ten weeks in the summer of 2008, I lived in the

teachers' hostel on the Eluwa grounds and taught computer skills to tenth-grade deaf and blind students in an antiquated and seldom operational computer “lab”—a vacant room with a concrete floor and only two plug-ins for the entire room. Even more challenging, twice a week I met with the faculty of Eluwa to try to bring their computer skills up to a level required for certification by the Namibian Ministry of Education. This “certification” level was what we would consider

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*McKenzie continues...*

barely to be computer literate.

My weeks spent at Eluwa and exploring the Oshiwambo, Herero, and Himba cultures of northern Namibia were frustrating, challenging, maddening, and entirely life-altering. The stated goal for my professional development time spent there was to learn strategies for dealing with instructional technology with under-

prepared populations. This, I learned daily with all of my students, both faculty and resident students. But beyond this, I was privileged to experience so much more—a weekend spent on invitation with the nomadic Himba people, being accorded the honor of sitting with the elders in an Oshiwambo village during one of their religious ceremonies, attending a Herero wedding ceremony, spending weekends with a family on their traditional homestead deep in the

desert, and laughing with and learning from a Bantu woman who took delight in teaching westerners her tribal dances.

What I take away from this experience, what this experience brings to LCC through me, is still slowly emerging. For now, as I continue to explore what was, essentially learned, I can only say to the Faculty Professional Development program, *tangi unene*—an Oshiwambo thank-you-so-very-much, for helping to send me there.

*Mary Lou Lynch writes...*

I attended “New Frontiers in Primary Health Care: Role of Nursing and Other Professions” in Chiang Mai, Thailand. The conference was sponsored by the World Health Organization (W.H.O.) and the China Medical Board plus several universities from the U.S., Japan, Australia, and the United Kingdom. The purpose of the conference was to look at primary health care from a global perspective. This conference provided me with a cultural immersion experience, giving me the opportunity to meet nurses from all over the world. Some of the nurses I met were educated in other countries and some of the nurses I met were educated in the U.S. but choose to work internationally. From



talking with these other nurses and from listening to the conference speakers, I found it interesting to discover that worldwide, the most challenging and important health issues were exactly the same as they are in the United States: obesity, diabetes, heart disease, hypertension, and smoking.

As in the U.S., there is a worldwide shift of focus in regards to where to spend health care dollars. The W.H.O. is advocating for a focus away from acute care of the hospitalized patient toward prevention of chronic illnesses as an optimal goal and as a secondary goal, teaching patients to self-manage their diseases in a way that slows disease progression and decreases disability over time. Both of these goals will ultimately decrease the cost of health care.

Another goal of this conference was to start looking at which other health professionals aside from physicians can provide primary care and patient education. Several speakers talked about the ratio of nurses to doctors in other countries. An interesting discovery was the W.H.O.’s definition of “doctor” is much broader than the definition in the U.S. In several countries the doctor might be a medicine Man in the village, in others it is the nurse who is the oldest and most experienced. This conference promoted an international change in nursing education so that all nurses with all levels of education will be able to function in the more independent primary care provider role. This international shift in nursing education has a direct impact on the teaching I do with my students at Lane Community College.

# Thank Your FPD Committees

The success of FPD lies with its committees. FPD would like to thank the following committee members for their dedication in serving the faculty of Lane Community College.

## **FPD Oversight:**

- Penny Deggleman, Math
- Dawn DeWolf, Vice President designee
- Dennis Gilbert, Science
- Judy McKenzie, ALS/Steve McQuiddy, ALS
- Adrienne Mitchell, Coordinator
- Satoko Motouji, Art
- Jim Salt, LCCEA
- Michael Samano, Social Science
- Doug Smyth, Counseling
- Bojana Stefanovska, LLC
- Merrill Watrous, Cooperative Education

## **Academic Colloquia:**

- Roma Cusimano, LLC
- Lee Imonen, Art
- Michael Samano, Social Science

## **Unpaid Sabbatical Leave:**

- Jeffrey Borrowdale, Social Science
- Stephen Johnston, ALS

## **Faculty Connections:**

- Margaret Bayless, LLC
- Jean Cassidy, Math
- Dennis Gilbert, Coordinator
- David Leung, Social Science
- Tamara Pinkas, Cooperative Education
- Albert Pooth, Science
- Adrienne Mitchell, FPD Coordinator

## **Paid Sabbatical Leave:**

- Jody Anderson, Social Science
- Jay Frasier, Communication Studies
- Dale Green, Math
- Dawn DeWolf, Vice President designee

- James Florendo, Multicultural Center
- Brooke Taylor, Science

## **Class Observations:**

- Susan Reddoor, ALS
- Merrill Watrous, Cooperative Education

## **Short-Term Leave/**

## **Professional Activities:**

- Cathy Grant-Churchwell, Business
- Bev Hickey, Family & Health Careers
- Dan Kimball, Advanced Technology
- Mary Lou Lynch, Family & Health Careers
- Sylvie Matalon-Florendo, LLC
- Joe McCully, Culinary

“NEVER DOUBT THAT A SMALL GROUP OF THOUGHTFUL, COMMITTED CITIZENS CAN CHANGE THE WORLD. INDEED IT IS THE ONLY THING THAT EVER HAS.”  
-MARGARET MEAD

## Take Note: Announcements

### **Discipline Contact Fund Increase:**

To support contact by faculty with current thinking about teaching in their disciplines, each LCC discipline group will be given a grant up to **\$500** for this purpose. This money can be used for professional memberships, journal subscriptions, or books (books in pedagogy but not in content areas). Information at: <http://www.lanec.edu/fpd/grants/discipcontactgrants.html>

### **Sabbatical Deadline:**

The deadline for applications is February 2nd at 4 p.m. The Sabbatical Committee and FPD Coordinator are available to answer your questions and provide mentoring for your application. See above for a list of current committee members.

### **Getting Results:**

The League for Innovation provides this high quality online course for community college faculty for free. Check out the course on the FPD website at:

[www.lanec.edu/fpd/resources/html](http://www.lanec.edu/fpd/resources/html)

### **Additional Resources:**

FPD is committed to linking faculty with resources to help them as professionals both in and outside of the classroom.

The professional development resources list has been updated on the FPD website. Do you have an additional resource you find valuable that we could share with other faculty members? If so, please contact the FPD Coordinator.



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*Focus on Teaching ...continued...*

### **Class Observations and Feedback for Faculty:**

FPD provides confidential feedback on teaching based on classroom observations. This opportunity is available to all faculty members. Upon your request, a Lane faculty member with expertise in instructional design and pedagogy as well as experience providing formal feedback to teachers will observe one of your classes and provide suggestions on ways to en-

hance your teaching. You may request either general feedback or input on a specific aspect of teaching. After the class, your observer will arrange to meet with you to provide feedback and give you all notes from the observation. **This program is not part of any evaluation system, and all feedback will be completely confidential and constructive.** At the present time, we are fortunate to have two qualified faculty members who are available to observe classes

and provide feedback. (Please see Susan Reddoor's and Merrill Watrous' bios online.) Please fill out the Request Form online if you would like to take advantage of this opportunity.

For more information about either of these programs, please contact Adrienne Mitchell or visit the FPD website at <http://lanecc.edu/fpd/>