

The Community College of Baltimore County



Council on Innovation and Student Learning

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CISL Gazette - March 2003

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CISL Still in the Tank

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The CCBC CISL met on the Essex Campus late last month to discuss a number of timely issues. Under the capable leadership of Tara Ebersole and guidance of vice-chancellor Henry Linck, this February 26th group, although short on attendees because of the weather, really lived up to its "think tank" purpose and reputation.

Particularly interesting was a discussion to generate ideas for future curriculum for the New Faculty Learning Community. Tara discussed the purpose of the learning community, which meets every other month for a year, and advised the group that she saw a regeneration of interest this past fall when the faculty participants were invited to use the "open agenda" portion of the sessions to introduce and discuss their needs and issues.

The faculty then focused on writing syllabi, self-evaluations, professional objectives, etc., issues that the old guard probably takes for granted. Future sessions for the new faculty will include a number of topics that are on the minds of many who engage students in the classroom on a regular basis: classroom discipline, conflict resolution, role of mentors, and enrollment management.

Students Advocating for Students

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If Tristan Tausendschoen, sophomore at CCB Essex, is typical of students who descended on Annapolis last month to lobby state legislators for community college funding, then the lawmakers in the Senate and House of Delegates had their hands full

Tristan is very well informed about the assets and advantages of a community college education.

And why shouldn't he be. Tristan is a member of Phi Theta Kappa (3.83 GPA) and the well-respected Essex Campus Honors Program with five honors courses completed. He is a tutor and mentor, providing free services to students. He is also a member of the Essex Campus Presidential Leadership Board.

Tristan reports that one of the more interesting moments in the day of lobbying was the time students spent in the offices of legislators telling their personal stories of success. As you can well imagine, these were the stories of second-chance opportunities for students who often were the first in their families to attend college.

Tristan was surprised to learn that many of the legislators were uninformed about the special role of community colleges. He recalled an exchange with a delegate who knew nothing about the community college's special programs for honors students. In his own case, Tristan waxed eloquently about how CCBC had prepared him for the competitive group of applicants who will seek transfer-status admissions later this year to the University of Maryland, the University of Virginia, and the University of North Carolina at Chapel Hill.

We should all rest more comfortably knowing that students like Tristan are eager and willing when the time comes to lobby public officialdom on behalf of the community college. Thank you Tristan and the nameless others who accompanied you on that important trip to the state's capital.

Learning That Makes a Difference

[This Month's Headlines](#)

There's a wonderful abstract now available on the League for Innovation website (www.league.org). In "Learning at a Deeper Level," Dale Lugenbahl, Professor of Philosophy at Lane Community College in Oregon, discusses strategies teachers can use to promote the "deeper, more personally meaningful learning" that transforms the lives of students.

- Lugenbahl believes that students can acquire learning that changes "their way of being in the world." He proposes four strategies for teachers.
- Provide a Reason to Want to Learn. This strategy generally helps students answer two basic questions: (1) What are the benefits to me in my life? and (2) What's in it for

- me?
- Model the Learning. The key for Lugenbahl here is that "if the student can see how the learning I am asking him to acquire benefits me, he will have some reason to....adopt the new way of doing things as well."
- Reward the Learning in Class. Focus on praise and acknowledgement. Follow the practice faithfully.
- Create Opportunities to Use Learning Outside of Class. The bottom line for Professor Lugenbahl is this: "Find ways to help students take things from class that will help them transform their lives for the better."

After all, that is the learning Carl Rogers called "significant learning." It is learning that makes a difference.

Essex CISL

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Barbara Yancy, chair of the Essex Campus Council on Innovation and Student Learning, recently shared some interesting information about the "new and innovative projects" the council was able to support this past fall. The cisl grants provided the means for considerable faculty and staff involvement in professional development activities that otherwise, in all likelihood, would have been missed.

The list of activities and faculty/staff grantees is impressive:

- Shoko Brant, Mathematics, attended the International Conference on Technology in Collegiate Mathematics.
- Janice Dykacz, Math/CMSC/IMMT and Barbara Leitherer, Mathematics, conducted a presentation entitled "Whatever it Takes to Get Students Interested in Learning Statistics" at the AMATYC conference.
- Dr. Taylor Ruhl, Library & Media Services, and Cassidy Chesnut, Library Instruction, attended the Internet Librarian 2002 Conference.
- Eight Science, Mathematics, and Information Technology Faculty and one Business Management Faculty were presenters at the Conference on Information Technology sponsored by the League for Innovation in the Community College. They are: Nancy Bogage, CINS; Penny Fanzone, CINS; Carl Minnier, Chemistry; John Zelinsky, Physics; Virginia Schurman, Biology; Anne Comins, IMMT; Sheryl Parks, Management; Ric Pavese, CINS; and Donna Tupper, Mathematics.
- Becky L. Benchik and Lisa Walters, Science, Mathematics, and Information Technology, were presenters at the AMATYC Teacher Preparation Conference in Phoenix, Arizona.
- Patricia Quintero-Hall, The Student Success Center, attended an Annual Conference on the First-Year Experience.
- Precious B. Stone, Department of Speech, Mass Communication and Theatre, attended a workshop on digital video production.
- Susan L. Gabriel, Humanities and Arts, is developing a high school, senior-level English curriculum in partnership with three Baltimore County schools.
- Ann Bainbridge, Humanities and Arts, attended an International Reading Conference hosted by the New York State Reading Association.
- Carl Cuneo, Science, Mathematics, and Information Technology Division, presented at

the Pennsylvania Educational Technology Conference.

If you would like to learn more about the nature and/or the outcomes of these activities, please contact the grantees.

Special Thanks

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To Barbara Yancy, Chair, ECISL, for her contributions to this issue.