

The Center for Teaching and Learning

Teaching Matters

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2005 FACULTY CONVOCATION

Five hundred forty faculty members from across the Keiser Collegiate System attended the faculty convocation on October 7th. It was great to see so many faculty members converge to interact and exchange ideas and stories.

Dr. Keiser set the stage for the day by talking about our culture and summarizing the main purpose of convocation and why Keiser Collegiate System exists: For the students.



The KCS Faculty Convocation is an annual event that allows faculty to come together to discuss various topics such as textbook orders, lesson developments, area concerns, and review the events of the past year. Results from the Faculty Convocation Feedback Survey show that 82% of faculty felt that they accomplished a significant amount of work at this year's convocation. Instructors can take back to their campus knowledge that they learned from interacting with their colleagues; in fact, 88% of faculty agreed that they will stay in contact with their colleagues at other campuses throughout the year.

Convocation is also about celebrating our successes. Dean Craig Scott, pictured below with Dr. Hochenadel, accepts an award for being an outstanding Dean.



Jill Cline was also honored with a KCS Teaching Excellence Award. Jill (pictured below with Dr. Hochanadel) has been honored with this award four years in a row!



University and Keiser Career College will also participate in the decision-making process.

Below is Scott Clements of the Melbourne campus presenting a topic on Improving Students' Critical Thinking Skills through Innovative Teaching Methods.



In addition to recognition of the outstanding faculty, this year the faculty got to review potential Quality Enhancement Plans for Keiser College's SACS reaffirmation. At the convocation, some excellent QEP topics were presented. Based on data from the Convocation Feedback Survey, 77% of faculty thought that the QEP presentations were informative. The one QEP topic selected by the faculty will be Keiser College's enhancement focus for the next five years. However, Everglades

Overall, this year's convocation was very successful. As the Keiser Collegiate System grows, so will the need for all instructors from all departments to share and improve their craft in order to benefit our students.



(Pictured left, Outstanding Dean Award recipient Craig Scott from Daytona, Teaching Excellence Award recipients Jill Cline and Rene Nyberg from Melbourne, Lisa Menzel from Daytona, and Cindy Harrah and Meridee Croy from Kendall with Dr. Hochanadel)

FACULTY COLLABORATION By Dr. Chris Stabile

Collaboration is an integral part of developing collegiate friendships and partnerships and promoting student learning. Collaboration among colleagues can be a very powerful way to approach teaching and learning. Why? It allows instructors to share and discuss ideas on student performance, assessment, and on various topics such as teaching or other professional concerns.

Colleges can become too departmentalized and faculty from various departments might not communicate with each other. Many times these instructors share the same students and it is possible that one may have success while the other does not. Collaboration among instructors can help reduce this problem by allowing faculty to share ideas about the same students. Instructor A might have built a rapport with the student and could share successful techniques with Instructor B, who is having little success with the student.

Collaboration can also be in the form of academic camaraderie, which could allow faculty to share in the responsibility of planning, teaching, and evaluating curricula and instruction in more than one area. Interdisciplinary activities could be an effective outcome because many areas are interrelated. For example, if an American Literature instructor is covering the Red Badge of Courage, then the American History Instructor can teach the cause and effects of the Civil War. Both instructors can make reference to each other's course work, which makes the subject matter

more relevant to the student. This could work within any discipline. A shared vision among the faculty makes collaboration successful.

Instructors that share the same vision can create a positive academic climate and develop high, yet realistic goals for their students. This form of collaboration can permit instructors to dialogue outside the classroom with fellow instructors and students about various topics. For example, on-line chats, posting discussion boards for a class, conference calls, setting times to host a discussion in the library, faculty emails, and team teaching or guest lecturing are all ways to promote inter-campus and student-focused communication.

The key to the collaborative model is engaging in two-way communication among students, instructors, and administrators. This means that positive speech, talking in turn, and active listening are essential components of collaboration.

I witnessed this shared vision and collaboration at the convocation and by working on the QEP committee. Many instructors from all over the state came together to share ideas and build relationships that eventually benefit their students. If instructors dialogue about teaching practices or about relevant concerns in their fields, a sense of pride and professionalism begins to develop.

In sum, it is important for faculty to work as one large unit. If faculty members communicate with each other, then they are more likely to create opportunities for students to enhance their learning experience. When a

collegiate and professional environment exists, both faculty and students benefit.

Giving Students the Red Pen

**By Eileen Miller
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As an instructor of composition, I am always looking for ways to make my students proficient writers. I found that an assignment in peer review, whereby students share ideas, problem solve, and evaluate each other's writing, is a worthwhile technique. Peer review in professional circles is a way to catch mistakes and ensure the accuracy of manuscripts. In the English classroom it is a way to teach students to think critically, to learn by example, to analyze and evaluate so that they can become better writers.

Students in my English Composition II class composed a draft using the rhetorical pattern cause and effect. Then, one student from each group volunteered to "go on the auction block" and submit his paper for peer review. That student printed four copies of his draft, distributing copies to other members in the group. As with any group effort, students follow some basic guidelines. For one, they sit facing each other, and this usually means rearranging tables and chairs. They need to feel comfortable, at ease, group-oriented, and, yes, sociable. In addition, each member assumes a role—that of facilitator, note taker, "checker," or editor. The idea in peer review is that others may be able to identify errors that

the author cannot see. To this end, each student reads the draft to himself, referring to a checklist at the board. Initially, students look at the big picture, noting organizational problems-- thesis statement, relevance of topic sentences, transitions, supporting details, interesting introduction, for example. I help out by circulating between groups, "eavesdropping" at first and then sitting down for a few minutes as part of the group. After students discuss organization, they move on to grammar and sentence style. At the conclusion of the session, students revise their essay based on what they have learned during peer review.

For a brief time the instructor can enjoy the ride as a back-seat driver, observing the landscape of student discussion. But more often than not, he or she must prepare to seize the wheel and steer. The success of peer review depends on how clearly the instructor defines the parameters and assumes a proactive role. Encouraging students to collaborate and work toward a goal not only teaches clear thinking and writing but also deepens the spirit of teamwork and cooperation so vital outside the classroom door.

**LIKE TO SHARE AN
ARTICLE?**

**INTERESTED IN IDEAS
FOR THE CLASSROOM?**

Then email the Center for
Teaching and Learning at:

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