Mohave Community College Instructional Team
Professional Training & Development Plan
2010-11

Introduction

This plan represents an ongoing effort by MCC to provide meaningful professional development sessions to faculty. This year we decided to offer a combination of learning tracks that are targeted respectively at new, resident, and associate faculty, though we encourage all faculty to take advantage of every session if they are able to do so.

Instructor Orientation/Semester Refresher Session

Immediately before classes resume each semester, sessions will be offered at each campus to acquaint new and interested returning faculty with important information on policies, procedures, and learning-centered methodologies. The sessions should be interactive and allow faculty the opportunity to ask questions, collaborate, and obtain the tools necessary to begin the semester successfully and with confidence.

1. Curriculum
   a. Course Packages
   b. Developing a syllabus
   c. Planning Lessons
      i. Objective
      ii. Plan for the allotted time

2. Methodology
   a. Planning the first day
   b. Elements of Effective Instruction
   c. Assessment
   d. Adjusting Instruction to Meet Student Needs
   e. Active Learning
   f. Learning Centered Education
   g. Helpful Ideas and Tools

3. Course/Classroom Management – Clear and Consistent Expectations
   a. Expectations Clearly Documented on your Syllabus
   b. Handling difficult Situations/Classroom Conduct
   c. Student Grievances
Professional Training and Development (PTD)

This year the instructional team decided to introduce two tracks of monthly professional training and development sessions at each campus. One track will center on Terry O'Banion’s Six Principles of a Learning College and is designed to spark interest and discussion on ways we can take concrete steps to realizing the college’s vision of becoming a learning-centered institution. There will be six modules, each focusing on one of the principles. Three modules will be presented in the fall and the other three in the spring. The sessions will occur during the day and will be aimed at resident faculty, though associate faculty will also be invited.

The second track will be aimed at associate faculty and will occur once a month in the late afternoon or early evening. We have selected three themes for the fall semester:
1. What’s Happening at MCC?
2. Integrating Technology/Web 2.0
3. Assessment

The spring sessions will be planned in late November based on feedback from the faculty and the administration.

The learning design provides all MCC campuses with a consistent framework for professional development, while allowing some latitude on the sessions so that training and interaction can be tailored to the needs, talents, and interests of each campus and its faculty according to learning-centered principles.

**2010-11 PTD Curricular Framework/Schedule – Resident Faculty Track**

1. September – The learning college creates substantive change in individual learners.

   **Objective**

   To introduce faculty to the concept of learning-centered education and familiarize them with the source of the Six Principles of a Learning College

   “Nothing will change, no matter how fascinated you are by a new idea, unless you create some kind of a learning process. A learning process is a process that occurs over time whereby people’s beliefs, ways of seeing the world, and ultimately their skills and capabilities change.”

   Peter Senge from *On Schools as Learning Organizations*

   **Reading/Video Resources**

   a. Chapter 3 from A Learning College for the 21st Century
   b. On Schools as Learning Organizations: A Conversation with Peter Senge
   c. Applying the Seven Principles for Good Practice in Undergraduate Education [https://www.msu.edu/user/coddejos/seven.htm](https://www.msu.edu/user/coddejos/seven.htm)

   **Suggested Topics of Discussion**

   a. Discussion on what learning-centered means for us
      i. Learning-centered is not student-centered in the sense that students do not create their own learning plans or decide what
topics they will study during a semester. But they should be encouraged to find ways to relate their own individual interests to projects that fall within the curriculum.

b. How to create a strong learning environment on each campus.
c. Senge’s learning organization and how it relates to O’Banion’s vision of a learning college
d. Review the structure of the upcoming PTD sessions and solicit volunteers to help facilitate and plan the sessions.

2. **October** – The learning college engages learners as full partners in the learning process, with learners assuming primary responsibility for their own choices.

**Objective**

Explore ways that we can individualize instruction, make it more meaningful to each student, and encourage students to become more engaged and take responsibility for their own learning.

**Reading/Video Resources**

a. Learner-Centered Classrooms, Problem-Based Learning, and the Construction of Understanding and Meaning by Students
   [http://www.ncrel.org/sdrs/areas/issues/content/cntareas/science/sc3learn.htm](http://www.ncrel.org/sdrs/areas/issues/content/cntareas/science/sc3learn.htm)
b. Creating Learning Centered Classrooms. What Does Learning Theory Have To Say?
c. 7 things you should know about… Personal Learning Environments
d. Developing Personal Learning Networks for Open and Social Learning

**Suggested Topics of Discussion**

a. an exploration of how learning can be individualized
b. differentiated and/or personalized learning
c. how can we make students more responsible for their own learning
d. How we change the learning climate on our campus
e. Personal Learning Environments and Personal Learning Networks

O’banion writes, “There will be many options for learners to engage the learning college, including self-guided print and video modules, group-based activities—
3. **November** - The learning college creates and offers as many options for learning as possible.

**Objective**

Become aware of what active learning is and learn from peers how they are using active learning methods in their own classes.

**Reading/Video Resources**

- Active Learning [http://www.cat.ilstu.edu/additional/tips/newActive.php](http://www.cat.ilstu.edu/additional/tips/newActive.php)
- What Makes Lectures ‘Unmissable’? Insights into Teaching Excellence and Active Learning
- What is Meant by "Active Learning?’
- The Promise of Open Educational Resources

**Examples of Open Content and Open Educational Resources (OER)**

- Flat World Knowledge - [http://www.flatworldknowledge.com](http://www.flatworldknowledge.com)
- Connexions - [http://cnx.org](http://cnx.org)
- Community College Consortium for Open Educational Resources
- The Community College Open Textbook Collaborative - [http://www.collegeopentextbooks.org](http://www.collegeopentextbooks.org)
- Merlot - [http://www.merlot.org](http://www.merlot.org)
- MIT Open Courseware Initiative - [http://ocw.mit.edu](http://ocw.mit.edu)

**Suggested Topics of Discussion**

- Presentations by faculty members on how they are using active learning methods in their own classrooms.
- Open Educational Resources (OER), Open Content, and Learning Object Repositories

O’Banion writes, “When faculty are no longer role-bound to provide all of these learning options directly themselves, the learning college will be free to secure learning materials from whatever sources are available.”

4. **February** - The learning college assists learners to form and participate in collaborative learning activities.
Objective

How to develop, locate, or join on-ground and online professional learning communities for students, faculty and staff.

Reading/Video Resources

a. Seven Habits of Highly Connected People - http://www.downes.ca/post/44261
b. New Learning Environments for the 21st Century: Exploring the Edge
c. Communities of Practice: A Brief Introduction
d. ERIC Review: Learning Communities at the Community College.
e.

Suggested Topics of Discussion

f. Building professional communities of practice among the faculty (Wenger)
g. Creating campus environments that promote student interaction, engagement and collaboration.
h. Ideas for campus events that create a more scholarly feel for students and the community could also be solicited here.
i. A unit on how to effectively use networking technologies to join online learning communities can also be introduced.

5. March - The learning college defines the roles of learning facilitators by the needs of the learners.

Objective

Explore some of the roles within a learning-centered college.

Reading/Video Resources

a. Learning-Centered Leadership: A Conceptual Foundation
b. Figure 3.2 on page 58 in O'Banion’s “A Learning College for the 21st Century.”

Suggested Topics of Discussion

a. Learning-centered leadership behaviors for formal and informal leaders.
b. A discussion on potential learning-centered roles and behaviors of faculty and staff. O'Banion’s list of roles in figure 3-2 might be used as a starting
point. Expand on this list and identify who within the organization might be able to fulfill some of them.

c. Roles within Senge’s learning organization

6. April - The learning college and its learning facilitators succeeds only when improved and expanded learning can be documented for its learners.

Objective

To explore assessment methods that shift the focus from instruction to learning and focus on authentic, real world tasks.

Reading/Video Resources

   a. To be coordinated with Rosie

Suggested Topics of Discussion

   a. Learning-centered assessment techniques
   b. portfolios
   c. authentic assessment methods.
   d. Formative vs. summative assessment

PTD Curricular Framework/Schedule – Associate Faculty Track

1. September - What’s Happening at the College

Objective

An informational session designed to familiarize associate faculty with current initiatives at MCC.

Reading/Video Resources

   a. PowerPoint from Tracee
   b. Strategic Plan

Suggested Topics of Discussion

   a. HLC
   b. Strategic Plan
   c. Diversity Months
   d. Campus Events
2. **October** - Integration of Technology/Web 2.0

**Objective**

To familiarize faculty with ways to integrate technology and social networking into their professional development and courses.

**Reading/Video Resources**

- a. TBA

**Suggested Topics of Discussion**

- b. Angel Tips & Tricks
- c. PowerPoint Tips and Tricks
- d. Creating eLearning tutorials
- e. Social Media
- f. Web 2.0
- g. Instructional Design Services

3. **November** – Assessment & Support Services

**Objective**

To explore assessment best practices and introduce faculty to alternative, learning-centered assessment techniques.

**Reading/Video Resources**

- a. Work with Rosie

**Suggested Topics of Discussion**

- b. Work with Rosie to develop this unit
- c. How to prepare finals
- d. What good assessment looks like
- e. Availability of tools such as test banks
- f. Library support services (research support, etc)
At the end of November, we will plan the spring sessions based on faculty feedback and the needs of the college.