



Teaching Learning Center

The Teaching Learning Center (TLC) nurtures instructional design, critical thinking, and technology skills for faculty at Cedar Valley College. The TLC provides assistance in instructional design and technology in a supportive environment. It also provides a forum for informal faculty discussion.

Welcome Tom Parmelee

Tom Parmelee joins the CVC Teaching Learning Center this month as Multimedia/Graphics Designer, a new full-time position representing TLC growth and institutional emphasis on student success through effective course design.

Parmelee brings a clear record of student-centered, customer-focused work in the campus SRC and a skill-set complementary to the TLC and college missions.

He relates that his interest in adult learning began during a variety of jobs involving manual labor. "I miss those 'survival' jobs sometimes because they taught me than when you are on a job you're forced to learn new skills because the workplace demands it. Adult instruction should relate to real life because education is not just slices of different academic pies. It's

how we live our lives and how we understand our culture. That concept is the basis for constructive learning."

After working as a hospital residential counselor for adolescents and teaching English at the University of Connecticut, and while coordinating the CVC Student Resource Center, Parmelee earned a Master of Arts in Education - online - from the University of Phoenix. His focus was e-Education, a distance education specialty.

Connecting his new position to his experience, he says, "The beauty of multimedia is that it can show a larger view of education, a view with more facets than you can get in just a book or in just text documents on the Internet."

Regarding his criteria for online course design, Parmelee says he looks for a sense of community



with "interactivity that nurtures higher order thinking." He adds that an online course should include standards for collaborative student responses.

"My emphasis during these first weeks is to build positive relationships with faculty. I want to know what they expect from the TLC and what they see as TLC needs."

Tom Parmelee: *Learning Teams in Asynchronous Environments*

Tuesday, February 7 1:00 - 2:00 p.m.

FAQ: What are the TLC hours this semester?

Having another full-time staff person means the Teaching Learning Center can be open with a more consistent schedule than in previous semesters.

In the past, a TLC staffer occasionally had to lock the door

just to leave the room; now, the facility can be open without interruption during posted times.

Spring semester hours extend TLC availability four hours per week.

New Hours

Monday - Thursday
9:00-6:00
Friday
9:00-3:00

January/February TLC Events

January

- Selling Your Class (1/11)
- I Want to Teach Online, Now What? (1/19)
- The Critical Process (1/23)
- Interactivity in an Online Environment (1/26)
- Student Block (1/30)

February

- Teaching Analysis Poll (TAP) (2/1)
- Learning Teams in Asynchronous Environments (2/7)
- Higher Order Thinking Skills (2/14)
- Soft Chalk—Text Formatting (2/20)
- The Promise of Multimedia: Real or Imaginary (2/21)
- Soft Chalk—Text Formatting/Activities/Pictures (2/25)
- Memory in the Classroom (2/27)



**CEDAR VALLEY COLLEGE
TEACHING LEARNING CENTER**

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TLC STAFF

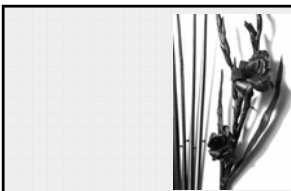
Tim Xeriland, Director/Instructional Designer
Tom Parmelee, Multimedia/Graphics Designer
Ed Dawson, Faculty Assistant/Newsletter Editor

SPRING 2006 HOURS

Monday - Thursday 9:00-6:00
Friday 9:00-3:00

Visit the TLC online
tlccvc.org

INNOVATION IN THE CLASSROOM



Linda Ridgway TLC Workshop

Another Language: Art

With illustrations from her works in the Charles Cowles Gallery, New York
<http://www.cowlesgallery.com/Ridgway.html>

March 7 12:30 p.m.

eCampus (Blackboard) Training

Tuesday, January 31, 10:30 - 12:30 p.m. Room C-104, Library

Tuesday, February 14, 10:30 - 12:30 p.m. Room C-104, Library

Nine Classroom Creativity Killers

Handout from Ed Dawson's "Avoiding Student Block" TLC presentation:

1. I kill creativity when I encourage renting (borrowing) instead of owning ideas.
2. I kill creativity when I assign grades without providing informative feedback.
3. I kill creativity when I allow cliché symbols to substitute for original or observed representation of experience.
4. I kill creativity when I demonstrate instead of having students practice.
5. I kill creativity when I show an example instead of defining a problem.
6. I kill creativity when I praise neatness and conformity more than expressive original work.
7. I kill creativity when I give freedom without focus.
8. I kill creativity by making suggestions instead of asking open questions.
9. I kill creativity if I give an answer instead of teaching problem solving methods.

- Marvin Bartel, Ed.D., Emeritus Professor of Art Goshen College, Goshen, Indiana 46526
<http://www.goshen.edu/art/ed/creativitykillers.html#footnotes>