

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.

Defining the TLC

If you are from elsewhere, you probably know that TLC means Tender Loving Care. Around these parts, however, TLC means Teaching Learning Center.

Many mistakenly believe that our funny shaped room is a technology center or even an IT department. While we do deal with technology, the heart of what we do is instructional design.

Instructional design is a problem-solving technique for teachers. When an instructor is having a problem, whether it is with students not being able to follow assignments or getting a PowerPoint onto Blackboard, an instructional designer can help. Sometimes a solution comes from technology; often it does not.

Of course, the TLC doesn't always wait for problems to arise. We offer several proac-

tive instructional design methods as well.

TLC workshops are the most valuable method of cutting off problems at the pass. Our workshops are varied, but most center on potential problems that occur while teaching and how to avoid them. The TLC has three employees with over 50 years of combined teaching experi-

ence. We know many of the pitfalls and want to help keep others from falling into them.

Like most quality departments, the TLC is about the people who work there and not just the "stuff" inside. Yes, we have some of the best technology on campus, and faculty are more than welcome to come use it. But, when you stop by, you will see that it is the employees working here, using instructional design to help you continue excellence in your courses, who are the true resource.

So, now you know what TLC means around here. Of course, we promise to give you some traditional TLC as well! - *Tim Xeriland, Director, TLC*

Read our
Mission Statement
above this article

September/October TLC Events

September

- How To Get Students Involved (9/21, 12:45-1:20)
- Using Virtual Classrooms (9/26, 12:00-1:00)
- Maximum Impact/ Minimal Storage in the Digital Darkroom (9/28, 2:00-3:00)

October

- MS Word: Layout and Formatting (10/9, 12:1-1:30)
- Collaborative Learning, Group Work and Teams (10/10, 12:00-12:50)
- Inclusiveness: Culture of Belize (10/17, 12:30-1:30)
- eCampus: Discussion Board (10/19, 11:30-12:30)
- The Power of Your Words (10/19, 1:30-2:30)
- Inclusiveness: Culture of Ethiopia (10/26, 12:30-1:30)

FAQ: What are "The Culture of..." Workshops?

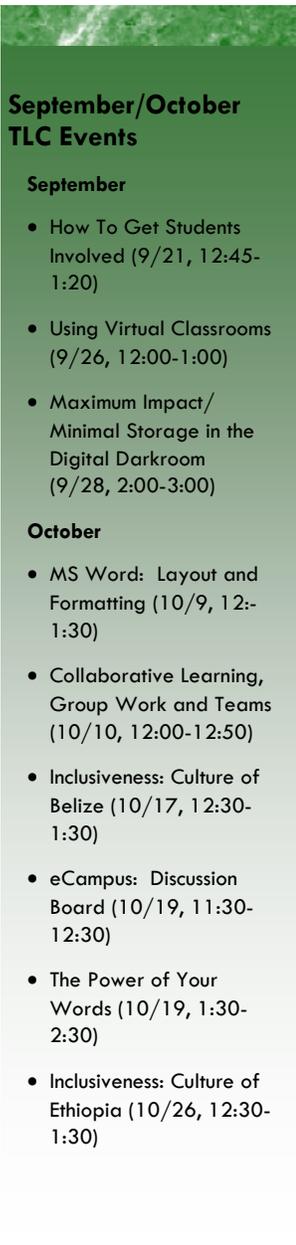
"The Culture of..." denotes a presentation in which Cedar Valley staff share first-hand experience from another culture. Such workshops claim the highest attendance of all TLC-sponsored events. To sustain that tradition, the TLC needs presenters.

"I am always concerned when I advertise these workshops because I wonder how well someone can really know a culture after a trip to a country. However, I've always been pleasantly surprised at

the unique perspectives our presenters have brought to our little corner of the world. So far, all presentations have gone far beyond just looking at vacation photos and have given us a sense of the people in faraway lands," says TLC Director Tim Xeriland.

TLC staff hope anyone fortunate to have been in another cultural environment - whether living, studying, or vacationing - will contact the TLC to set a time for sharing.

Where have
you been?
What did you
learn?
Will you
share?





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TLC STAFF

Tim Xeriland, Director/Instructional Designer
Ed Dawson, Faculty Assistant/Newsletter Editor
Ron Williams, Multimedia Specialist

HOURS

Monday - Thursday 9:00-4:30
Friday 9:00-1:00

INNOVATION IN THE CLASSROOM

With memories and gratitude for the skills and legacy of
Dr. Susan Faulkner
Chair, TLC Advisory Committee

Another College's Online Course Design and Assessment

(Reprinted from the May 2006 TLC newsletter)

At the Innovations 2006 conference, Ocean County College (NJ) presenters Jon Larson, Janet Hubbs, and Richard Strada addressed common questions about online course design and assessment strategies.

What characterizes a "good" online course? How do instructors and administrators evaluate asynchronous teaching without making it "a thing apart?"

Presenters explained how they used their own distance learning guides, World Wide Web resources, and WebCT/Blackboard exemplar courses to develop course criteria. Concurrently, they developed a module for training evaluators and integrated distance learning assessment with classroom evaluation modes. A Web page, *Faculty Success Resources: Assessing*, links to pertinent sources.

Ocean County's class observation form summarizes the college's online course criteria:

Course Content: accessible, adequate, aligned to course objectives, coherent, engaging, learner-centered, linked to supporting resources

Teaching Strategies: clear unit objectives, adequate teaching/learning tools to reach objectives, unit linkages, relevant assignments, adequate student feedback and assessment

Student Interaction: engagement with course materials and other students through student tools such as discussion boards, chats, projects, and presentations; engagement with professor; clear evidence of a collaborative learning community

Course Design: suited to course objectives, easily navigable, aided by platform technology, designed to promote regular feedback to students, planned with visual harmony and aesthetic appeal

At Ocean County College, observing the class online is the first step of an assess-

**Ocean County
Recommends**

Distance Education at a Glance (13 training guides)
<http://www.uidaho.edu/eo/distgлан.html>

Measuring Student Perceptions in Web-Based Courses: A Standards-Based Approach
<http://www.westga.edu/%7Edistance/ojdl/winter74/jurczyk74.htm>

Assessing Student Learning in Community Colleges
http://online.bakersfieldcollege.edu/courseassessment/Section_2_Background/Section2_2WhatAssessment.htm

ment process that includes student course and faculty surveys, student learning assessment, and course/program review cycles.