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 TLC Services

On-site (A216A) and online, the Teaching Learning Center directs its resources toward four primary aims in the TLC Mission Statement (above).

Instructional Design and Critical Thinking

- A full-time instructional designer, a faculty assistant, and a multimedia specialist
- A Teaching Analysis Poll (TAP), for which a TLC consultant will visit the classroom by request of the instructor to poll students about their perceptions of the course
- Teaching workshops such as running the first class, setting expectations, making effective rubrics, classroom management, group work, and testing
- Group and one-on-one help with adapting courses for online delivery
- Critical Thinking workshops

Technology Skills

- Software workshops
- Hardware that may not be available at other locations, such as a Macintosh computer, a DVD burner, flatbed and slide/film scanners, a VCR
- Specialized software such as Adobe Photoshop, Microsoft Publisher, FrontPage, Macromedia Flash, Dreamweaver, and Director

Faculty Forum

- A haven and meeting place
- Printed resources on teaching and learning, on technology, and on teaching and learning with technology
- Desserts at every workshop

FAQ: How can I print from the Web?

It can be disconcerting to use File > Print for a hard copy of Web information. That Web "page" can become multiple sheets of paper as your printer grinds out enormous fonts and every banner, advertisement, and picture on your screen.

1. If File > Print is your method, try using Print Preview to determine which hard page will provide the information you want. Page Range on the Print menu lets you avoid printing those extra pages.
2. Highlighting just the material you want leads to a better method. With that material highlighted, use File > Print, and, on the print menu beneath Page Range, click Selection. You will save paper, save ink, and avoid clutter on your page.
3. For more control, Copy and Paste your highlighted information into Word. Although the immediate result seems similar to the previous method, you have gained full editing and formatting potential.
4. For complete control, highlight, Copy, and Paste Special into Word. On the Paste Special menu, choose Unformatted Text. This method translates your data seamlessly from Web to print style.

October/November TLC Events

October

- MS Word: Layout and Formatting (10/9, 12:30-1:30)
- Inclusiveness: Culture of Belize (10/17, 12:30-1:30)
- The Power of Your Words (10/19, 1:30-2:30)
- Inclusiveness: Culture of Ethiopia (10/26, 12:30-1:30)
- Pandemic/Disaster Preparedness (10/30, 1:00-2:00)

November

- Becoming a Millionaire at Cedar Valley College (11/7, 2:00-3:00)
- Setting Student Expectations (11/13, 12:00-1:00)
- Classroom Management (11/14, 2:00-3:00)
- Inclusiveness: Culture of Mexico (11/16, 12:30-1:30)
- Understanding Financial Aid (11/21, 2:00-3:00) and (11/22, 9:30-10:30)

CVC Value of the Month

EXCELLENCE

"Maintaining the highest standards for employees and for our students"

Not Yet Excellent (:-/

TLC Director Tim Xeriland prioritizes ten technology tips that can help CVC users:

1. File management (not exotic but a cause of many problems)
2. A206A (Recognize the room? We can help!)
3. Keyboard shortcuts
4. E-mail for moving documents
5. Backup (If you have not lost it all, you will unless you backup.)
6. Floppies (Forget them. Get a memory stick.)
7. Spell check on the Web (Download "iespell.")
8. Browser facility (Know your browser.)
9. PDA (a very useful device)
10. PDF as an alternative to posting or sending Word documents (Web site: PDF Online.)

How can the TLC help you?

Expectations and Outcomes

In his book, *The Child in America: Behavior Problems and Programs,* William I. Thomas formulated a fundamental principle in sociology known as the Thomas theorem: "If men define situations as real, they are real in their consequences."

How many faculty have thought from time to time that the quality of student work has declined when compared to that of the past? According to Thomas, if we believe, it is irrelevant whether or not our belief is true. If we perceive it to be true, it will be true. In other words, our perception will alter the outcome.

How can we as faculty members improve outcomes in our classroom? The answer lies in setting our expectations for the students and in realizing that much of our expectation setting occurs when we are designing prior to the course.

Another key moment is how we set the stage during the first class. And there are countless more times our actions affect the student outcomes during the course of the semester.

On November 13 the TLC will conduct a roundtable discussion on setting student expectations. Join us in exploring this important matter.

Setting Student Expectations
November 13 - TLC
12:00-1:00