

LDC

Learning Development Center

Volume I No. 1 Fall 1999
Collaboration Issue

LDC'S Latest....

Welcome to the LDC Newsletter, our newest quarterly vehicle for connecting with RIT students, faculty and staff.

We begin the year with a focus on COLLABORATION, a theme we see reflected in the trends of our society. We live in a world that is increasingly networked, interconnected by a powerful web of technology that has eliminated time and space as barriers to communication and cooperation. Business and industry have embraced the concept of project teams, encouraging groups to become more than the sum of their parts by combining different perspectives and talents into synergistic energy. The vocabulary of current educational theory illustrates the popularity of this concept in the academic arena: "cooperative learning, learning communities, cross-disciplinary collaboration."

The appeal of collaboration is its potential for tapping fresh insights and revealing new possibilities. However, anyone who has been involved with a collaborative approach to a project or problem can describe crosscurrents of resistance. Working cooperatively with another person or as part of a group is hard for us because it also requires a willingness to share control, to listen and to be flexible. Collaboration requires a little courage and a little know-how.

In this newsletter, we hope to start your thinking about the power of collaboration, in and out of the classroom. We invite you to read our ideas, think about your own experiences, and join us in discussion.



Susan Donovan
Director, LDC

Note: This newsletter is also the debut of the new LDC logo. It was developed by Kevin Bird, a graduate student in the Graphic Design Program. The project was coordinated by Belinda Bryce. The forward motion of the design represents faith in our students, hope for the future, and outreach to the RIT community. Many thanks to Kevin and Belinda for our new look!

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What is the LDC?

The Learning Development Center is your FREE academic resource center.

Web: <http://www.rit.edu/SA/LDC>
Location: George Eastman Building (01)
Room 2309

Phone: 475-6682

Fax: 475-5832

Look for the Gates!

BRINGING IT TO THE CLASSROOM....

Collaborative/Cooperative Learning

By: Gail Gucker and Jane Munt

Karl Smith, Civil Engineering, University of Minnesota, has found in his research that "students who get the most out of college, who grow the most academically, and who are the happiest, organize their time to include interpersonal activities with faculty members, or with fellow students, built around substantive academic work."(2) In his work he found that the two major reasons for dropping out of college are failure to make significant social connections and failure to become academically involved in classes. Collaborative learning, "the instructional use of small groups so that students work together to maximize their own and each other's learning,"(2) is one way to address these potential problems.

Fred Newton, in "The Stressed Student," observed that finding a social connection is an overriding concern of student life.(4) In the Chronicle of Higher Education (Feb 5, 1999), Kenneth Bruffee, Director of Honors Academy at Brooklyn College, states in his article, "Binge Drinking as a Substitute for a Community of Learning", that many freshmen see Greek life as the only way to find a connection with other students on campus. He suggests changing the structure of the traditional class to one that includes collaborative learning, team projects and peer tutoring.

Bridget Smyser, Director of the Counseling Center at Kansas State University (1), provides us with an introduction to cooperative learning and defines it as..."a technique by which students assist each other in the learning process, acting as partners with the professor and with each other in order to learn the course material."

Cooperative learning is:

- ▶ Individual accountability for information gathered by the group effort
- ▶ Positive interdependence; no one succeeds unless everyone succeeds
- ▶ A way to better understand the material by having to explain it to others
- ▶ Developing interpersonal skills that will be necessary throughout life
- ▶ A proven way to increase student activity and involvement in a class
- ▶ Interesting and fun

Cooperative learning is not:

- ▶ Asking the faster or smarter students to help the slower ones
- ▶ Students splitting up homework assignments, doing a small part & then sharing
- ▶ Group projects with a shared grade, with one person doing all the work
- ▶ A cop-out for professors who want to do less lecturing

The outline below includes a progression of collaborative/cooperative learning techniques that start with a 2-3 minute exercise included as part of a lecture and end with an exercise where students teach each other new material.

Advance Organizers

1. Plan your lecture around a series of questions. Before starting the lecture have pairs of students discuss what they already know about the concept and what they need to learn from the text and the lecture. (2-3 minutes)
2. Mindmapping. Have students work in groups to create a visual representation of the concept being learned. This should include the overall structure of the material indicating connections and relationships. This can be used at the beginning or end of a lecture. (5 minutes)

Breaks for Discussion

Plan breaks in the lecture after 15-20 minutes. Use small group discussions to apply lecture material. Have students create a summary, work through an application, react to something new, or create a mnemonic device to learn the material. Allow time for reporting results if possible. (5-10 minutes)

Problem Solving Sessions

Devote the last 10-15 minutes of class to group problem solving. Provide a challenging problem or a series of tasks to guide the students through the material. Circulate to each of the groups to monitor progress and get feedback on your presentation of the material. Allow time for reporting of results.

Jigsaw Strategy

To provide an alternative method of introducing new material and to create an interdependence among group members, try this approach. Divide the material to be learned into sections and give each member one part of the material. It is the charge of each member to determine how to best present his/her piece of the material so that it will be understood. It is the task of the group to learn all the assigned material and to put it together as a cohesive whole. If time allows, each group would share a representation of the material - mind map, outline, oral presentation, etc.

Johnson, Johnson, & Smith. Cooperative Learning: Increased College Faculty Instructional Productivity. ASHE-ERIC Higher Education, Report #4 (20.4): 2-28.

Newton, Fred. "The Stressed Student." About Campus (May/June 1998): 4-10.

Smyser, Bridget. [Http://www.wpl.edu/~lsg501/bridget.html](http://www.wpl.edu/~lsg501/bridget.html): 1-4

10 Tips for Creating and Maintaining a Successful Study Group:

By: Ruth Jones

Participating in a study group is a proven way to learn more in a course. In working together, everyone is involved in active learning and each participant is able to identify (and compensate for) areas of weakness. Regularly scheduled meetings with a study group helps eliminate the need to cram just before the test...

1. Choose the right group members. Look for students who are dedicated to doing well in the course.
2. Know what you want to achieve in your group. Make sure your goals are well-defined and that other students in the group share these goals.
3. Keep your group at a workable size. While a group can be as small as two, try not to form a group that is larger than five or six members.
4. Establish a regular meeting time that suits the schedule of all members.
5. Regulate the meeting schedule according to the needs of the group. Increase or decrease the number of meetings as the quarter progresses.
6. Meet in a place that is conducive to group studying.
7. To ensure that the group functions effectively, assign roles and responsibilities (such as facilitator or convener) to various members of the group.
8. At the beginning of each group meeting, take a few minutes to plan that meeting's study activities.
9. Vary the study activities from session to session to match the current learning needs of the group.
10. Summarize your accomplishments as a group at the end of each study session.

<p style="text-align: center;">How to Create a Study Group Workshop Thursday 9/23 01-2372</p>

LDC WORKSHOPS.... (These workshops are free to all RIT students)

Learning Style Workshops

Theory of Multiple Intelligences				
Overview - Visual/Spatial	W	9/29	12:00-1:00	01-3320
Bodily-Kinesthetic	W	10/6	12:00-1:00	01-3320
Musical Rhythmic	W	10/13	12:00-1:00	01-3320
Inter/Intrapersonal	W	10/20	12:00-1:00	01-3320
Mindmapping	M	10/4	12:00-1:00	01-3320
Infinity Walk				
Overview	R	10/21	12:00-1:00	01-3320
Practice	R	10/28	12:00-1:00	01-3320

Lunch 'n' Learning Series

(all Lunch 'n' Learning sessions run from 12:00-1:00 in room 01-2358)

Getting Organized	M	9/6	
Goal Setting for Study	R	9/9	
Increasing Motivation	M	9/13	
Surviving a Relationship Breakup*	T	9/14	
Effective Time Planning	R	9/16	
Attacking a Text	M	9/20	
Dealing with Grief and Loss*	T	9/21	
Techniques for Better Concentration	R	9/23	
Textmarking and Notemaking	M	9/27	
Depression and Its Impact on Academic Performance*	T	9/28	
Taking Good Lecture Notes	R	9/30	
Preparing for Exams	M	10/4 or R	10/21
Self-advocacy and Assertiveness in the Academic Setting*	T	10/5	
Studying Lecture Notes	R	10/7	
Memory Improvement	M	10/11 or R	10/28
Customizing Your Career Choice*	T	10/12	
Stress Management	R	10/14	
Stopping Procrastination	M	10/18	
Stress Management Through Yoga*	T	10/19	
Effective Test-taking	M	10/25	

* denotes sessions that are offered in collaboration with the Counseling Center

Contacts for the Workshops:

Learning Styles
Carla Katz CSKLDC
475-5296

Special Services
Marie Giardino MAGSPR
475-2833

Lunch 'n' Learning
Jane Munt JAMLDC
475-6947

Math
Karen Quinn KJOSPR
475-2833

MORE LDC WORKSHOPS....

Math

Tour of RIT's Math Support Resources	F	9/10	1:00-2:00	01-2378
Tour of RIT's Math Support Resources	W	9/15	11:00-12:00	01-2378
Calculus I Review *	T	9/14	12:00-1:00 or 4:00-5:30	01-2372
Calculus II Review *	W	9/15	12:00-1:00 or 4:00-5:30	01-2372
Math Tips for the TI Graphing Calculator	T	9/21	11:00-12:00	SAU M-2
How to Create a Study Group *	R	9/23	4:00-5:00	01-2372
OK Math: Overcoming Math Anxiety	W	9/29	11:00-12:00	SAU M-1
Classic Errors in Algebra *	R	9/30	4:00-5:00	01-2372
The Infinity Walk - Increasing Your Math Power	T	10/5	11:00-12:00	SAU M-2
Background Math You Must Have	W	10/13	11:00-12:00	SAU M-2
Using the Math Study Card System	T	10/19	11:00-12:00	SAU M-2
Solving Math Word Problems in 4 easy steps	W	10/27	11:00-12:00	SAU M-2
Why Calculus?!!	T	11/2	11:00-12:00	SAU M-2
Individualized Math Classes *	R 9/9 - W 11/10	9:00-10:00 or 10:00-11:00	01-2372	

* for info about these workshops contact Gail Gucker, 475-6944; for all others contact Karen Quinn, 475-2833

Special Services Workshops (open to all students)

Personal Development

Getting Connected/Learning Effective Networking	M	9/20	4:00-5:00	SAU M-2
Introduction to Tai Chi	M	9/27	4:00-5:00	SAU M-2
Getting Acquainted with the VAX	M	10/4	3:30-5:00	SAU M-2
Self-Advocacy - Secrets to Success	W	10/6	4:00-5:00	SAU M-1
Motivation - How to Discover & Develop It	M	10/11	4:00-5:00	SAU M-2
Creating Personal Wealth	M	11/1	4:00-5:00	SAU M-2
Ups and Downs	T	11/2	4:00-5:00	SAU M-2

Career Seminars

Graduate School - Why Not?	W	9/22	4:00-5:00	SAU M-1
Career Seminar #1: Job Search and Resume Writing	M	10/18	4:00-5:00	COOP Office
Career Seminar #2: The Corporate Challenge	M	10/25	4:00-5:00	B & L

Academic Skills

Academic Power: Time Management	R	9/30	1:00-2:00	SAU M-2
Textbook Reading Seminar	R	10/14	1:00-2:30	TBA
Academic Power: Lecture Notetaking	R	10/21	1:00-2:00	SAU M-2
Academic Power: Test Prep. & Test-taking	R	10/28	1:00-2:00	SAU M-2
Final Exam Tips and Treats	W	11/10	9:00-12:00	OSS Office

Contacts for other LDC Programs:

College Program
Wick Smith JWSLDC
475-6941

Higher Education Opportunity Program
Linda Meyer LLMHEO
475-2221

Disability Services
Pamela Lloyd PALLDC
Voice: 475-7804; TTY 475-7804

Academic Accommodations
Dottie Hicks DLHLDC
475-2023

PROFILES....

Disability Services Coordinator's Office (DSCO)

Disability Services is the first step for students with a disability who require accommodations in housing, classroom environment, or academics (such as testing modifications, notetakers, or textbooks on tape). The coordinator reviews disability documentation in consideration of a student's request, and then determines and approves appropriate accommodations. Students receiving academic accommodations co-sign a Notice of Accommodation (NOA) letter at the beginning of each academic year, and distribute copies to faculty at the beginning of each quarter. Housing accommodations are provided via Residence Life, upon approval from the Disability Services Coordinator.

Pamela Lloyd, DSCO Coordinator, serves as the leader in developing policies consistent with ADA and works with students to approve accommodations. Pam has been in the field of human services for 19 years and has held a variety of positions including VR counselor, Executive Director of an Independent Living program, Program Manager for a Deaf and Deaf Blind service center, and College Instructor at New York University and Dekalb College.



Kathy Crouse, Interpreter/Assistant has 15 years personal and professional experience in the field of disability services. The mother of a child with multiple disabilities, she is a graduate of NTID, and served 5 years as Executive Assistant/Staff Interpreter/ADA Employment Specialist at the Rochester Center for Independent Living. Since joining RIT in the fall of 1998, she has much enjoyed assisting Pamela in serving as a resource to students, parents, faculty and staff.



Academic Accommodations Office (AAO)

AAO provides academic support in a variety of ways for RIT students with disabilities. There are three major areas of support to assist these students to successfully complete their studies at RIT: note taking, extended test time and text on tape.

Our office works cooperatively with NTID note taking service when our students are enrolled in an NTID supported course.

Dottie Hicks, Coordinator of AAO, has been an employee of RIT for 27 years in a variety of positions and knows the ins and outs of the Institute. This knowledge allows her to assist students in becoming better advocates for themselves.



Kristy Ann Mooney, Assistant to the AAO Coordinator, is a 4th year Psychology major and will be working with AAO for Summer and Fall Quarters. After graduation, Kristy will be pursuing a degree in Higher Education Administration.

LDC Walk-in Lab Hours....



Math Lab

Monday	10:00 am - 7:00 pm
Tuesday	10:00 am - 9:00 pm
Wednesday	10:00 am - 9:00 pm
Thursday	10:00 am - 4:00 pm
Friday	10:00 am - 2:00 pm

What the Math Lab can do for you:

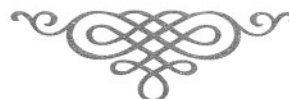
Can help with questions from:
 homework
 lecture notes
 textbook
 practice quizzes and tests

(But we can't help with take-home quizzes or tests, and questions not from your text.)



Writing Lab

Monday	9:30 am - 12:00 pm 1:00 pm - 4:00 pm
Tuesday	9:30 am - 12:00 pm 1:00 pm - 7:00 pm
Wednesday	9:30 am - 12:00 pm 1:00 pm - 7:00 pm
Thursday	9:30 am - 12:00 pm 1:00 pm - 7:00 pm
Friday	9:30 am - 12:00 pm



What the Writing Lab can do for you:

Writing instructors work with students at every stage of the writing process.

Students come to the lab to practice for the English Composition Exit Exam or to seek help writing papers, research projects or resumes/cover letters.

Instructors will not work with ungraded papers for English Composition or take-home exams.

Instructors will read up to five pages of a Master's thesis for structural and mechanical errors.

A computer is available for students working with an LDC writing instructor.

Web Resources on Collaborative/Cooperative Learning...

Compiled by Karen Quinn

<http://darkwing.uoregon.edu/~tep/index.html>

Home page - University of Oregon's Teaching Effectiveness Program. Print out a copy of their very informative and readable newsletter, "Lizard" (Laser Insights Zany Alternatives Riveting Dialogues) Winter issue Lizard 47, 8 pages

<http://darkwing.uoregon.edu/~tep/ideas/groups.html>

Johnson and Johnson's 12 tips on Cooperative Learning, 1 page

<http://www.virginia.edu/~trc/tccoop.htm>

University of Virginia - "Teaching Concerns: Cooperative/Collaborative Learning" includes tips and essentials of cooperative learning, 1 page

Altavista search identified - "Tomorrow's Professor Listserv", 4 pages. To subscribe send the message (subscribe tomorrows-professor) to : Majordomo@lists.stanford.edu

<http://www.lgu.ac.uk/deliberations/collab.learning/>

"A Definition of Collaborative versus Cooperative Learning" by Ted Panitz, 1 page

<http://ghurrell.mtx.net/docs/cooperative.html>

Description of the uses and purposes of collaborative and cooperative learning for a Studies of Society and Environment (SOSE) classroom, 3 pages

<http://clee2.vuse.vanderbilt.edu/alnweb/magazine/issue1/sener/coopiring.htm>

"Collaborative Learning/Cooperative Learning" - definition and relevance, 1 page

<http://www.wpl.edu/~lsg501/bridget.html>

"Active and Cooperative Learning", Bridget Smyser, - What it is and is not, task design, lecture tips and tricks, 10 things a teacher can do to spice up a lecture, 4 pages

<http://www.ntif.com/html/lib/bib/92-2dig.htm>

Illinois State University, Center for the Advancement of Teaching - List of 21 articles on Cooperative learning: Increasing College faculty Instructional Productivity, 1 page
also, same site - learn about the National Teaching & Learning Forum, 2 pages

<http://www.ntif.com/html/lib/bib/digests.htm>

ERIC Higher Education Digest - List of 20 articles on Active Learning, Cooperative Learning, etc., 2 pages

http://imctwo.csu Hayward.edu/faculty_dev/weblinks.html

www Links on Teaching/Learning, Collaborative/Cooperative Learning, 5 pages

<http://reach.ucf.edu/~fctl/research/methods.html#collaborative>

University of Central Florida's Faculty center for teaching & Learning - List of articles on Methods & Approaches...Collaborative, Cooperative, Discovery Based, Active/Engaged, and Problem Based Learning

http://tccfa.unige.ch/tecfa/research/CMC/colla/iccai95_14.html

"The Conditions for Effective Collaborative Learning", 4 pages