

The Evening Weekend News

A Newsletter for Montgomery College Part-Time Faculty

Produced by the Rockville Campus Evening Weekend Office

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The Macklin Business Institute Program

The Highlight of My Week

By Linda Youngentob



Montgomery College SIFE Regional Champion Team



Linda Youngentob

It is 1 pm on Wednesday and time for the weekly MBI Honors seminar. Walking into HU009, I am greeted by twenty four smiling faces ready for a new challenge. What is on the agenda for today?...setting the price and sales strategy for the reusable biodegradable mugs to be sold on campus as a fundraiser, the progress of the used shoe collection project at local high schools for the non-profit Walk in My Shoes, a final run through of the presentation to be used at the Students in Free Enterprise competition, a discussion with guest speaker, Edward Woods, President and CEO of local high tech success story, Terp-Sys, a factory tour field trip to the Drink More Water bottling plant, or a career planning seminar with career coach Amy Glekgen, President of Next Game Plan? These are just a few examples of the meaningful learning experiences that take place at MBI every Wednesday afternoon.

Gordon Macklin, the founder of the NASDAQ stock exchange, had a powerful vision when he provided the funding to create the Gordon and Marilyn Macklin Business Institute (MBI) at Montgomery College in 1999. Today, the Macklin Business Institute is exceeding all expectations.

Students can apply to this honors program either as a freshman for a two-year program, or as a sophomore for a one-year program. It attracts students with outstanding potential who are interested in pursuing a career in business. As well as a rigorous academic core curriculum, MBI provides high quality, hands-on and innovative learning and leadership opportunities in both the business and non-profit worlds. One of the major benefits of the program is scholarship assistance (up to 15 credits per semester for two years). These scholarships are not funded through the MC operating budget, but through gifts made to the Macklin Endowment and Macklin Scholarship funds. These gifts include over \$2 million from Gordon and Marilyn Macklin, \$250,000 donated by Lockheed Martin in the Macklins' name, and \$400,000 from the NASDAQ OMX Educational Foundation (MC is the only 2 year college supported by NASDAQ). Also, Sandy Spring Bank and Aronson & Company have committed to funding scholarships over the next four years.

In addition to the financial assistance, there are other

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The Macklin Business Institute Program

The Highlight of My Week

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important benefits of being an MBI student. MBI opens up important opportunities such as:

- Transfers to top business schools
- Experiential learning through the MBI Café and volunteer work in the community
- Award winning record in national and regional business competitions
- Leadership and team building training
- Mentoring with local business leaders and faculty members
- Internship possibilities
- Transfer scholarship opportunities
- Use of a laptop while attending MC

This year's diverse class is made up of 8 freshman, and 16 sophomores, ranging in age from 17 to 31. Besides taking the core honors classes that are required for MBI business majors, the students meet weekly to work on their vast array of community service projects, interact with guest speakers, and learn life skills such as time management and how to navigate the college transfer and scholarship application process. The students also participate in service learning hours by running the MBI Café without pay. Each student does a rotation on the different MBI Café management teams, such as Marketing, Operations, and Accounting. The profits from the MBI Café are used for scholarships and to fund the successful track record that the MBI students have had in the Students in Free Enterprise (SIFE) Competition. This year, for the fourth year in a row, the MC SIFE team was named a SIFE Regional Champion.

One way to measure the success of the program is on the results of their transfer college acceptances. Colleges love MBI students. They have a proven track record of being smart, highly motivated, well rounded, and actively engaged in their college community. MBI honors students have attended American University, Columbia University, Cornell University, George Washington University, Georgetown University, John Hopkins University, New York University, University of Maryland Smith School of Business, University of Michigan, University of North Carolina at Chapel Hill, University of Texas – Austin, University of Virginia, and Washington University in St. Louis. Among the many MBI graduates' success stories is that of a MBI Class of 2006 graduate who transferred to Georgetown University's McDonough School of Business, where he was named Valedictorian of his graduating class.



A Microloan project student in an elementary school

Please encourage your students with an interest in business to apply to this program. The deadline for the sophomore program is April 30, 2010. Applications for the 2011-2013 two year freshman program will be available in September 2010. For more information about the program, please visit the MBI website at

<http://www.montgomerycollege.edu/Departments/macbus/sbhp.html>

Personally, from my point of view as an adjunct professor, I have loved my work with these students. I am able to build mentoring relationships with incredible students over a two year period rather than just for a semester. I feel like I have a home at MC where I can really make a difference in these students' lives. I can't wait until next Wednesday!

Editor's note: Macklin Students will be appearing on Jay Zawatsky's "Need to Know" radio show on 570 AM. The segment will air on Saturday, May 22 from 8:00 am – 9:00 am. Jay is a part-time Professor in the Rockville Business Department.

Starbucks on campus???

Campus Center.

Enjoy our new cold Cherry

Mocha.



M B I Café

CTL and MC Faculty Collaborative Partnership

Sharing That Fosters Scholarship and Best Practices in Teaching and Learning

Joseph Nwoye



Dr. Nwoye

The Center for Teaching and Learning is the organ of Montgomery College that is responsible for faculty professional development. In accordance with this responsibility, CTL instructional designers are working with faculty members in various capacities to promote pedagogical practices that are consistent with the best practices in teaching and learning. Additionally, CTL has partnered with faculty associates to provide workshops on pedagogy, diversity, service learning, and instructional technology. Part of the CTL's vision is to foster a professional development program that extends beyond mere support for teachers' acquisition of new skills or knowledge, but more importantly, provides an inviting, inquiry driven exchange forum for MC faculty to reflect critically on their teaching practices.

Faculty Discussion Group is the most recent collaborative initiative between faculty and CTL instructional designers. This program is based on the tenant that the fundamentals of effective teaching lie in the teachers' understanding and the ability to see complex issues from various perspectives. This includes the pedagogical know-how necessary to make CTL's vision a reality.

The professional development envisioned here involves teachers both as learners and as facilitators while providing opportunities for reflection that allow participants to learn from one another. Some of the issues participants explore are enumerated below:

1. Peer engagement in the development of course objectives, informal and formal assessments, and post lesson reflection
2. Action research sharing that includes inquiry, reflection, and exchange of instructional strategies with peers

3. Discussion on diversity issues and implications for teaching and learning.

In addition to the Faculty Discussion Group, CTL is initiating a new program that will support faculty scholarship in a way that will address individual as well as group needs. These initiatives will give participants the opportunity to share examples of the best practices in teaching and learning with their colleagues. The idea of such sharing is to enable members to replicate what works while learning to avoid making mistakes others have made.

In our effort to ensure true collegial professional development for this program at Montgomery College, participants will meet either on line or at a designated location to decide on issues to tackle at each meeting. The forum will serve and certainly provide participants, especially those driven by the hunger for collegiality and professional development at MC. The idea is to create a forum where members can freely share their work while encouraging other members to examine their teaching practices and the impact on students' learning while learning from their peers. Below are a couple of examples that point to the individual's as well as collective benefit of the new initiatives to participants.

In the arena of Teaching and Learning Discussions: Members meet once a month at the CTL's office to discuss issues associated with teaching and learning. The gathering provides members the opportunity to share research based articles on best teaching and learning practices such as, Educational Leadership articles on assessment and how assessment could foster effective teaching and learning for the MC learning communities. This gathering has proven to be effective in the promotion of collegial work among faculty in ways that are impacting our students very positively. At one of the meetings the following example was shared between colleagues,

Criteria for Electronic Evaluation of Student's Work

Criteria for electronic evaluation of the project will include among others:

The quantity and more importantly, the quality of individual's research contributions, sharing with members and posting such contributions to MYMC discussion board/WebCt in a manner that convinces group members of the significance of their work towards achievement of the course objectives and completion of the course assignments. Your research and the significance of your contribution to teaching and learning must be posted on MYMC/WebCt.

Below are the criteria for individual and group evaluation:

1. Students' ability to use their research to educate all other members of the group about the subject and relevancy to the course.
2. Evidence of student's interest via questions and clarifications of any issue peers may raise via questions on a subject.

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CTL and MC Faculty Collaborative Partnership

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3. Evidence of participants working as team players – performing all group and class assigned duties, such as, researching and sharing information, balancing listening and speaking well, collaborating and cooperating with team members, considering all viewpoints and doing assigned work without being reminded (or having to make excuses).

At another meeting, a faculty member spoke on the importance of using guest “expert” speakers. She shared that for her class she invites guest speakers to discuss on various issues pertinent the class topics. Guest speakers allow students to hear multiple perspectives of the material they read about in texts or listen to in class lectures which ignites critical thinking as students relate the information to their real world situations. Clearly, these activities provide participants with the opportunity to not only discuss topics of interest and share examples of materials they use in their classroom but, also provide members with feedback that appears to be helpful in their professional work. Members of the teaching and learning discussion group work collaboratively and support faculty that are interested in meeting and

discussing a particular subject area.

Clearly, participants learn, help one another, and above all utilize what they are learning to promote effective teaching and learning in their classes. These new initiatives are consistent with the CTL’s mission to encourage faculty to use sound pedagogical practices; therefore, CTL’s partnership with faculty is crystallizing a sustained teaching technique that supports meaningful learning for MC learners. Participants’ commitment to professional development includes promoting other college initiatives such as the provision of technological training tools aimed at fostering students’ learning. CTL is therefore extending invitations to all those who may be interested in joining to contact Dr. Joseph Nwoye (Joseph.nwoye@montgomerycollege.edu) for more information on how to become a part of this new peer professional development initiative. The program will foster faculty collegial scholarship with focus on utilizing and sharing individual’s action research and scholarship that will address faculty individual as well as group needs.

Copy Hotline Marcia Braunstein

We all face questions of intellectual property. What is fair use as it applies to what we do? What can we copy or show in class, under what conditions, how often? Is distance different? When do we need the rights to published work? How do we get them? Who owns our handouts?

All of these questions and more have come up in my department, just in the last month. In order to help us ...

- teach and work with respect for the intellectual property of others
- model the highest ethical standards of scholarship for our students

... we have created the **Copyright Hotline** -- an email support with real experts behind it to answer your specific and practical questions about fair use in the work you do. Email copyright.hotline@montgomerycollege.edu or just <copyright hotline> on Outlook and you will hear back about your case within two business days.

The Copyright Hotline is one of several projects to enable **Academic Integrity** at Montgomery College. It is a project of the **AIRS (Academic Integrity in Research and Scholarship) Committee at MC**. AIRS is concerned with the many dimension of Academic Integrity -- in students' work and in the work of all of us at the college.

AIRS is looking for committed part-timers to contribute to the development of our projects. If promoting Academic Integrity at MC interests you, please email Marcia Bronstein.

IMPORTANT DATES

May 10-16	Exam Week/Final Week of Classes
May 21	Graduation
May 31	Memorial Day/College closed
June 1	Summer Session I begins
June 21	Midsummer session classes begin
July 5	Independence Day observed
July 12	Summer session II classes begin
August 20	Official end of summer sessions



Brave New World of Reading, Writing, Teaching

Caleb Kriesberg

Takoma Park

This composition may soon be outdated.

But some of it may stay current longer than the URL it mentions. In good pedagogy, I believe in meeting the students where they are. I am a bit concerned about where we teachers are, because of where people's thinking, reading, and writing are going. The new technologies are in some ways making it more difficult, not less, for our students to write well.

I have taught reading and writing classes at the College for almost a decade, and now am teaching history here. In this time I have observed some decline in writing ability among the students, and in the number of pages students think they should read.

The College does a superb job of helping us teachers meet the students where they are in advanced technology. I recommend the upcoming "Teaching Our Digital Natives" with the Center for Teaching and Learning. I have benefited from CTL classes for My MC course tools and wikis, and have successfully completed a week of training on distance teaching with Web CT.

I invite you to check out my interdisciplinary course related page that the Library system helped me create -- http://libguides.montgomerycollege.edu/HS201_KriesbergR -- and please tell me if you might contribute readings and writing tools to the wiki I am building!

Unfortunately, there is anecdotal and scientific evidence that the use of some current technologies – web surfing, e-mailing, instant messaging, tweeting – changes the way our brains function, decreasing attention span for academic reading and writing (Agger, Carr, De Vise, Knowlton, Rosen R.) This makes it more difficult for student learners to reach the academic goals we set for them, such as responding satisfactorily to essay-writing prompts (some of which would challenge us teachers).

The relentless, new technology affects all our communication (Stone), including that outside academe. Reports are that books themselves may soon be obsolescent (Shaer, Wright).

Sending e-mail to students may not be enough to reach them, now, because the student population is increasingly transitioning from e-mail to instant messaging.

As in many aspects of education, influences affect the students before the students come to us. But if students in college must demonstrate and appreciate reading and writing essay-length texts, at least, and recognize others who have done so, and if evolving technology makes such practice increasingly alien to students, what should we do?

There are advantages to the new information and communication technology (Cowen, Dertouzos), but they may be largely irrelevant for this discussion. The issue is how we as teachers can address the disadvantages the technology presents for our learners in their reading and writing assignments (De Vise, Knowlton).

Some problems with the decline or loss of traditional book format that I have not seen listed before:

- As narrative fiction tends toward hand-held electronic devices, illustrations and links tend toward the interactive, and this may reduce the need or activity of the reader's imagination. Already the youthful public may be viewing film versions of such masterpieces as Carroll's *Alice in Wonderland* or Tolkien's *Lord of the Ring* before reading the texts completely, if they ever read them (Rosen C.).
- Electronic devices do not allow us to distinguish easily between tomes and pamphlets: readers do not see how much time or work went into making a text by the original author.

Some responses for teachers in meeting academic goals?

- I applaud Writing Across the Curriculum. When teachers of varied disciplines require that students research and write, it is surely helpful for students learning these skills.
- It might be useful for many of us to see our role at times as reading teachers. We can assign lengthy passages, break them into sections for class discussion, and have quizzes on reading comprehension.
- We should maintain our standards, and think not only how we can connect with students using the wonders and inevitability of technology, but also how, given the losses created by the technology, we can help students standards.

A last story, concerning religion: In Jewish observance, on a weekly basis, many children and adults in synagogues

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Brave New World of Reading, Writing, Teaching

Continued

(the Yiddish word for this means “school”) read from scrolls, an ancient, obsolete mode of preserving and transmitting text. Other participants follow along with books. At the end of the year, when the scroll reading is finished, there is a party, and the scroll is rolled to begin again. But these readers and listeners also may enjoy using MP4, or, sometimes in the middle of the religious service, rush out of the room to answer the summons of a blackberry.

There may be comparable experiences of traditional reading in other religious faiths. I am sure that clergy and worshippers, whatever their religion or technological expertise, will not soon pray and sing from hand-held electronic devices. Sacred texts are often lengthy and call for commitment. So through a background in religion, college students may already have the experience or habit of reading books.

It is possible to live with both new and old information technology. As we keep current with students in academe, we should not suffer students to abandon altogether the lengthy readings, nor the books.

Editor's note: In commemoration of the American Civil War Sesquicentennial, Professor Kriesberg conducted a walking tour of historic people, places, and events around the Silver Spring/Takoma Park Campus on April 28.

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Reminder: Montgomery College has a group online subscription to *Distance Education Report*, *Online Classroom* & *The Teaching Professor*

These electronic newsletters provide the information faculty, deans, chairs, and other academic decision-makers use for effective leadership within their colleges or departments and fulfill their institutions primary missions of teaching and scholarship.

You can go directly to these titles from the library's databases links such as <http://www.montgomerycollege.edu/library/fulltextremote.htm#Teacher> OR

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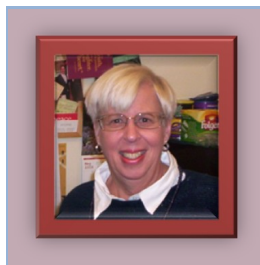
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News from the Germantown Campus



Bette Petrides



Sally McClean



Salvatore Lazzari

Professor Sally McClean, a part-time English instructor since 2000, set up the Philip McClean Memorial Foundation in honor of her late husband who taught Math part-time on the Germantown Campus. The idea for a foundation grew out of Sally's work with the Germantown Part-time Faculty Committee and funds adjunct activities in Germantown. The fund is managed by Katherine Michaelian; any donations can be made through her office.

There were two more lectures in our series "Adjunct Faculty Presents" series this semester. " In April, Salvatore Lazzari gave a wonderful talk, along with a tasting of food from his Sicilian heritage as well as his work as a professional economist. In May Bette Petrides presented "...Or Why Trees Aren't Carrots".

The entire Germantown Part-Time Committee wants to thank Esat Atikkan who has organized the lecture series this year.

Part-time Faculty Survey – Please participate!

If you are a part-time faculty member here at Montgomery College, credit and/or non-credit, you are encouraged to participate in a state-wide survey that will gather information about your professional development needs and resources. As a matter of fact, if you teach part-time at any Maryland college or university, no matter what position you hold here at Montgomery College, you are encouraged to participate. This on-line survey is being conducted during April by the Maryland Consortium of Adjunct Faculty Professional Development (MCAPD). It is a follow-up to a survey conducted by MCAPD in 2005-2006, the results of which led directly to the creation of MCAPD's state-wide part-time faculty professional development conferences held each fall since 2007. Many MC faculty, staff, and administrators have attended and presented at these conferences over the years. Results from this survey will be shared with participating colleges across the state and will be particularly useful here at Montgomery College.

Your participation is voluntary, but can provide very important and helpful information. For that reason, you are strongly encouraged to take the survey. The survey takes only about 10 minutes to complete and your answers will be anonymous. If you choose to participate in the survey, please use the following web address to begin:

http://www.surveymonkey.com/s.aspx?sm=ixAsa0injphwfxN_2bKuBYRA_3d_3d

If you teach at more than one Maryland college or if you attended last year's conference, you may be asked by several different entities to participate in the survey. **Please take the survey only once** – it is designed to capture relevant information about each institution and report it appropriately.

If you have any questions, please contact Don Smith at don.smith@montgomerycollege.edu.

If you would like to know more about MCAPD or the fall professional development conferences, please check out the MCAPD website:

<http://ola.aacc.edu/mcapd/>

Thank you for your participation.

Don Smith

Director, Evening/Weekend Office

Rockville Campus

MC Representative to MCAPD

5th Annual Rockville Part-time Faculty Appreciation Reception

