



**Joliet Jr. College's Faculty's  
First-Ever Annual  
Student Learning  
Extravaganza Extraordinaire!  
Thursday, Feb. 11th**

9:00-10:00      Kick-off Coffee Hour of Much Enthusiasm (Bridge)  
 10:00– noon      Sessions in various places noted below  
 Noon-1:00      Luncheon of Learning and Pizza (J0006)

Concurrent Sessions	D2001	T1000	T1001
10:00-10:30	So You Think You're Not Teaching Critical Thinking? Or Incorporating Critical Thinking Through Writing  Beth Padden	Memory as a Way of Doing  Andy Neil	What is with These General Education Outcomes?  Kristin LaTour
10:45-11:15	Podcasting Lectures  Kathy Wolz	Assessing Students in Technical Areas (Roundtable Discussion) Anne Gean And Margaret Semmer	Moving On, How do General Education Outcomes Affect Me?  Kristin LaTour
11:30-noon	Assessing Group Processes in Academic Intervention & Retention  Sandy Baker-McKeon	Student-led Assessment  Wayne Gawlick	Meet the New Assessment Coordinator!  Kristin LaTour and Kristin Ciesemier

Bill Yarrow will also offer Techniques of Electronic Grading in C-2015 at 2:00

10:00-10:30

**D2001**

So You Think You're Not Teaching  
Critical Thinking?  
Or  
Incorporating Critical Thinking Through  
Writing

Beth Padden

Like other introductory courses, in a world language course, we often spend a lot of time on basic skills such as recall and description. However, by activating students' background knowledge and making connections with other subjects through the writing process, it is possible to include critical thinking in courses at all levels. My students begin writing mini- (or should I say micro-?) essays right away. Although the essays usually begin at about 100 words, they still follow the process of creating a formal essay. By focusing on the process on a much smaller scale, students are able to see in detail the skills that they can then apply to their writing and thinking in any language. This can be adjusted for a variety of contexts and is useful whenever the goal is to get students to think about a topic, organize their thoughts, and produce an argument.

**T1000**

Memory as a Way of Doing  
Andy Neil

Last semester I introduced my biology students, perhaps for the first time, to seven mnemonic devices. I emphasized the utility of using mnemonic devices in producing meaningful relationships among the material to be learned. I urged my students to get outrageously creative with the mnemonic so that strong memorable cues are produced in the brain so that recall is improved. Come learn about my success with this teaching strategy and how I continue to use and evaluate this method.

(You might want to read Andy's article on his research on mnemonic devices in the last issue of the Student Learning Committee Newsletter, available on our website.)

**T1001**

What is with These General  
Education Outcomes?

Kristin LaTour

Last spring, in 2009, JJC's Academy Team developed a draft of general education outcomes, and asked all faculty and staff for their input. After revising the draft, the outcomes were passed on to the Curriculum Committee, and put into place. What are general education outcomes? Why are they needed? This presentation will focus on these questions, and hopefully answer other questions you may have.

This session is tied to the second session, "Moving On," but you don't have to attend both stand-alone presentations. Attend either one or both!

10:45-11:15

**D2001**

Podcasting Lectures

Kathy Wolz

The primary benefit of podcasting for educators is quite simple. It enables teachers to reach students through a medium that is part of their daily lives. The technology only requires a computer, microphone and internet connection. Podcasting has the capacity of advancing a student's education beyond the classroom walls. Education becomes flexible, available on demand and learner controlled.

But what are the benefits to the students? How is his enhancing student learning? Data has been collected for the last 4 semesters on the benefits of podcasting nursing lectures. The results have been surprising. Many skeptics believed that podcasting lectures would decrease the number of students who attend class. Surprisingly this did not happen. The actual classroom attendance increased from previous semesters. The students came to class better prepared to discuss and apply the information.

**T1000**

Assessing Students in  
Technical Areas  
(Roundtable Discussion)

Anne Gean  
and Margaret Semmer

How does assessing student learning in a technical and career education areas work? What methods can be used? What role does specialized accreditation (like nursing and automotive departments have) play with assessment of student learning for HLC?

Come participate in a discussion to share your wisdom, or ask some questions. If more time is needed, we'll make a list and have them addressed in upcoming Student Learning Committee newsletters.

**T1001**

Moving On, How do General  
Education Outcomes  
Affect Me?

Kristin LaTour

This is the second part of the first presentation on general education outcomes. Once we understand what general education outcomes are and why we need them, the next logical questions are: How will they affect me and my teaching? How are they going to be used? Why do I need to know about them? We'll address these questions in this presentation. You do not have to attend the first session to get something out of this one.

11:30-noon

**D2001**

Assessing Group Processes in  
Academic  
Intervention & Retention

Sandy Baker-McKeon

When JJC revised the Academic Standards of Progress Policy in 2005, it was important to focus on intervention processes to maximize student academic success and retention for those students placed on academic probation. Because of limited counseling staff and growing numbers of students, it was decided to pilot a group process to help these at-risk students identify barriers to academic success and develop a plan to eliminate these barriers. The JJC Counselor engaged these students to voluntarily discuss reasons for poor academic performance, and learn of ways to change their environment and attitude toward achievement of good academic performance. Plans of Resolution are completed, and Counselors provide recommended course schedules for the following semester. These students are restricted from self-registration, so the group is mandatory for continued enrollment. AP Group students are asked to complete an anonymous qualitative evaluation of the workshop. This assessment is tracked for workshop revisions.

**T1000**

Student-led Assessment

Wayne Gawlick

This presentation, modified from a previous presentation, is reflecting on a new concept: Assessment in reverse. Since it's a student-led assessment, data is gathered *before* the content is presented in class. The instructor uses the data to modify the presentation to fit the needs of the particular section (if teaching more than one section of the course material). In essence, the students' data becomes the focus of the lecture.

**T1001**

Meet the New Assessment  
Coordinator!

Kristin LaTour  
and  
Kristin Ciesemier

Kristin LaTour, a member of the English Department faculty and chair of the Student Learning Committee, will introduce our new Assessment Coordinator, Kristin Ciesemier. Come meet her and learn how she can help departments in assessment efforts, and what her role will be as our first full-time assessment coordinator.