2019 Community College Research Grant
Faculty Development Workshop

Panel Abstracts:

The Pursuit of Research in Disciplinary Teaching and Learning
Tara Coleman (LAGCC), Maria Entezari, (LAGCC), Eric Hoffman (LAGCC) & Michele Piso Manoukian (LAGCC)

In his seminal text, Scholarship Reconsidered (1990), Ernest Boyer, former president of the Carnegie Foundation on Teaching and Learning, challenged the academy to include inquiry into classroom teaching as a valued category of scholarly endeavor. Equal in rigor and consequence to the traditional discovery model, the scholarship of teaching and learning (SoTL) has gained momentum across national and international campuses, outdistancing skeptics and achieving institutional recognition (see attached list of SoTL-engaged institutions).Coinciding with SoTL’s rise are shifts in the perceptions and demographics of higher education, a collapse of trust in public institutions, and the urgency of the completion agenda. At the epicenter of these challenges are community colleges and new majority students. In “The Urgency of Now,” Martin Kolb, et al. assert that “granted access to community college, all 21st century community college students need uncompromised support” (italics added). For faculty interested in creating new knowledge about classroom, programmatic, or institutional interventions, SoTL provides a method of systematic and evidence-based inquiry, publicly shared, reliably measured, and aimed at improving the engagement and learning outcomes of the most vulnerable students.

Offered by LaGuardia faculty and directors of the LaGuardia Center for Teaching and Learning, this workshop welcomes those interested in securing funding to investigate a question or hypothesis, pursue a promising idea or strategy, or deepen a previously initiated project in effective teaching and learning. Topics covered include:

• The Scholarship of Teaching and Learning (SoTL) as mission and practice;
• The virtuous cycle of classroom teaching and learning inquiry;
• Examples of SoTL inquiries and processes;
• Data collection;
• The benefits of SoTL as part of promotion and tenure process;
• Relevant journals and conferences for research dissemination; and
• Grant-funded opportunities.

Are your students really interested in STEM research? The problem of the mindset
Maryam Bamshad (Lehman)

Critical thinking and skepticism are cornerstones of scientific literacy and research as well as everyday decision making. In this interactive workshop, the faculty will first explore some of the reasons why the mind may resist this mode of thought that can impact students’ motivation to meaningfully engage in STEM research. The faculty will then learn of new goal achievement mind theories that can leverage students’ strong academic goals to train their minds for deliberating critically and for teaching the power of research in problem solving.

Integrating Research into the Classroom Across Disciplines
Holly Porter-Morgan (LAGCC) & Sharon Avni (BMCC)

Integrating authentic research experiences into the classroom is a way of broadening participation in undergraduate research across disciplines. The use of this high-impact practice will be discussed in the context of the sciences and the humanities. Issues related to student learning and other outcomes assessments will be explored. Participants are invited to bring to the discussion ideas for integrating their own research into their classes.
Evolution and Pedagogical Impact of OER at CUNY

Emral Devany (KBCC), Shawna Brandle (KBCC), Ann Fiddler (CUNY Central), Stacy Katz (Lehman), Andrew McKinney (CUNY Central), Dhipinder Walia (Lehman) & Mari Watanabe (CUNY Central)

In addition to the significant and much needed cost savings for students, evidence suggests that OER contributes to student success, increasing retention and completion. Initial results indicate that OER have the potential to impact student success not just through cost savings, but also through their pedagogical richness. Many faculty don’t just replace the commercial textbook with an open textbook, they also expand the materials they use incorporating more current and diverse sources with targeted social relevance. Participants on this panel will discuss how using OER has transformed their teaching and share best practices for moving forward with the movement.