

UWT-CTC Partnership Project
Winter Quarter Joint Faculty Meeting

May 21, 2010

Attendees:

Alice Few, UWT Institutional Research

Beth Jeffrey, UWT

Carole Svensson, UWT Library

Donald Chinn, UWT

Dondi Hanson, Olympic

George Mobus, UWT

Jae Hyeuk Suk, GRCC

Janet Ash, GRCC

Jeff Weiss, TCC

John Staneff, Pierce

Josh Tenenberg, UWT

Matt Alden, UWT

Menaka Abraham, CPTC & UWT

Michael Panitz, Cascadia

Orlando Baiocchi, UWT

Richard Hoagland, SPSCC

Ron Davidson, HCC

Sam Chung, UWT

Serin Anderson, UWT Library

Steve Kollmansberger, SPSCC

Tina Ostrander, HCC

Yan Bai, UWT

Notes prepared by Julie Jacob, Liaison to SBCTC from UWT-CTC Partnership Project

Reports and Updates

Orlando Baiocchi, Director of the Institute for Technology, reported the Institute hiring for Fall Quarter is expected in 2010-2011. He also noted that enrollments are increasing.

Most of the colleges reported high enrollments. *Steve Kollmansberger* said he is reading "What the Best College Teachers Do" by Ken Bain <http://www.amazon.com/What-Best-College-Teachers-Do/dp/0674013255> *Josh Tenenberg* reported he is on the ACM Council and has an interest in seeing high school computer science adopted as part of STEM (Science, Technology, Engineering, and Mathematics). *Julie Jacob* asked that anyone interested in a Fellowship for 2010-2011 contact her. *Richard Hoagland* said he is teaching online, hybrid, and seated, and would like to talk about this. *Menaka Abraham* teaches at CPTC and UWT and is interested in talking about articulation to the new

ITS program; she is also interested in following Washington State Bill 6359, to eliminate inefficiencies – she suggests faculty keep abreast of this legislation.

Video Games and Learning – Using Gaming Pedagogy in the Classroom by Carole Svensson & Serin Anderson, UWT Library

Videos get the inexperienced participant from A to B effortlessly. How do video games teach the user how to play?

Research suggests that 97% of youth play some type of video game. Approximately 53% of adults are also playing video games.

How can we talk about games and their implications for the classroom?



Consider differences between Warcraft (one example of a video game) and the classroom:

With Warcraft, if you die, you try again (you learn from your failure) WHEREAS in the classroom, you get an “F” or “0” when you fail and there might not be a re-take option (there should be ways to fail and then finally succeed).

With Warcraft you know what the specific objective is, so you are motivated to persist WHEREAS in the classroom, students might not know the specific objective(s), therefore they may lose motivation.

Suggestion: actually ‘doing’ something is more of a learning experience than is listening. So, first give student 15 minutes to do something – some will fail. Then you can later get them engaged in learning how to avoid failing.

With Warcraft, conventions (map, status, basic skill content, where to get information) is easy to find and easy to learn WHEREAS in the classroom, syllabus, tests, quizzes, language of a particular discipline, jargon are some of the conventions, but these are not always understood by all students.

Suggestion: Frame a topic with student language, and then provide a transition for students to learn new conventions and language.

With Warcraft, you need to collaborate and learn through mentorship (two players are rewarded when they work together) WHEREAS in the classroom, students might not collaborate (or they don’t want to). When you have team exercises, you might first identify the skills needed to complete the project. Then have students identify their skill sets (self-evaluation). Next have them select people to be on their team, based on the needed skills and what each has to offer. Students need to know why they are doing what they are doing (objective). If teams don’t do well, they need to fair (use this as a motivator to get them to ‘try again’). Reward teams that succeed.

With Warcraft, games are sequential moving the player level to level (tutorials help lay this out) WHEREAS in the classroom we don’t often focus on process. Don’t be afraid to explicitly tell students

what to do (e.g., take out a pencil). Students could keep a journal of the process, to become more conscious of learning and skill development as a process, with accomplishments and failures along the way.

With Warcraft, the rewards are identified WHEREAS in the classroom, while we often don't do this, we could create or identify 'rewards'.

ACM's National Community College Summit Report – Michael Panitz, Cascadia

The summit's goal was to identify challenges of community college. The event was attended by cross-representative groups of faculty and industry. A follow-up survey is being developed around community college environment, perceptions, and preparation. A draft survey will be out for review. The outcome of this effort will be to guide policies and designate funding.

Data on CTC Students' Transition to the Institute – Alice Few, UWT Institutional Researcher

How can data inform faculty teaching and student learning?

How can data be presented so that we can use it?

Documents presented can be found at:

<http://faculty.washington.edu/jtenenbg/ctc/quarterlyMeetings/spring2010/>

Additional data requested by faculty include:

- Average grades by institution (include 300 and 400 level courses)
- GPA in institution for major courses at UWT (listed by CTC) – do this backward – identify current students in major courses
- Look not only at the last school code – look at bigger baskets of schools, since students move around the CTC system
- What is entry class for transferring student?
- Add in 'eligible to register' in the first table [Applications to ISTECH]
- Flag double majors
- Run in Fall 2010
- Number of times students fail, withdraw, and retake classes at the transition
- Grade distributions for particular classes
- Why do people drop out [exit survey from registrar]
- Where are grads working? [Alumni survey by Educational Assessment at UW Seattle]

General Announcement: Michael Panitz would like to find out how many college students take AP classes. If you have information, contact him at mpanitz@cascadia.edu.