

The V. James Renda Faculty Resource Center for Academic Excellence

"Committed to quality programs to enhance teaching and learning at N.C.C.C."

March 2021 Newsletter

Faculty Spotlight

Nancy Knechtel, Professor of Art History



Two of the most renowned painted rooms in the history of art sit close to each other in the Vatican in Rome, Michelangelo's Sistine Chapel and Raphael's Stanza della Segnatura. These are two of the favorite works of many students in ART 138 – 14th to 19th Century Art. In October 2019 Nancy Knechtel had the privilege of gaining an early access into the Vatican without any crowds. Photography is usually not allowed in these areas of the Vatican Museum and she was able to take time studying and getting details of the paintings.

Nancy received an Instructional Resources grant to organize and research almost 1,600 photos of the Sistine Chapel, 300 of Raphael's School of Athens and about 2,000 photos of sketches and preliminary drawings. Nancy created a variety of student assignments that will encourage students to closely observe the paintings and to discuss the subjects and stories depicted.

Congratulations Emeriti!

The following retired faculty have been awarded Emeriti status:

Dr. Martin Drake
Cynthia Meyers
James Mezhir
Dr. Carol Rogers
Gail Tylec



Faculty Recognition

2021 SUNY Online Teaching Ambassadors

Please join us in congratulating [Laura Scaletta](#), [Deb Sorrentino](#), and [Douglas Reagan](#), who have been selected as SUNY Online Teaching Ambassadors.

SUNY Online Teaching Ambassadors are exemplary online educators who are enthusiastic and effective in online teaching, and who can be positive and strong advocates for online teaching in our SUNY community. SUNY Online Teaching accepts nominations from each SUNY institution annually to recognize outstanding SUNY online instructors as [SUNY Online Teaching Ambassadors](#).



Online Learning

SUNY Online is pleased to host and showcase several presentations from our SUNY campuses in celebration of [Open Education Week, March 1-5, 2021](#). Open Education Week is an annual celebration, and an opportunity for actively sharing and learning from each other.

[Check out complete details and register for these free webinars.](#)

We also encourage you to explore and participate in other open education events happening around the globe. You can learn more about Open Education week and browse projects and resources by visiting the [website](#). You can also follow the conversation on [Twitter!](#)

We hope you will take advantage of the many opportunities to learn from each other and support your peers!

OER and Low Cost Course Materials

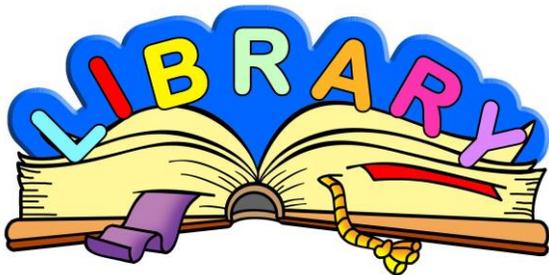
Are you using OER or low cost course materials? Please make sure the appropriate attribute is applied to your courses in Banner. The OER attribute is applied to classes, which use free, open-source textbooks; while the low cost attribute is used for classes with materials costing \$50 or less. Affordable and accessible textbooks make a difference in student success.

If you are interested in pursuing OER and low cost options for your classes, please reach out to Andy Aquino or Jean Linn in the Library. We would be happy to help you search for resources. Additionally, library e-books can be used as textbooks or class supplemental readings. If you are interested in exploring e-book options, reach out to Jean.



Library Instruction

It is not too late to schedule library instruction this semester--or to collaborate with a librarian to develop research assignments for the fall. Learn more here: <https://libguides.niagaracc.suny.edu/welcome/instruction>



LLC 161: Library Research Methods

Speaking of this fall, LLC 161: Library Research Methods is being offered on Wednesdays at 1pm. This course is designed to provide lifelong learning skills that will enable students to become confident and independent library users. Students will learn to locate print, electronic, and online information sources, and construct effective search strategies using academic databases and web tools. Students will learn critical thinking skills in the evaluation of resources and ethical use of information. The course is 1 credit and will provide a solid research foundation for students moving on to upper level coursework. It is also designated as an honors class. Consider recommending this course to your students.

The New York Times

New York Times

The full text of the New York Times is available to all members of the NCCC community. Once registered, you will have full access to the daily paper and its archives. For step-by-

step instructions on creating an account and a video tutorial on how to enable access on your mobile device using the NYT app, please see this page:

<https://libguides.niagaracc.suny.edu/databases/news>

Our Retired Colleague

An Interview with Professor Emerita Liz Weston, Ph.D., M.S.W. by Kathy Gerbasi, Ph.D.

1. When did you retire? **2011**
2. What courses did you teach? **Liz has a Ph.D. in history and an MSW, she taught both history and Human Service courses. She developed the first online Women's History course in NYS.**
3. What do you like best about being retired? **I like the freedom to make my own schedule.**
4. Is there anything you dislike about being retired? **The flipside of that freedom is that I am responsible for creating structure in my life. Sometimes this leads to too much reading and not enough physical movement.**
5. How do you spend your time? **Reading, doing yoga, seeing my kids and granddaughter (pre-Covid) and traveling (Pre-Covid). I also participate in a national trivia contest called Learned League.**
6. Do you miss anything about working? **I miss my students and colleagues. My students in Human Services were challenging, fun and motivated. They also taught me a lot about the community, and the struggles of single parents, poor people and people with disabilities. I still see some of my colleagues on Zoom, but I miss the daily interaction with teachers who have taught me many things.**
7. What is the most fun thing you have done since retiring? **Traveled the world! I have been to Asia: India (2 times), Japan, Thailand, Laos, Cambodia, Bali and Vietnam (2 times); also Africa: Morocco, Tanzania; South America: Peru; the Caribbean; Australia and New Zealand; Europe: The Netherlands, Belgium, Russia, Lithuania, Latvia, Estonia, Croatia, Malta, Portugal, Spain (2 times) Italy (2 times) France (3 times) and London (2 times).**

8. In what ways if any has Covid-19 impacted your retirement? **Clearly, I have missed traveling internationally. I have also missed visiting my daughter, son-in-law and granddaughter in Brooklyn. This winter has been hard as I had been seeing friends over the summer on my porch and at outdoor restaurants.**

9. What are your future goals? **On the road again! I have a trip planned to Sicily next April and hope to visit my family later this spring.**

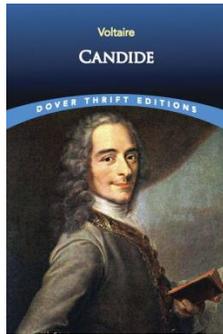
10. Is there anything else you would like to share? **I just got my first COVID vaccine and am looking forward to seeing friends and family again in the next month or so. I am glad that I have been in the privileged position of being able to stay home. Many others, including friends and colleagues have not been as fortunate. Stay safe!**

Reading Matters

SAVE the Date!

Monday, May 10 @ 1 pm
Via Zoom Meeting (Link to follow)

The Reading Matters Group announces the next book for discussion hosted by Suzanne Buffamanti, Humanities & Social Sciences Division.



*Copies of the book will be available in the Faculty Resource Center D106 Suite – watch for email and System Message Alerts. The HG Lewis Library will have copies for borrowing purposes. Personal Purchasing Info: \$4 for the paperback with book code ISBN13: 9780486266893 at Barnes and Noble available for the nook or nook app for \$9.99

Join the Reading Matters Book Group for a discussion of this classic work in the context of social satire.

FRCAE Contact

Watch the NCCC System Messages and NCCC Events Calendar for upcoming workshops



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Teaching Tips

Maximize Feedback and Minimize Grading

From “Why Didn’t I Learn This in College” by Paula Rutherford

Be sure that you and the students are examining homework for evidence of learning rather than for completion of activities. Too much time and energy is put into doing and grading homework for it to be about whether or not students “did” their homework. The formative assessment data we gather from homework results is far more important.

Have students complete an error analysis or react to their homework learning experiences in their journals or interactive notebooks.*

At the beginning of the instructional period, have the students work in pairs or groups to reach consensus on practice homework. When students cannot agree, they should circle any points of confusion or disagreement. You circulate and intervene with the small groups as necessary. Only mass confusion is dealt with in large groups. When papers are collected, they are all correct. The students have done the work and you have no papers to correct!

There is no need to “test” students on facts they have to memorize. Instead have the students draw the objects or some graphic representation of the facts to be memorized as a homework assignment. Have the students exchange drawings and label those of a classmate. Students check each other’s work. This practice can continue until the tidbits are memorized and can be used later for cumulative review. If drawing won’t work, have students create mini-tests or flash cards to teach and test each other. There are no papers to grade!

When students write a summary statement of their thinking or of their readings as a homework assignment, have two students meet to share their summaries and to combine their thinking into one paper. The consensus paper is collected. The number of papers to be collected is cut in half!

When teaching a new operation in math, a new sentence structure, or a new science concept, have students make up one to five problems that illustrate the new information. When they arrive in class, have them exchange problems or you can collect them and redistribute them randomly. Students work the problems they have received; then the problems are returned to the creators for checking and correction.

**There is a strong emphasis on integrating literacy across the curriculum. The use of journals supports this initiative. Journals may be kept in hard copy or on computers.*



NEW YORK STATE ASSOCIATION
FOR WOMEN IN ADMINISTRATION

WNY AFFILIATE OF NYSAWA BOOK CLUB

We invite you to join us for a special evening with local author Heather Lyon, PhD, who serves as the Assistant Superintendent of Curriculum, Instruction & Technology with the Lowiston-Porter Central School District, as we discuss her new book

Engagement Is Not a Unicorn It's a Narwhal: Mind-Changing Theory and Strategies That Will Create Real Engagement

WHEN

4-5 pm on Thursday, March 18, 2021

WHERE

Online through Zoom

Book Club Discussions are FREE to join.

Participants will need to secure a copy of the book.

Sign up by emailing WNYAWA.NYS@GMAIL.COM and you will receive an email confirmation with the link for the book club event

INFORMATION FROM AMAZON.COM

Despite the fact that unicorns are not real, you undoubtedly know what a unicorn is.

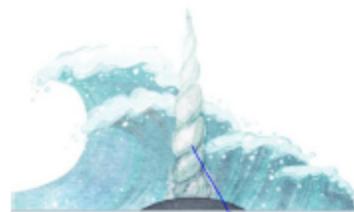
Despite the fact that narwhals ARE real, you may not know what a narwhal is.

In schools, we think that engagement at the highest level like it's a unicorn—something we've heard of but know isn't real. We should be thinking of engagement in schools as a narwhal—something that we may not know much about but is absolutely real and can be found right in your own school!

In this book, Heather Lyon creates a common understanding of what engagement looks and sounds like so that anyone can design and gauge instruction using this understanding. More importantly, with this knowledge educators can make changes to instruction to truly increase student engagement.

Copyright Material
Engagement
is Not a Unicorn
(It's a Narwhal)

Mind-Changing
Theory and Strategies
That Will Create Real Engagement



VIRTUAL SURC

**SUNY UNDERGRADUATE
RESEARCH CONFERENCE
APRIL 16, 2021**



The SUNY Undergraduate Research Conference (SURC) is a multidisciplinary spring semester event that brings together undergraduate students and faculty mentors from across the SUNY system for a full day of activities, including sessions devoted to student presentations (oral, poster, and artistic displays), keynote speaker, a SUNY Graduate School Fair, and professional development workshops for students.

SUNY Old Westbury will host virtual SURC 2021 this April.
By bringing together students and faculty from across the state, SURC helps realize the synergistic power of the SUNY system.



For more information, visit:

suny.edu/surc

Or email surc@suny.edu