THE LAGUARDIA CENTER FOR TEACHING AND LEARNING
The LaGuardia Center for Teaching and Learning (CTL) offers faculty-led programs designed to promote innovative teaching, deepen student learning, and advance the scholarship of teaching and learning. Founded in fall 2001 to support professional collaboration, reflection, and exchange, the Center draws upon the expertise of the entire college community to better serve students. The Center helps the college face exciting educational challenges and opportunities, among them the questions raised by new educational technologies, issues of interdisciplinary literacy, and strategies for addressing the rich and growing diversity of our student community.

Working with Center staff, faculty develop and lead a wide range of programs that catalyze transformation throughout LaGuardia, focusing on creative pedagogy and effective integration of new media. More than half of LaGuardia’s full-time academic faculty are engaged in Center programs, as are growing numbers of adjuncts and Continuing Education faculty. The Center supports and coordinates these programs, assisting faculty efforts to connect to each other and to broader national conversations taking place in venues ranging from discipline-based professional associations to the Carnegie Foundation for the Advancement of Teaching and Learning, the League for Innovation in the Community College, and the Association of American Colleges and Universities.

For more information about the LaGuardia Center for Teaching and Learning, please visit http://www.lagcc.cuny.edu/ctl.
Carnegie Seminar on the Scholarship of Teaching and Learning
In an interdisciplinary and collaborative professional community, LaGuardia faculty engage in systematic inquiry into their own practice, documenting their work for the purposes of research, reflection, and publication.

Professor Evelyn Burg, Communication Skills, Dr. Michele Piso, LaGuardia Center for Teaching and Learning, and Professor Sigmund Shen, English

Connected Learning: ePortfolio and Integrative Pedagogy
Both an introduction to ePortfolio for faculty who are new to the technology and a challenge to experienced ePortfolio practitioners to deepen their practice, Connected Learning aims to strengthen students’ integration of their own learning through ePortfolio pedagogy. It explores various ways that this dynamic educational tool can cultivate connections between students and faculty, between students and their peers, and between students and a range of external audiences, including their families, friends, and potential employers. The seminar also supports integration across disciplines and semesters, helping students to move past fragmentation and find coherence and meaning in their educations.

Professor Avis Anderson, Business and Technology, Assistant Dean Bret Eynon, and Craig Kasprzak, LaGuardia Center for Teaching and Learning, and Professor Ellen Quish, Adult Learning Center

Critical Thinking Across the Curriculum
Faculty explore the cognitive process and create new classroom activities and assignments that help students develop higher order thinking, problem-solving, and reasoning abilities.

Professor John Chaffee, Humanities

Designed for Learning 2.0
The recent explosion of Web 2.0 digital technologies offers new resources and challenges for educators. How can we leverage new “social web” tools – technologies that draw inherently on collaboration, creativity, and active participation – to help us engage students, deepen their learning in the disciplines, and develop the skills they need as learners and leaders? This question is the focus of the Designed for Learning 2.0 faculty seminar. Using inquiry-based pedagogy with technologies such as blogs, wikis, social networking tools, ePortfolio, and virtual worlds, we will develop ourselves as learners, educators, and practitioners in a supportive, cross-disciplinary community of practice.

Josephine Corso, LaGuardia Center for Teaching and Learning, Professors Ximena Gallardo, English, and Abby Schoneboom, Social Science, and Priscilla Stadler, LaGuardia Center for Teaching and Learning

ePortfolio and Assessment Mini-Grant Program
This initiative aims to advance the comprehensive integration of ePortfolio into curricula, and to advance the college-wide Periodic Program Review (PPR) process by offering departments and academic programs mini-grants in support of faculty development and needed curricula revision processes.

Dr. Mercedes del Rosario, Assistant Dean Bret Eynon, and Ros Orgel, LaGuardia Center for Teaching and Learning
Faculty Scholars Publication Workshop
This year-long faculty development seminar is designed to assist faculty in their scholarly writing and publication. It seeks to help faculty complete academic writing projects and place them in external, peer-reviewed publications.

Professors Nancy Berke, *English*, and Angela Wu, *Business and Technology*

Focus on Learning Communities
Faculty who are teaching in a range of learning community structures (First-Year Academies, ESL and Project Quantum Leap pairs, Liberal Arts clusters) meet with partners, learn new approaches to interdisciplinary teaching, and plan their shared courses.


Making Connections
Making Connections provides support for professional development to universities who wish to advance their use of ePortfolio. Funded by a major 2009 grant from the Fund for the Improvement of Postsecondary Education (FIPSE), Making Connections has provided mini-grants and a sustained seminar to twenty-four college teams from New York and the surrounding area. Participating colleges have included CUNY schools (Bronx Community College, College of Staten Island, Hunter College, and Queens College), St. John’s University, and Long Island University in New York; Rutgers University and Montclair State University in New Jersey; and Norwalk Community College, Molloy College, and Tunxis Community College in Connecticut. Applications for the 2010 program were released in October 2009.

Professor Clarence Chan, *Health Sciences*, Assistant Dean Bret Eynon, Carolyn Henner Stanchina, and Jiyeon Lee, *LaGuardia Center for Teaching and Learning*, Professor Max Rodriguez, *Education and Language Acquisition*, and Dr. Judit Török, *LaGuardia Center for Teaching and Learning*

New Faculty Colloquium
In this year-long orientation to teaching and learning at LaGuardia, new full-time faculty begin to adjust to a new educational setting. They learn from each other and from senior colleagues about LaGuardia students, and the various pedagogies found to be effective at LaGuardia, and consider some of their options for future growth and development as teaching faculty.


Project Quantum Leap
Now in its third year, this seminar brings together faculty from mathematics and other disciplines to adapt the nationally recognized Project SENCER (Science Education for New Civic Engagements and Responsibilities) approach of teaching science and higher-level mathematics in “compelling contexts” to a new setting and population: LaGuardia’s high-risk urban community college students in basic skills mathematics classes. Working in two cohorts (Introduction to PQL and Advanced Leadership and Curriculum), mathematics faculty deepen their understanding of PQL pedagogies and create new lessons using the themes of environment and global warming, public health, and business and finance.

**Rethinking the Capstone Experience**
Grounded in explorations of models and best practices in capstone education across the country, this seminar guides faculty through the processes of constructing, piloting, and re-visioning capstone courses in their respective disciplines at LaGuardia. Faculty participants consider critical questions including how to help students synthesize and reflect upon their classroom and extracurricular learning; how best to prepare them for transition to either a four-year college or the workplace; what role capstones play in institutional assessment at LaGuardia; and how ePortfolio can help to scaffold capstone pedagogy.

Professor J. Elizabeth Clark, *English*, and Assistant Dean Bret Eynon, and Craig Kasprzak, *LaGuardia Center for Teaching and Learning*

**Student Technology Mentors (STMs)**
Working in unique student-faculty partnerships that help faculty to design and use interactive technologies, STMs benefit from intensive training and support that prepare them for success in education and career.

Ali Abdallah and Josephine Corso, *LaGuardia Center for Teaching and Learning*

**Writing in the Disciplines (Affiliated Program)**
Part of a nation-wide interdisciplinary effort, the year-long Writing in the Disciplines seminar supports full- and part-time faculty as they develop and test writing-intensive assignments for integration into their courses. Seminars are facilitated by interdisciplinary teams of LaGuardia faculty and CUNY Writing Fellows.

Professors Marian Arkin and James Wilson, *English*