

Sept 2009 CFS Faculty Workshop Day Planning Survey

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Completing this survey is your way to help us plan the next Faculty Workshop Day event scheduled for Tuesday, September 15, 2009 at the Reuter Center. Your responses will help us gauge probable attendance, number of lunch servings ordered, supplies, classrooms to reserve, etc.

Participant feedback gathered from the March 2009 Workshop Day will be used to help shape the workshops offered in the upcoming event. Among our objectives for the next Workshop Day are:

- A – Include more how-to information;
- B – Include more experiential content;
- C – Combine some topics treated separately in the March event;
- D – Expand the time duration of certain session topics where feasible;
- E – Repeat some topics from the March event at the September one; and
- F – Add or modify topics where important to reflect new or changed NCCCR circumstances.

We look forward to hearing from you. Please try to respond by Sunday, July 12, 2009.

**1. To begin, what is your:**

Name

Email address

Phone number

**2. Of the workshops listed below, please rank them according to which you would most like to see offered on September 15th. Indicate your top choice [Check "1"], then your second choice [Check "2"], etc. RANK UP TO SIX. IF FEWER ARE OF INTEREST, RANK ONLY THOSE.**

**Only workshop titles are listed for purposes of ranking. Refer to the brief narrative descriptions that follow the list of titles, as necessary, to assist you in assigning your rankings.**

	1	2	3	4	5	6
NEWCOMERS' INTRO TO CFS AUDIO-VISUAL CAPABILITIES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
COPYRIGHT CONSIDERATIONS FOR INSTRUCTORS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EFFECTIVE DESIGN OF VISUAL PRESENTATIONS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
HOW TO ENERGIZE YOUR CLASS, ENCOURAGING GREATER PARTICIPATION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
INSTRUCTOR WEB PAGES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
THE LIVING CLASSROOM/WORLD CAFE INSTRUCTION METHODS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MATCHING YOUR SUBJECT, YOUR AUDIENCE, & YOUR OWN INSTRUCTING STYLE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MS POWERPOINT TIPS: HANDS-ON/HOW TO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USING THE INTERNET TO RESEARCH YOUR COURSE CONTENT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## UNDERSTANDING NEEDS OF ADULT LEARNERS



Descriptions of the first five Workshops listed above in Question 2 are given below.

\* NEWCOMERS' INTRO TO CFS AUDIO-VISUAL CAPABILITIES – This workshop is mainly for prospective instructors for whom one-on-one equipment training may be premature. The level of detail is overview/selective demo, not “wires and switches” or hands-on instruction. It will address options for slide and opaque projection, recorded sound/video, microphones, room lighting and setup, consumable supplies, etc. Processes for reserving equipment, classroom setup and takedown responsibilities, and instructor hands-on training and tech support will also be explained.

\* COPYRIGHT CONSIDERATIONS FOR INSTRUCTORS – An ever-expanding universe of course content resource information, especially, but not exclusively, via the Internet pose a heightened copyright infringement risk potential. CFS instructors are responsible to familiarize themselves with the rules, be able to recognize such risks, and act to avoid them. This workshop will assist participants in this task. Pertinent questions will be solicited ahead of time to help focus the discussion.

\* EFFECTIVE DESIGN OF VISUAL PRESENTATIONS – Help participants understand how to make slide presentations more audience-friendly. This workshop will focus on principles and tips for achieving improved text and slide layout design, factors that can adversely impact slide readability. This includes font terms, selection, sizing, and styling; color schemes; layout issues and more. While computer and PowerPoint familiarity are not strictly prerequisite, such experience is recommended.

\* HOW TO ENERGIZE YOUR CLASS, ENCOURAGING GREATER PARTICIPATION – Yada, Yada, Yada ... Are your course participants nodding off, looking at their watches, etc.? Maybe YOU'RE talking too much. Check out this workshop's ideas about the art of “Question Crafting.” It's been said there are just a few basic categories of questions. Practice some techniques to formulate questions ahead of time to draw your participants into active engagement in your instruction. Tap their energy and knowledge through more effective use of questions.

\* INSTRUCTOR WEB PAGES -- Find out when, if and how to create an Instructor Web Page (hosted on the NCCCR web site) to promote your course and to make your course materials more accessible to your participants. Participants will each develop a draft Instructor Web Page for subsequent use; those who may already have a web page will receive a critique of it to identify possible improvements. Participants who take this workshop should also be sure to attend Copyright Considerations for Instructors.

Descriptions of the remaining five Workshops listed in Question 2 are given below.

\* THE LIVING CLASSROOM/WORLD CAFE INSTRUCTION METHODS – Explore options for drawing upon Dr. Chris Bache's Reuter Center workshop in Nov. 2008 for application in some CFS instructional formats. This will be a 2-1/2 hour workshop, subdivided into Part 1: Concept and Part 2: Practical Application; time allocation between the two will be decided by the group and the instructor. Facilitated small group discussion will be used in Part 1, followed by breakout groups; enrollment is limited to 12 participants.

\* MATCHING YOUR SUBJECT, YOUR AUDIENCE, & YOUR OWN INSTRUCTING STYLE -- Explore “outside the box” ideas about instructional formats...awareness of options instructors have for

developing a course. Includes the concept that "teaching is a performance art," because both a play and a class are audience-driven. Explore ways to "ride the wave" of audience energy to guide your course design and delivery. Also includes ways of teaching to different participant learning styles and learning how broadening one's instructional techniques to address different learning styles can help improve classroom learning results.

\* MS POWERPOINT TIPS: HANDS-ON/HOW TO -- Participants ALREADY familiar with PowerPoint will be able to experiment with techniques for inserting interactive links as well as slide animation, sound, slide transitions and other special effects. This will be a 2-1/2 hour workshop presented in the NCCCR Computer lab, so enrollment is limited to 12 participants. It is NOT a course in PowerPoint, and participants should already be familiar with either the Windows or Mac operating system and the corresponding PowerPoint user interface.

\* USING THE INTERNET TO RESEARCH YOUR COURSE CONTENT -- Familiarize participants with creative ways to search the Internet, mainly via Google's MANY highways and byways, for interesting course content and related material. Participants who take this workshop should also be sure to attend Copyright Considerations for Instructors. If you have a wireless-capable laptop, please bring it with you to this workshop so you can do some hands-on practice!

\* UNDERSTANDING NEEDS OF ADULT LEARNERS -- A facilitated small group discussion forum will be used to examine both myths and facts about adult learners, how they do and don't differ from other instruction-related experience you may have, ... and so what? Recommended especially (but not exclusively) for those who are new to NCCCR and the College for Seniors. Enrich your opinions with new facts.

**3. Would you be willing to participate in planning and/or presenting one of the Workshops listed in Question 2? [PLEASE CHECK AS MANY AS APPLY]**

- Yes, please contact me about helping plan a Workshop
- Yes, please contact me about presenting or co-presenting a Workshop
- Not at this time, but possibly in the future
- No thanks

**4. To help us plan the Faculty Workshop Day, please indicate whether you plan to attend.**

- Yes, I plan to attend
- No, I do not plan to attend

**5. If you have any comments or suggestions regarding this proposed Workshop Program overall, or about specific Workshops, please indicate them below.**

Thank you for participating in this survey.

Done