Upcoming Workshops

**February 18**
- 3 PM / Turnitin Webinar – *Online*. Please RSVP to jdpeters@monroeccc.edu

**February 24**
- 12:30 PM/Blackboard Brown Bag – A 173c. Please RSVP to jdpeters@monroeccc.edu

**February 26**
- 3 PM / Respondus Lockdown Browser Webinar – *Online*. Please RSVP to jdpeters@monroeccc.edu

**March 24**
- 12:30 PM/Blackboard Brown Bag – A 173c. Please RSVP to jdpeters@monroeccc.edu

MCCC Humanities Faculty Member Using Turnitin
Turnitin is an originality checking program that allows educators to check students’ work for improper citation or potential plagiarism. **MCCC’s John Holladay said this about Turnitin**: "The Humanities/Social Sciences Division began using Turnitin.com in 2003, thanks to the efforts of Dean Bill McCloskey. So we've been using Turnitin.com for nearly six years now. It's pretty simple to use. During those six years, I have routinely submitted most students writing to the Turnitin.com site, and it's reassuring to find that our students very rarely plagiarize material from the Internet. Perhaps that's partly because students are told early in the semester that we will be using Turnitin.com. But Turnitin.com also serves another useful function. It is a valuable learning tool for faculty trying to teach proper documentation styles. If students have made an effort to document their Internet sources, Turnitin.com will usually show if they have documented their sources properly—whether they have used quotation marks when needed, whether they've identified their sources correctly. Obviously Turnitin.com cannot prevent all forms of plagiarism, but it does a pretty good job when it comes to identifying material "borrowed" from the Internet."

MCCC Business Faculty Member Using TurningPoint
MCCC’s David Reiman is using TurningPoint Student Response System in his Introduction to Marketing course. TurningPoint integrates into PowerPoint and allows students to participate in presentations or lectures by submitting responses to interactive questions using a keypad. **Reiman stated that** “By adding 5 or 6 clicker questions to my PowerPoint slides I am able to assess student comprehension throughout a lecture. I also use the clickers to review for exams, and the ability to have individual or team competitions keeps students engaged”.

The following is a brief summary of the **Seven Principles for Good Practice in Undergraduate Education** as compiled in a study supported by the American Association of Higher Education, the Education Commission of States, and The Johnson Foundation. These Seven Principles are also presented in Chickering and Gamson’s book entitled "Applying the Seven Principles for Good Practice in Undergraduate Education" (1991). Good practice:

1. Encourages student – faculty contact
2. Encourages cooperation among students
3. Encourages active student learning
4. Gives prompt feedback
5. Emphasizes time on task
6. Communicates high expectations
7. Respects diverse talents and ways of learning

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