Happy New Year!

Adjunct Faculty Academic Calendar

January:

14 Winter 2014 Classes Begin

20 MLK Day – Campus Closed

March:

3-9 Spring Break – No Classes

April:

26 Classes End

28 – May 3 Final Exams

May:

7 Grades Due to Registrar by Noon

10 Commencement

Workshops

(register at: *svsu.edu/workshops*)

January 13, 14 & 17, 2014
Podium Demo: Learn How to Use Podium Equipment in Classrooms
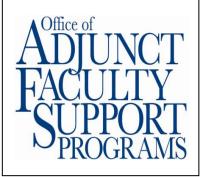Call x4225 for time and room

January 24, 2014
The Collision Between International Students Culture & your Classroom
I2:00-1:00 pm: SE-203

January 28, 2014
Teaching Your Course to Promote Academic Integrity
12:00 – 1:00 pm: SE-203

MLK Day is January 20th

"Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly."

Martin Luther King Jr.
(b. Jan. 15, 1929 - d. Apr. 4, 1968)
Letter from Birmingham Jail
April 16, 1963

Office of **ADJUNCT FACULTY SUPPORT PROGRAMS**

Engaging Students in the Classroom:
Increasing Metacognition in the Student

In her Summer 2012 article, "Promoting Student Metacognition," published in *Cell Biology Education – Life Sciences Education*, biologist Kimberly Tanner, PhD, explains that metacognition is about being able to successfully plan, monitor, and evaluate your learning. Few students have thought about themselves as learners, and most don't have an expansive repertoire of study strategies.

Tanner is an Associate Professor in Biology Education at San Francisco State University, where she is also the director of SEPAL, the Science Education Partnership and Assessment Laboratory (www.sfsusepal.org/). Students need intellectual skills such as critical thinking, evidence analysis, and argument construction. They need better study skills such as college-level reading skills, problem-solving skills, a repertoire of test-preparation strategies, and revising skills. And they need metacognitive skills. Teachers cannot teach everything.

Tanner identifies three strategies to help students become more meta-cognitively aware by creating a classroom "culture that confronts students with themselves as learners."

First, she recommends encouraging students to express their confusion. "While most faculty welcome questions from students in or out of class, it is generally not in the culture of college science courses for students to share their confusions; rather, there is a focus on right answers and on being scientifically correct" The goal is to make it acceptable to say in class, "I don't understand."

Next, Tanner recommends incorporating reflection into graded course work. For example, students can be asked, "Were any ideas in the reading confusing, challenging, difficult to understand, or ideas you'd never considered previously? Which homework problem was the most difficult? What made it difficult? If you got stuck on a problem but finally figured it out, what helped you get to the solution?" If students make a good-faith effort to answer these questions, they can receive full credit. The value is in the metacognitive thinking it stimulates.

Finally, Tanner suggests faculty model metacognition in class by thinking out loud and sharing "how you start, how you decide what to do first and then next, how you check your work, how you know when you are done." The idea is to share what confused you and how you found your way to understanding.

Tanner also praises active learning, but she adds that activity must be have a metacognitive component that requires students to process what they are doing, why they are doing it, and what they are learning by doing it.

Reference:
Tanner, K. D. 2012. "Promoting Student Metacognition." *Cell Biology Education—Life Sciences Education*, 11 (Summer): 113–120.

Recording Attendance in Cardinal Direct

SVSU uses an online process for instructors to record students who are no shows during the first few weeks of class. This is easy to do, but it is essential in allowing the University to keep track of financial aid monies. A few days after the beginning of the Winter 2014 semester, all SVSU instructors will be asked to log into Cardinal Direct and go to the Faculty tab. On the left side of the screen is a link entitled: "Grading and Attendance." This is where you will find your student roster. Select all students who have not attended class during the first few weeks and then click on "Submit" to send the information.

Adjunct Faculty Profile

Photo: Roethke House
1805 Gratiot Ave., Saginaw, MI

*Annie Ransord, President
Friends of Theodore Roethke;
Adjunct Faculty English*

Years at SVSU: 20
Undergrad: Albion College
Graduate: Univ. of Mich. (MA)
Home: Caro, MI

In the Loop: What keeps you coming back to SVSU to teach?

Annie Ransford: I enjoy the writing process. I sat in a comp class taught by Marty Oeming, and that convinced me I wanted to be an English teacher. In 1967, she gave a "Roethke tour" to Stanley Kunitz, a close friend of Roethke. Marty and I became good friends after she gave me the "Roethke tour".

ITL: Any advice for new adjunct faculty members?

AR: Take advantage of the many opportunities to meet one-on-one with students. Adjunct and full-time faculty are so accessible and friendly, so take the time to meet them. There is such a spirit of helpfulness hear at SVSU.

ITL: How do you keep students in your classroom focused?

AR: I really don't play games with my students. I keep everything focused on a specific writing process for each paper.

ITL: A good day at SVSU is . . .

AR: . . . when I read something a student has written and I can see a progression from one draft to the next. It is evidence that they're climbing to higher ground.

To learn about Roethke House membership, tours and events:

call, 989-928-0430

email: infor@roethkehouse.org

web: www.roethkehouse.org/

VSpace Training:
Seven VSpace Workshops in January

VSpace, is the Learning Management System used at SVSU. Adjunct Faculty Instructors can use VSpace to organize course materials, facilitate class discussions, post assignments, and create submission folders for their students to turn in their assignments online.

The VSpace staff has scheduled three workshops to help new faculty, including Adjunct Faculty, learn VSpace basics. Two workshops have been put on the calendar for advanced VSpace users and two workshops scheduled for January

will cover VSpace Lessons, which is a new tool to help instructors organize their courses. To enroll, call VSpace Staff at x4225(All classes take place in C150).

VSpace Introduction
January 7	6:00 – 7:30 pm
January 10	10:00 – 11:30 am
January15	2:00 – 3:30 pm

VSpace Lessons
January 9	1:00 – 2:00 pm
January 21	10:00 – 11:00 am

VSpace Advanced
January 28	6:00 – 7:00 pm
January 31	10:00 – 11:00 am

Library News:
Facilitating the Transition to a New Library

A recent study suggests college freshmen struggle with the transition from their high school library to their college library. This struggle is related to the new and overwhelming amount of available resources and students realizing their research skills need to be seriously upgraded (Head, 2013). The study reveals more interesting issues they face during this transition. It also provides a research foundation for the Zahnow Library's "1st Year Student" Library Experience Guide.

The "1st Year Student" library guide addresses many of the issues revealed in the cited study. It is available from the library homepage and includes valuable resources such as print and electronic books, journal articles, newspapers and more. These resources are interactive in an attempt to appeal to new college students. Instructive tutorials are listed to help navigate the resources and build research and library skills.

The guide also gives quick access to assistance from librarians (mentioned in the Head study) in various forms such as chat, text, email, and face to face research consultations by appointment.

Please encourage your students to utilize the "1st Year Student" button on the library homepage so they can use the guide to successfully navigate basic library resources and services, while also having assistance immediately available for their questions. Created in the Fall of 2012 and updated for Winter 2014, the resource guide reflects the librarians' desire for our "1st Year Students" to be successful. The "1st Year Student" guide is also available directly at: librarysubjectguides.svsu.edu/fys.

(*Source*: Head, A.J. 2013. "Learning the Ropes: How Freshmen Conduct Course Research Once They Enter College," Project Information Literacy Research Report. http://tinyurl.com/kg7kk7q)

Campus Alert
SVSU students, faculty, and staff can sign up for the Emergency Notification System to receive notifications of campus closings due to adverse weather conditions or other emergencies. Participants can receive notifications via cell phone, text message, and email. To register your device to receive notifications, go to: www.svsu.edu/universitypolice/emergency