



## Adjunct Faculty Academic Calendar

### October:

24 Last Day to Withdraw with "W" grade

### Workshops

(Register at: [svsu.edu/workshops](http://svsu.edu/workshops))

### October:

3 Online Meeting and Webinar  
1:00-2:00 Curtiss 150

9 Vet-Friendly Classroom  
1:30-2:30 Curtiss 116

9 Lecture Capture-Echo 360  
1:00-2:00 Curtiss 150

10 Student Self-Assessment and Reflection  
12:30-1:30 Science East 203

14 Audience Response Systems Defined: Hands-on Demo of CPS and Turning Point  
2:00-3:30 Curtiss 150

20 Lecture Capture: Echo 360  
From 10:00 to 11:00 in Curtiss 150

21 Using FacultyEnlight to Submit Course Book Information  
2:00 to 3:00 in Brown 213

22 Using FacultyEnlight to Submit Course Book Information  
3:00 to 4:00 in Curtiss 141

25 Course Design: From Course Description to Assessment, Part two  
9:00-11:00 Science East 203

## Graphic Organization as a Strategy for Successful Studying

One way to help your students study is to provide them with a model to graphically organize their course work. Graphic organization is a visual method that allows students to illustrate the relationships between concepts, facts, or ideas. Many courses, especially survey courses, require the memorization of concepts. As it turns out, words are difficult to remember but pictures and images are easier to remember. When words and images are combined students are able to more actively engage with the material. Examples of graphic organizers include tables, mind-maps, flow charts, concept maps, timelines, etc. Graphic organizers are useful study guides for most students, especially those who are visual learners.

The method to employ the use of graphic organizers requires students to "chunk" the course readings or lecture materials into manageable pieces. The following is an example of a table that students can use to organize their material:

**Broad Category of Material**

Concepts	Definitions	Key Ideas	Examples
1			
2			
3			

Faculty can help students with this kind of organization by modeling its use in lecture and handouts. Faculty can also use graphic organizers in small group activities where students can learn different ways of looking at the course material through interaction with their peers.

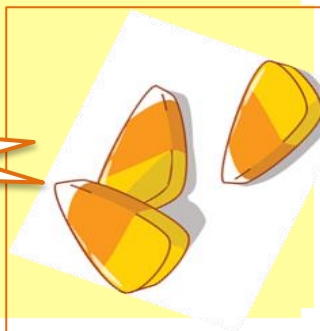
If you are interested in learning more ways to employ graphic learning in your class, particularly through the use of technology, register at <http://www.svsu.edu/workshops> for the workshop titled, *Creating Graphics to Help your Students Learn* being offered on Monday, November 24 in Curtiss 150.

**It's the 7<sup>th</sup> Annual Guess the Number of Candy Corn in the Head Contest!**

**Have Fun!**

**Win Prizes!**

**Come to Science East 201 to enter!**



## First 4 Weeks

This fall marked the first time the Office of Adjunct Faculty Support Programs offered the **First 4 Weeks** program. This program asked faculty to select 4 of 26 tried and true classroom strategies to create greater student success. Twenty-one faculty chose to participate in this program, and for those who responded to the program assessment, all of the faculty but one said they felt their use of the 4 strategies selected were successful. Of the 26 strategies, almost every faculty chose the strategy to learn their students' names and most decided to take the time to call students who were absent from class. Programs like this are important to our first year students because adjunct faculty tend to teach introductory courses. University data show that the first four weeks in a first year student's academic career are critical to their success. Therefore, adjunct faculty are closely tied to first year student success! So our thanks go out to all of the faculty who decided to participate in this valuable program! KUDOS!

### Student Self-Assessment and Reflection

This month's workshop being offered by the Office of Adjunct Faculty Support Programs involves the importance of student self-assessment and reflection in the learning process. Self-assessment is a process where students reflect on their learning allowing them to develop self-awareness and an understanding of themselves as learners. Reflection is the process through which students think about the content of their work, how the product of their work relates to the grading/assessment criteria, allowing them to decide whether their learning was effective and how they might improve. In the University setting where there is such a focus on quantitative assessment for accreditation and summative purposes, self-assessment can allow students to actually think about their learning in a more formative manner. Students who self-assess can become more self-directed.

Such assessment is especially important for the first year students who experience a significant transition from high school into more a self-directed learning environment. At the University of Notre Dame, first year students are asked to complete the following self-assessment questions (Martin, 2011):

1. In what ways have you grown intellectually over the last four months?
2. What are your academic strengths?
3. Which classes have you found most interesting and why?
4. Which classes have been most challenging and how did you handle those challenges?
5. Are you comfortable sharing your thoughts and ideas with peers in class?
6. Have you taken advantage of opportunities to team up with other students outside of class time? Please give examples.
7. Is there a topic on which you might like to do research? How did you become interested in it?
8. Are you becoming the person you want to be?

The value of this process is to help the students assess their own experiences, challenging them to focus on discovering their strengths and weaknesses and which strategies they might take to create more success.

If you teach a class with first year students, you might consider asking your students to reflect upon one or two of these questions as a means for them to better understand themselves as college students and to reflect upon how they intend to move forward with their education.

To learn more, the workshop on this topic is being offered on Friday, October 10 at 12:30 in Science East 203. You can register for this by going to [www.svsu.edu/workshops](http://www.svsu.edu/workshops). A light lunch will be served.