

Be a Risk-taker!



Adjunct Faculty Academic Calendar

July:

- 1 Spring Grades due to Registrar by noon
- 3 Independence Day – No classes

Workshops

(Register at: svsu.edu/workshops)

July:

- 2 Canvas Open Session
C 250
2:00 p.m.
- 10 Course Librarian Service
Z 111
11:30 a.m.
- 18 Adjunct Faculty Summer Technology Institute
SE 201
10:00 – 2:00 p.m.

August:

- 13 Adjunct Faculty Orientation
Curtiss Hall
4:30 p.m.

For more workshops available in May, please visit: svsu.edu/workshops

"Creativity is inventing, growing, taking risks, breaking rules, making mistakes and having fun." Cook

In an article, Brow (2015) discusses his very first job teaching Modern Chinese History. He decided that on the first day of class, he would place his students in groups and assign each a Chinese province to research and then share their findings with the class. What followed were well- prepared, excellent presentations which, in turn, generated "dynamic" discussions. From this he carefully constructed a semester's worth of lectures which were met with silence and sighs from the students. Toward the end of the semester, two of his braver students asked him what happened to the course they loved at the start of the semester. He asked them to explain and the students replied that they loved, "the excitement of doing research and reporting what they had found, listening to their peers' reports and the dynamic exchanges between students about provinces they had studied. They confessed that the lectures had been difficult to follow, and even harder to record in note form. Half the time they had difficulty making connections or understanding the narrative," that he had compiled for his sources.

In essence, Brow was busy filling class time by communicating his knowledge of China instead of creating an environment where his students could discover and learn, themselves. This is the difference between a teacher-centered classroom and a learner-centered classroom.

Learner-centered classrooms allow the students to construct their own knowledge through guided lessons which allow them to gather information and integrate it using such skills as critical thinking, problem solving, and inquiry. Developing such a classroom environment requires much preparation outside of the classroom and even before the semester begins. However, if done well, it provides students with varying learning preferences to discover the course material and learn it well. For many, creating a student-centered classroom may be risky but it can also allow faculty the opportunity to be creative and inventive! If you are interested in working to create a learner-centered classroom, one technique to do so is a flipped classroom, where students read and watch brief 10 minute lectures outside of class perhaps even followed by an online quiz. In class, the students work on projects which help them better understand the material they studied the night before. Such a pursuit may seem risky, even scary, but the student learning that follows will be remarkable!

Reference:

Brow, K.L. (2015, February23). Learner Centered Pedagogy and the Fear of Letting Go. Faculty Focus accessed from <http://www.facultyfocus.com/articles/teaching-and-learning/learner-centered-pedagogy-fear-losing-control/>

CANVAS and Summer Technology

Starting Winter, 2016, VSpace will be completely replaced by Canvas. Canvas training has begun and will continue over the summer months. The ITD lab located in Curtiss 147 will be offering open lab times on Wednesdays, 10:00-11:00 and Thursdays 2:00-3:00 throughout the summer. These are not training sessions but times set aside for you to work on Canvas while one of the trainers is available. Also, feel free to contact Cindy Putnam to schedule an appointment for individual training (964-4225, option 4). An additional option available to learn about Canvas is to attend the Summer Technology Institute being offered on July 18th from 10:00 until 2:00. Not only will you receive Canvas training at this workshop but there will also be an opportunity for Podium Training and information on pedagogical best practices for technology use. You can register for this workshop by going to www.svsu.edu/workshops. There will be a light lunch and you will be compensated for your time.

Fall 2015 All University Orientation

Planning for the Fall 2015 Orientation has begun. The Orientation will be held on Thursday, August 13th from 4:30 to 9:00 P.M. As in years past, the evening will begin with a dinner. Deans and Department Chairs will be in attendance. After dinner, faculty will be able to attend three different breakout sessions of their choice. The new adjunct faculty will be automatically enrolled in the Adjunct Faculty Basics 101 session, which will acquaint them with the University's support services and basic information for negotiating SVSU. It is important that every adjunct faculty member attend this important event. Invitations will be sent to your email address in July. In the email there will be a link to a questionnaire which will register you for the day's events. If you have any questions regarding this please feel free to call us at 989-964-4050. Adjunct faculty are compensated \$50 for participation in this valuable event.

New Adjunct Faculty Seminar

Starting this fall, our office will be sponsoring a program called, the New Adjunct Faculty Seminar. This program is targeted for SVSU's adjunct faculty who have taught three semesters or less. The intent of this program is to provide a mentoring relationship for new faculty as they adapt to the University and its policies and practices. As well, this seminar will provide the participants with an understanding of SVSU's students and methods for effective teaching practices. The seminar will be meet at 4:30 p.m. every other Friday beginning September 4th and ending October 30th. If you are interested in participating in the New Adjunct Faculty Seminar, please contact our office by mailing us at adjunctfaculty@svsu.edu or calling us at 989-964-4050. Participants will be compensated \$250 for attending all five sessions.

First 4 Weeks

Returning for the second year, the Office of Adjunct Faculty Support Programs will be sponsoring a challenge called First 4 Weeks. This challenge asks faculty members to consider intentionally employing 4 of 26 different strategies in your classroom(s) during the first 4 weeks of the semester. These strategies include ideas for building and encouraging relationships, promoting active and engaging learning activities, integrating student support into learning experiences, ensuring students understand where they stand, raising expectations and professional challenges. Such strategies have been shown to help create increased student success in the classroom. Should you choose to participate you will be registered as a participant and your name will be added to the Canvas page where you will be able to access information regarding these 26 strategies. Four participating faculty will be randomly selected to receive a \$26 gift card. Consider it!