

The Office of
**Adjunct Faculty &
 Academic Support**
 Programs

Adjunct Faculty Academic Calendar

October:

- 2-8 SVSU Homecoming
- 26 Count the Candy Corn in the Head Contest - winners announced
- 28 Last Day to Withdraw "W" grade

Workshops:

- 7 Online Hybrid Training
 12:30 PM SE 206
- 18 Levels of Engagement with students
 12:00 PM B 205

For a complete list of workshops offered for the Spring/Summer Semesters please visit svsu.edu/workshops

Motivation and Student Engagement

The theme for 2016 workshops aligns with the focus of the Center for Academic Innovation's yearly symposium which centered on Student Motivation. As a result, we thought it might be instructive to look at the impact student engagement has on student motivation.

First, it is clear that student engagement is directly correlated with student learning, retention, and persistence. Secondly, the more engaged students are, either in curricular or co-curricular activities, the more success they will experience. This is not to say that student engagement is easy to attain. Often our students come to us disengaged. Perhaps the course we teach is one that is necessary because of general education requirements or is a pre-requisite to a major. Such requirements do not necessarily make students gleeful as they enter your classroom. Therefore, one of the first things faculty member must do to engage their students is to get them to participate. Turns out that student engagement is multi-faceted:

- Behaviorally engaged students do what they are supposed to do while in class. They follow the course requirements and might even engage in discussion by asking questions or suggesting answers.
- Emotionally engaged students have positive attitudes about learning. Such attitudes can simply be about liking a course, the subject, or a faculty member, leading students toward an appreciation of the skills and knowledge being acquired.

Behavioral and emotional engagement work together to create a fusion of forces which directly influences student learning connecting to the idea that student engagement is malleable. As an example, if a student is feeling safe in her classroom, she might become a more active participant in the subject area. Likewise, if students find they actually enjoy the subject matter being presented, they will do whatever course work is required to succeed. It is, therefore, evident that both behavioral and emotional engagement work to motivate students toward success, hopefully, leading to increases retention and persistence.

If you are interested in learning more about student engagement and motivation, a workshop is being held on October 18th at 12:30 in room B 205. To register, go to www.svsu.edu/workshops. Food will be served and adjunct faculty are compensated \$25.00 for their time.

Source:

Weimer, M. (2016, June 22). What Does Student Engagement Look Like? *Faculty Focus*. Accessed from <http://www.facultyfocus.com/articles/teaching-professor-blog/student-engagement-look-like/>

**It's the 9th Annual Guess
 the Number of Candy Corn
 in the Head Contest!**



**Have
 fun!**

**Win
 Prizes**

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

Methods to Promote Student Engagement

As mentioned in the article on page one, student engagement is correlated with student success. Implying that, if engagement practices are employed, students will become more successful, and the retention and persistence rates for the University will increase. All good things! So what are some methods that you can begin to employ today to better engage your students?

- *Redefine participation-* Student participation involves more than just verbal discussions. Students can contribute to conversations and discussions on topics by utilizing electronic chats, discussion boards and other collaboration pieces on Canvas. In doing so, students, particularly those who are introverted, will more likely share their ideas and insights, which may be extremely valuable to the other students and their learning. As well, students need to learn to listen. Listening to what others have to offer is also a form of participation.
- *Be present as a teacher-* Weimer (2016), says that an, “engaging teaching presence is communicated by nonverbal behaviors that convey confidence, comfort, anticipation, and great expectations.” Classrooms are communities of learners, so faculty need to also be a part of this community utilizing the tools listed above. Faculty can do so by being present and engaged with their students, and in turn, the students themselves will be more engaged. Alternatively, you might reflect on a former professor who engaged and motivated you. Then try to model this professor’s teaching practices in your class.
- *Devote time to talk about learning-what it entails and why it’s important-* Help your students understand that achieving mastery requires a lot of hard work, supplemented by a diet high in complex carbs and proteins, lots of water, and a good amount of sleep. It is sad but true that many students entering colleges and universities do not enjoy learning for learning sake. It is your role, therefore, to make your class be the one that, “introduces students to learning that captivates their attention, arouses their curiosity, stretches their minds, and makes them feel accomplished” (Weimer, 2016).
- *Give students a stake in the process-* Students who have greater control over their own learning, whether it is helping to create some basic class requirements, like quizzes and study guides, or freeing up parameters regarding research papers and presentations, will become more engaged because they are making decisions about their own learning.
- *Design assignments that are authentic or use active learning experiences-* doing the work in a discipline is more valued and engaging than learning about the work of the discipline. If it is true that we humans learn by doing, it makes sense that course activities that are based on this premise will allow for mastery at greater levels. You might ask whether your students are ready to do a good job working in the discipline and Weimer (2016) says, probably not. But one lesson we all know is that mistakes create learning experiences. As well, by doing the work in the discipline, students come to understand its importance which, again, motivates further engagement.

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Work cited:

Weinmer, M. (2016, June 29). Six things faculty can do to promote student engagement? *Faculty Focus*. Accessed from <http://www.facultyfocus.com/articles/teaching-professor-blog/six-things-faculty-can-promote-student-engagement/>