

Drawing the Line- A Helpful Reminder



Adjunct Faculty Academic Calendar

March:

- 10 Last Day to Withdraw with a "W" grade
- 6-12 Spring Break
- 13 Classes Resume
- 24 Adjunct Faculty Awards Banquet

Workshops:

- 3 Planning and Facilitating your Classwork to Promote Deeper Learning
11:30 PM SE 222
- 14 Military Student Affairs Workshop
10:00 AM C 116
- 17 No Nonsense Guide to Using e-Books
11:00 AM Z 302
- 31 Online/Hybrid Training
1:00 PM SE 206

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

It is the faculty member's job to offer the intellectual tools that students require to be successful. Additionally, it is the faculty member's job to engage students. But this engagement should only be academic in nature...not personal. Therefore, faculty need to be mindful of the power gap that exists between them and their students. There is a line that should be drawn and that line is the difference between being friendly with students and being a student's friend. This is the case for two reasons. First, if a faculty member develops a friendship with a student, other students could perceive that the faculty member is playing favorites. This is further compounded if a friendship becomes romantic, which, in this case could be grounds for accusations of harassment. Such cases don't mean that you should distance yourself from your students, as they value your attention and mentoring. However, this attention and mentoring should be centered on the course material or your discipline.

The following are some scenarios which can become problematic for faculty:

1. It is often the case that students want to share personal problems with a faculty member. If that is the situation, faculty members should direct such students to the Counseling Center located in Curtiss Hall.
2. Faculty might be aware of a social event happening and encourage her students to attend. This could be seen as the faculty member trying to hook up with her students...so be careful.
3. Students love social media and might want to "friend" their faculty member. It is wise, however, for faculty not to "friend" their students or interact with them via social media unless a page is developed exclusively for the class and to share academic/class information.
4. Faculty often want to celebrate a student's success which might lead to a hug. In this instance, the faculty member can be brought up on sexual harassment charges.
5. Finally, faculty should not overly share their personal lives regarding their physical or mental health, their relationship issues, and so on.

In all events, it is important that faculty educate themselves on appropriate etiquette in the student/faculty relationship. One way to do this is to take the Title IX training offered through Diversity Programs (check your email for this opportunity). You can also find information regarding SVSU's policy for sexual harassment on the University's website. Finally, faculty should become aware of the support programs available for students.

Save the date!

Adjunct Faculty Awards Banquet

March 24th in the Curtiss Hall Ball Rooms

at 5:00 p.m.

Look for an invite in your mailbox Early March!

Using Technology to Help Promote Deep Learning

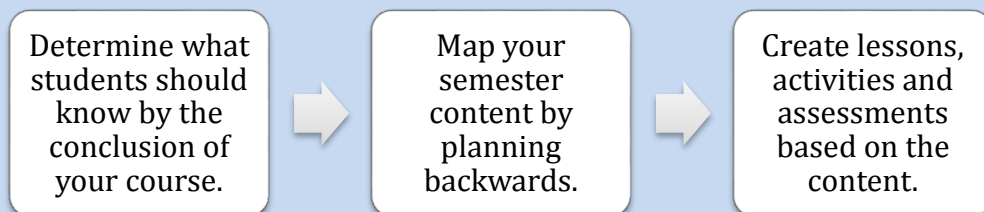
Technology is powerful and can be utilized to effectively assist students as they develop the tools needed to succeed in the classroom. Most often this technology is in our students' hands. These are commonly known as phones, tablets, computers or, in tech jargon, portable learning devices! Thinking about these devices, there are six strategies that can help faculty shift their instructional practices to use technology as a tool for learning.

1. Help students uncover their own knowledge: Instead of using the curriculum as outlined in a textbook, faculty members can create a list of *essential questions* that cover the necessary material. By dedicating a sufficient amount of time for student discovery, students can explore the internet and find answers to those essential questions. In doing so, they mine their own knowledge.
2. Eliminate the front of the classroom: To fully engage students, the emphasis of instruction must move from the faculty member to the students. Today, the faculty role should be as the facilitator of learning or a "guide on the side." This environment allows students to construct their own knowledge. To widen this facilitation beyond the classroom, faculty can take advantage of online learning platforms, like Canvas or GoogleDocs, which can provide students with accessible resources 24/7.
3. Encourage collaboration: As one of the best practices for teaching undergraduate education, the use of collaboration in the classroom allows students to develop communication skills that will last a lifetime. Amazingly, as a result of technology, this collaboration can reach further than the classroom. Students, in online platforms can communicate their ideas and positions with others in order to increase learning. This makes their learning personal and relevant as they are able to move their discussions to people/professionals in other parts of their hometown or across the oceans.
4. Informally assess students: Through the use of low stake online questionnaires, discussions, and quizzes, faculty can constantly assess their students, allowing the faculty member to not only measure student learning but to also assess their own teaching effectiveness.
5. Design lessons with flexible learning paths: Employ Universal Design so that students of all stripes will have the same/similar access to learning tools. Whether students have physical challenges or learning challenges, the use of flexible tools help to level the playing field. Some tools that might be used for this purpose include video, audio, text, and image. Introducing students who might have some special needs to these tools will empower them become more independent learners.
6. Provide students with built-in support: Using Echo360, create online tech tips to help students negotiate the assigned platforms and publish these for 24/7 student access.

It has been said that great teachers plan objectives, then assessments, then activities. When you are in the process of planning, consider the use of technology to assist in student learning and success.

Source: 6 Teaching Strategies to Promote Deeper Learning accessed from: <http://teachthought.com/learning/6-teaching-strategies-to-promote-deeper-learning/>

Scaffolding is when teachers plan objectives, then assessments, and then activities. Scaffolding occurs when faculty go through curriculum planning in the following way:



If you would like to learn more about scaffolding and other ways to plan and facilitate your classwork, register for the workshop offered on Friday, February 3rd at 11:30 in SE 222 by going to svsu.edu/workshops. All in attendance will be compensated \$25.00. A light lunch will be served!