



Using Best Practices in the Classroom

The Office of Adjunct Faculty Support Programs hosted a workshop on March 20 called *Using Best Practices in the Classroom*. Several adjunct instructors attended this workshop and discussed practices they have used in their classrooms.

Each semester adjunct instructors have the opportunity to apply best practices in the classroom

and be awarded \$50 for their efforts. The Office of Adjunct Faculty Support Programs will award a prize for use of best practices and an award for best practice in the use of technology in the classroom. Instructors must submit a detailed description of their practice to Science East 201 by Friday, April 18. Stop by the office to read more about Best Practices and to fill out a submission form.

Faculty Evaluations

Every semester students have the opportunity to fill out course evaluations for each course taken during the semester. The Office of Adjunct Faculty Support Programs would like to remind you to allow your students to evaluate your course before the end of the semester. Each department may have unique guidelines for the evaluation process. Whether the department handles it themselves or lets the instructor handle it independently, it is

imperative that these evaluations be completed by the students, that anonymity be preserved, and that the evaluations are handled by students. Instructors should leave the room while students are filling out evaluations, and a student should be assigned to collect them and place them in the drop box located in Wickes 216. Evaluation forms, header sheets, and envelopes are available in Science East 201.

Important Dates

Classes End, April 26

Final Exams Begin, April 28

Final Exams End, May 3

Grades Due, May 7 (noon to Registrar)

Commencement, May 10

Upcoming Workshops

VSpace Wiki Crash Course

Friday, April 11, Z302, 9am-4pm, x4976

VSpace Transition

Tuesday, April 8, Z302, 10-11:30am, x4976

GW Email, Web Access, and Calendar

Monday, April 7, C154, 11-noon, x7471

Introduction to Microsoft Office 2007

Thursday, April 17, 12-1:30pm, Z111

Office 2007 Hands-on Introduction

Friday, April 18, 9:30am-noon, Z111
Friday, April 25, 9:30am-noon, Z302

A Framework for Understanding Poverty w/Dr. Ruby Payne

Tuesday, April 8, 8:30-3:30pm, REC

*Diversity and Inclusion in the Classroom is cancelled

Mapping: A Path to Student Success

By Charles Davenport

The Office of Adjunct Faculty Support Programs would like to thank everyone who attended the February 21 workshop, *Mapping: A Path to Student Success*. In her presentation, Ann Coburn-Collins, Director of the Office of Adjunct Faculty Support Programs, explained the concept of Mind Mapping, an increasingly popular teaching tool that challenges students and educators to reconsider the notion that learning is a linear process. The human mind, Coburn-Collins pointed out, “. . . works in multiple thoughts and multiple directions.”

Mind Mapping in the classroom offers educators a tool for teaching students whose learning styles tend to be active, creative, and visual, rather than the more commonly recognized memorize-and-repeat styles of learning: verbal, symbolic, and numeric.

This may sound like nothing more than the latest educational fad designed to make educators and students feel good about their inability to meet well-defined standards. But, the truth is Mind Mapping has been around for several years and is gaining a foothold in American schools and universities through the efforts of Tim Buzan, an education and business consultant, and thanks to workshops such as those presented by the Office of Adjunct Faculty Support Programs.

Several adjunct faculty have already used Mind Mapping successfully in their English, Communication, and Biology classrooms. The diversity of programs in which Mind Mapping has been used at SVSU is evidence of the adaptability and dynamic nature of the process.

Overcoming Mid-Course Droop

Is your energy level dropping? Do you feel burdened with too much work and too little time to do it? Do you sense that your students are becoming lethargic? You and your students may be experiencing midcourse droop, an insidious yet common syndrome. When enthusiasm wanes, the ability to cope with stress decreases, and the joy of teaching is sometimes lost. In the beginning, energy levels were high because students envisioned the mountainous possibilities inherent in the learning experience to come. Recently, the storm clouds of academic and personal problems may have obscured the summits of success.

How can one re-energize? Try a REFOCUS strategy. REFOCUS means:

Recognize—be mindful of what you and your students have accomplished to date.

Empower—create a list of 5 characteristics that describe you as a teacher and emphasize them in your teaching.

Focus—consider the best ways to present the remaining course material.

Objectivize—review course objectives and figure out how to get back on track if you have strayed from them.

Commit—commit to achieving these course objectives with the remaining time.

Unburden—relieve yourself from unrealistic expectations. Successful teachers exhibit the roles of learner, presenter, guide, coach, facilitator, designer, evaluator, manager, and leader while minimizing the role of expert.

Surprise—Engage your students by creating an active learning assignment that will energize them to work harder.