

## Adjunct Faculty Academic Calendar

<u>12/7</u>	Classes End
<u>12/9-12/14</u>	Final Exams
<u>12/17</u>	Grades Due to Registrar by Noon
<u>12/13&amp;12/14</u>	Commencement Ceremonies

## Workshops

<u>12/13</u>	Canvas: New Gradebook 9:30 AM Z115
<u>1/7</u>	Canvas: An Introduction 1:30 PM Z115
<u>1/9</u>	Canvas: Gradebook, Assignments & Rubrics 10:30 AM Z115
<u>1/9</u>	Canvas: Quizzes & Surveys 1:00 PM Z115

**Register for these and other workshops at:  
[svsu.edu/workshops](http://svsu.edu/workshops)**

## Teaching From the Test: Exam Wraps

Finals are on the horizon. So, you might want to consider employing Exam Wraps next semester. Often students concentrate more on the grade and less on their studying practices and responsibilities. Exam Wraps are a great way for your students to do some self-reflection by identifying their areas of strength and weakness to help in guiding future studying practices. There are three questions that students can answer to help them do a better job on their exams:

1. What did they do to prepare for the exam?
2. Where were the errors on their exam?
3. What can they do to get ready for the next exam?

To help your students accomplish this effort, have them reflect on the amount of time they studied. Have them think about whether they studied alone or with others. Ask your students what percent of their time studying was spent reviewing the text and notes and discussing the material with others. Find out if they had sufficient sleep the night before the exam. Ask if they ate a nutritional meal and hydrated before the exam. Finally ask them to make a list of new things they might do to better prepare for the next exam. Try this...You might find that the class results on the following exams are improved!



## Importance of Sleep and Student Learning

As we enter finals week, it is understood that our students are tired. Living in dorms offers valuable learning experiences but may impede the ability of our students to get a good night's rest. Being overtired actually prevents the kind of learning necessary for student success. Research has shown that the quantity and quality of sleep affects learning and memory in two important ways. To begin, sleep deprived students have difficulty focusing which prevents them from learning efficiently. Secondly, sleep allows for students' memories to consolidate, an essential element in new learning. So, if you can, help your students better manage their time readying for finals so that they will get enough sleep. It will not only help them study for their exams, but it can also allow them to better understand and remember the material.



## Lessons in Teaching Undergraduates

A few years ago, we introduced you to Andrew Pegoda, a history professor, who offered his thoughts on the lessons he has learned through teaching undergraduate students (2013). We would like to share some more of these lessons with you. It is our thought that these lessons might confirm some of your own feelings and ideas about teaching or they might be instructive in helping you learn more about yourself, as a teacher, and your students.

- **Cover everything in your syllabus.** Given that our students have become "classroom lawyers," Pegoda says, it is very important that faculty clearly outline all of their expectations and rules for class. Faculty should always include any exceptions they might have. He states that, "A detailed syllabus can also save time and stress, as students can consult the syllabus for course information." (We would also like to add, that once you set a rule and publish it in your syllabus, you should stick to it. Otherwise you might be leaving yourself open to a grievance).
- **Discussions and activities are essential to learning.** Edgar Dale, who is credited with developing the *Cone of Learning*, outlined the importance of active student engagement (1946). Later, others took his Cone and tied the following quotation to it: "Students remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they see and write, and 90% of what they do." Your goal in the classroom is to engage all of your students' senses so that deep learning will occur. Music, art, role playing, group work, writing prompts, and kinesthetic activities are all excellent ways to engage your students and help them learn.
- **Don't waste time policing cell phones.** If you think about it cell phones are mainly small computers that can be used in instruction to produce a more purposeful learning environment. Have your students use them to look up/*Google* new words or ideas. Have your students use them so that you can poll what they know or don't understand (see Polleverywhere.com). Turns out that cell phones can be a valuable learning tool!
- **Students will disappoint and surprise us.** One of the things we must remember as faculty is that we love learning. We love exploring. We love what learning does to us. Problem is, a lot of students don't hold that same passion. Many of the courses we teach are general education courses which some students feel are a waste of their time! To them, making the grade is what is important. As well, some of our students are ill prepared to complete your course. Others might have been straight "A" students in high school who fall off the edge of the cliff during their first semester. BUT then there are those who will work really hard, do the stretching, and, as a result, will make progress as the semester continues. Regardless of the kind of student we encounter in class, it is important to remember it is our role as faculty to help each be successful regardless of their motivation.

You might be able to add to this list. We didn't include all of his lessons in this newsletter so feel free to access his blog at the address below and read on!

### References:

Dale, E. (1946). The cone of experience. *In audio-visual methods in teaching* (pp. 37-51). New York: Dryden Press.

Pegoda, A.J. (2013, July 19). Nineteen Lessons I Have Learned about Teaching Undergraduates (so far). *Inside Higher Education*. Accessed from: <https://andrewpegoda.com/2013/07/19/19-things-ive-learned-about-teaching-undergraduates-so-far>

## Google Voice

As you begin work on next semester's syllabus, think about getting *Google Voice* to receive voicemails and texts from your students. In the past year or so, we have heard that faculty are giving students their personal phone numbers which can lead to all sorts of privacy issues. An alternative to this practice is Google Voice. Once you have created a Google account, you can easily download the Google Voice App from your iPhone, Android, or computer...for directions to get Google voice follow this link:

<https://support.google.com/voice/answer/7207482?co=GENIE.Platform%3DDesktop&hl=en&oco=1>