

February 2018

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

Adjunct Faculty Academic Calendar

2/5 Last day to Withdraw with a 50% refund, 'W' grade

2/8 State of the University Address

2/12 Last day to Withdraw with a 25% refund, 'W' grade

3/2 Mandatory Attendance Reporting Due

Workshops

2/2 Active Learning and Student Learning
Z 223A 12:30 PM

2/6 Canvas: Gradebooks,
Assignments and Rubrics
Z115 11:00 AM

2/21 Canvas: Discussions, Groups
and Peer Review
Z115 3:00 PM

Register for these and other
workshops at: svsu.edu/workshops

*You are invited to attend **The State of the University Address***

Presented by President Bachand
on Thursday, Feb. 8 at 4 p.m.
in the Malcolm Field Theatre for
Performing Arts.
A reception will follow the
address.

Teaching and Learning Symposium 2018

Each year, in February, the Center for Academic Innovation hosts its annual Teaching and Learning Symposium. This year's Symposium features Dr. Joan Middendorf, who is the Lead Instructional Consultant at the Center for Innovative Teaching and Learning at Indiana University. She and her colleague David Pace developed a process called, Decoding the Disciplines, which helps faculty identify certain bottlenecks in student learning, decode where and how these bottlenecks occur, and then create models to aid student learning.

This year's Symposium is being held on Friday, February 16th. Breakfast will be served from 8:00-8:45 and the Keynote Address and Dr. Middendorf's Workshop is scheduled from 8:45-11:50. Lunch is scheduled for Noon, followed by Showcases of the work completed by the 2018 Dow Professor Grant Recipients.

Adjunct faculty who attend the morning session will receive \$50.00 in compensation and \$25.00 for the afternoon sessions.

If you want to attend this valuable event please RSVP to the Punchbowl invitation emailed to you on January 29th or contact Debbi Abeare-Jacobs at 964-2622 or dabearej@svsu.edu.

We hope to see you there!

Title IV Mandatory Attendance Reporting

Federal Law requires universities to track attendance for all students receiving federal financial aid including Pell Grants. The purpose of this reporting process is to identify any students who appear on your class roster but have never attended class.

The SVSU Office of Scholarships and Financial Aid receives the data that you provide in this process and is responsible for reporting to the federal government.

The deadline for this reporting is Friday, March 2, 2018 at 4:30 PM. Your participation is crucial to maintain our ability to provide financial aid for our students.

The Registrar has created an electronic system to facilitate this process for faculty. Please log-in to *mySVSU.edu* and go to the Faculty link located on the bottom left hand side of the page. Link to *Faculty Information* and then *Grading/Attendance*. Your attendance sheet will be located there.

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Brain Based Learning

The last two decades have witnessed/uncovered many techniques that can deepen learning. However, these techniques have remained largely unknown outside of certain scientific circles until recently. In the past few years, many articles and books have been written on the subject and there has been a lot of chatter surrounding the findings (for example, Carey, 2014, Doyle & Zakrajsek, 2013 and Oakley, 2014).

The following are findings that might help you help your students become better learners.

- Learning is now known to cause a physical change in the brain. To effect this change, the more a student engages in the learning, through listening, talking, writing, thinking, etc., the deeper the learning will be. Such involves practice which means that the more a student practices, the stronger the area of knowledge will be.
- For learning to occur, students need to understand that they must “prep” their brain. The human brain uses 25 to 30% of the body’s energy and a brain that is starving will work less efficiently. Brains that are well fed with proteins and lots water better than those which are starved.
- Research has also shown that sleep is essential to learning. Everyone needs at least 7.5-9 hours of sleep nightly. While sleeping, memories are made and unwanted information is pruned. So it is best for your students to review all valuable new learning right before sleep so that the memories become stable.
- Even though all exercise is good, thirty minutes of daily aerobic exercise is the best thing anyone can do to improve learning. BDNF, a protein that is released during exercise makes it easier for the brain to learn. As well, neurochemicals like serotonin, dopamine, and norepinephrine are released in greater quantities during exercise boosting the brain’s ability to focus and concentrate (Doyle and Zakrajsek, 2013).
- The more a learner employs her senses in the learning process, the better the learning. Senses like smell, vision and touch all work to develop new neural pathways, increase recall, and cement new ideas. The Amygdala is the brain’s center for emotions, motivation and emotional behavior. When senses are combined with learning, these are stored in the Amygdala thereby helping with recall.
- To truly have good recall, it is essential to try to retrieve information in a variety of settings. Once your students have read their assignment, they should close the book, pause, and then recall what they have just read. To further reinforce this learning, your students should remove themselves from their current space to a different space and then pause and recall. The more your students do this, the deeper the learning.

These are just a few of the ideas that are found in the literature.

References:

- Carey, B. (2014). *How We Learn, the Surprising Truth about When, Where, and Why this Happens*. New York: Random House.
Doyle, T. & R. Zakrajsek (2013). *The New Science of Learning, How to Learn in Harmony With Your Brain*. Sterling, VA.: Stylus.
Oakley, B. (2014). *A Mind for Numbers, How to Excel at Math and Science*. New York: Penguin.

Teaching from the Test: Exam Wraps

Mid-term exams will be here before we know it. 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 next exam:

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. Have them think about the percent of their time studying was spent on 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 next exam are improved!