

Adjunct Faculty Academic Calendar

- 2/1 Last day to Withdraw with a 50% refund and "W" Grade
- 2/8 Last day to Withdraw with a 50% refund and "W" Grade
- 2/22 Deadline for Title IV Federal Financial Aid Attendance Reporting

Workshops

- 2/5 Collect Student Responses with iClickers
10:00 AM Z115
- 2/12 Protect Sensitive Documents with this Microsoft Tool: AIP
11:00 AM Z115
- 2/21 Echo 360: Navigate the new library and use the newest capture system, Universal Capture
1:00 PM Z115

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

Teaching Tip:

Don't Fear Silence!

If you wait long enough, after you ask a question, your students will talk. The silence might be deafening but perhaps your students need extra time to put their thoughts together before coming up with an answer to your question. Give them 20-30 seconds to reflect and formulate an answer.

Brain Based Learning

The last two decades have witnessed/uncovered many techniques that can deepen learning although these techniques have remained largely unknown outside certain scientific circles. In the past few years, many articles and books have been written on the subject and there has been much media surrounding the findings (for example, Carey, 2014, Doyle & Zakrajsek, 2013 and Oakley, 2014). 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 of water, function 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 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 more they will have deep 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. Ask your students what 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!

Center for Academic Innovation Symposium
 Announces the 2019 Symposium

Promoting Student Retention and Success: Creative and Adaptable Strategies Developed by SVSU Faculty and Departments

Friday, February 15th

8:30 am-3:20 pm

Curtiss Banquet Room A

Morning Session

Breakfast- 8:30-9:15

Department Panel Showcase- 9:30-10:15

Keynote and Workshop- 10:30-Noon
*Connecting with the Next Generation of
 Students: Authentic Experiences and
 Stories*

Presenters: Blake Johnson, Bill
 Williamson, Scott Kowalewski

Afternoon Session

Lunch- Noon-1:00

Faculty Showcase 1- 1:00-1:40
*Using Technology to Promote Active
 Learning*

Faculty Showcase 2- 1:50-2:30
Using Lecture Videos to Engage Students

Faculty Showcase 3- 2:40-3:20
Dow Professor Recipients

To Attend: Please RSVP to Debbi at dabearej@svsu.edu or call 989-964-2622