

Grab Some Chocolate and Chill

Are you tired and stressed? Are these symptoms a result of the lingering COVID-19 pandemic? And, as if the fall semester wasn't stressful enough, adding masked face-to-face classes during this pandemic can serve to increase your weariness and add more stress to your already stretched self. This is why it is important for faculty to practice self-care. Self-care can help faculty find balance and well-being personally, socially, and emotionally. Many definitions of self-care exist, and these generally refer to the necessity of individuals to take an active role in attending to their own physical and psychological health and wellness. Fortunately, there are strategies that lend themselves to self-care. You might find the following strategies relevant to your teaching:

1. Examine how you spend your time and energy.

In doing so think about which work activities energize and excite you. Also, consider those activities which feel unnecessary or a drag on your soul. Once done, think about those aspects of your teaching which build you up and those which knock you down. Then minimize those parts of your teaching that aren't beneficial.

2. Check your rhythms.

Your body has its own clock and is guided by your circadian rhythms. Circadian rhythms can affect your sleep patterns, hormones, body temperature, and eating habits. These can get out of sync during times of stress like during a Pandemic! Although it is difficult for faculty to always have a life in sync, to prevent dissonance, create patterns that will help you support your internal clock. To do so, try to wake up and go to bed at the same time daily as well as develop patterns where you eat and exercise around the same times. Also, limit your screen time by unplugging 2 to 3 hours before your bedtime. Doing so will help with you get a good night's sleep. Such patterns will help to energize you and allow you to be more productive.

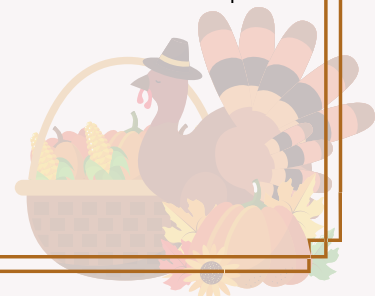
3. Evaluate your food and fuel.

Research indicates that the kind of foods we eat, and the importance of exercise can contribute to one's well-being. So, it is wise to often get up from your desk, stretch, take a walk and eat a healthy snack. One snack that has been shown to increase mood and generally improve your cognitive functioning is dark chocolate. And who doesn't want to eat chocolate?

There are a multitude of other strategies you can try...like taking a break when you become overwhelmed, saying "No" when you don't want to do something, or even asking for help. However, if you get started on just the three strategies listed above, you will be headed toward a less stressful semester and develop the energy you need to persist to the Holiday season!

Reference

Freeman, C. and Clare, B. (2016, July 20). Avoiding burnout: Self-Care Strategies for Faculty. Faculty Focus. Accessed from: <https://www.facultyfocus.com/articles/faculty-development/avoiding-burnout-self-care-strategies-faculty/>



CETL has redesigned the training required for faculty who will teach online and hybrid courses!

There are two types of online certification trainings that are provided by CETL. The first is the Online/Hybrid Course Design and Teaching Certification and the second is Online/Hybrid Facilitator Certification. The requirements for each of these trainings are listed below.

Online /Hybrid Course Design and Teaching Certification, also known as the Designer's Course, covers the pedagogy of online and hybrid course design and teaching.

Who should take this course?

Full-time and adjunct faculty who will be:

- Designing and teaching an online/hybrid course.
- Teaching an online/hybrid course that has already been designed and set up in a Canvas shell, including work such as
 - revision/creation of the syllabus.
 - choosing and creating teaching materials and learning activities.
 - facilitating classroom face-to-face or online direct instruction.

It will be offered 3 times a year:

- January to February
- July to August
- and December

During each session, the course is primarily asynchronous and self-paced with at least 2 consultations with CETL staff to complete course requirements.

Online/Hybrid Course Facilitator Certification is fundamentally different from the old Facilitator's training. This training covers best practices in communicating with and providing feedback to students in an online format.

Who should take this course?

Faculty who are:

- Overseeing onsite clinical or field placements.
- Interacting with students through the LMS.
- Providing feedback in person and/or online.
- Possibly moderating and evaluating discussions, assignments, and placement performance.

Faculty who are not:

- Designing the course syllabus.
- Responsible for classroom face-to-face or online direct instruction.

Please see our Online & Hybrid Learning website page for the sign-up form and further information about the courses. If you have any questions about which course you or the faculty you supervise should take, please contact us at CETL@svsu.edu.

The next session is scheduled to begin on Wednesday, December 1, 2021. So sign-up!

Humor, Teaching and the Pandemic

Since March 2020 or 19 months ago, the academic world turned upside down. Many of us had to scramble and move our courses to a remote environment and our students had to make similar adjustments. Faculty and students alike have argued that this environment created more academic work than before the pandemic. Difficult work can be stressful for both faculty and students and it might get in the way of engaging our students. As a result, it appears that teaching and learning have been difficult and at times not fun. But does it have to be this way? Although it is important to have a course that is rigorous, organized, and one which utilizes meaningful assessment strategies, there is a role for classroom humor. Ludic Pedagogy is a teaching philosophy which, “embraces the importance of fun, play, playfulness and humor, without sacrificing academic and intellectual rigor” (Edmunds and Lauricella, 2021).

This pedagogical tool helps faculty create a learning environment that can be enjoyable and less stressful for both them and their students. It also serves to engage and motivate students while increasing the likelihood that student learning goals will be reached. As Edmunds and Lauricella posit, humor and fun are extrinsic motivators which, when employed in the classroom, can lead to student enjoyment while engaging in classroom activities. As well, this form of pedagogy helps to motivate faculty by establishing and maintaining a fun environment.

So how do we make this happen? There are four suggestions:

1. Be of good humor.

If faculty are positive, their students will be more positive, and the classroom environment will be more pleasing all of which is beneficial for learning. Using humorous examples, problems, or stories that are relevant to the material being presented can aid in student retention of the subject matter because the students are engaged.

2. Play is not only gamification.

Play comes in all shapes and sizes. Having students engage in active learning experiences or employing technology can be categorized as play but play that is beneficial to learning. Edmunds and Lauricella say that play “begins with anticipation-as students begin to see the shapes of new ideas, they experience the tension and excitement of learning.” Therefore, play can be used to engage students with new ideas, concepts or theories.

3. Create and cultivate community.

This form of pedagogy is based on social interaction and social relationships as faculty plan activities that are fun and playful. This building of social relations is key as students build their associations, they are enhancing their collaborative and communication skills. Utilizing think, pair and share, breakout discussion groups, group quizzes can all work to enhance personal links with others which serves to benefit our students.

4. Model a ludic mindset.

Faculty, who develop a mindset that personifies play and playfulness along with humor, are passionate and cheerful and this attitude carries over to their students. In developing and displaying this mindset students may be more willing to immerse themselves in the course material.

Humor, Teaching and the Pandemic (Continued)

This pandemic is no laughing matter but in times of stress, using humor and play as tools will help us pull through these difficult times. So please consider using this as a teaching tool as well as employing self-care to keep your spirits up and that of your students.

Citation

Edmunds, T. and Lauricello, S. (2021, April 23). Ludic Pedagogy: Schooling our Students in Fun. Faculty Focus. Accessed from <https://www.facultyfocus.com/articles/philosophy-of-teaching/ludic-pedagogy-schooling-our-students-in-fun/>

Academic Calendar

November 5, 2021

Last Day to Withdraw with a W

November 24-28, 2021

Thanksgiving Recess- No Classes

November 29, 2021

Class Resumes

Workshops

November 9, 2021, at 3:00 p.m.

Canvas Discussion, Groups, and Peer Review
Virtual

November 12, 2021, at 1:00 p.m.

Faculty Friday- Making Assignments Culturally
Relevant
Emeriti Room

November 17, at 12:00 p.m.

November 18, at 5:00 p.m.

Planning and Facilitating Your Classwork to
Promote Deeper Learning
Online

November 19, 2021, at 10:00 a.m.

Echo 360- Engage Students with the Active
Learning Platform
Online

To register for these and other workshops please go to
<https://appsc.svsu.edu/workshops/workshopsOffered>
For CETL workshops select "Tools for Teaching" in the drop-down box.

Count the Candy Corn in the Head Contest!

Well, we had fun and a few friends won prizes in this yearly event. There were a total of 916 candies.

The winners were:

First place: Jody Girou (906)

Second place: Gina Miller (929)

Third place: Charles Kapplinger (881)

Fourth place: Laetitia Stock (995)

Be sure to participate next year, because you can always count on having fun and, hopefully, you will win prizes in the, Count the Candy Corn in the Head Contest!

