

Be a Risk-taker!



Adjunct Faculty Academic Calendar

<u>6/29</u>	Spring Classes, Final Exams, end
<u>6/27-7/3</u>	Late Registration for Summer Classes
<u>7/1</u>	Summer Classes Begin
<u>7/3</u>	Spring Grades due to Registrar by Noon

Workshops

(Register at: svsu.edu/workshops)

<u>7/12</u>	Echo 360: Intro for first time Users 9:30 AM Z115
<u>7/17</u>	Canvas: An Introduction 2:00 PM Z 115
<u>7/23</u>	Canvas: Gradebook, Assignments & Rubrics 9:00 AM Z115

For more workshops available in June or July, please visit:
svsu.edu/workshops

"Creativity is inventing, growing, taking risks, breaking rules, making mistakes and having fun." Cook

In an article, Brow (2015) discusses his very first job teaching Modern Chinese History. He decided that on the first day of class, he would place his students in groups and assign each a Chinese province to research and then share their findings with the class. What followed were well-prepared, excellent presentations which, in turn, generated "dynamic" discussions. From this he carefully constructed a semester's worth of lectures which were met with silence and sighs from the students. Toward the end of the semester, two of his braver students asked him what happened to the course they loved at the start of the semester. He asked them to explain and the students replied that they loved, "the excitement of doing research and reporting what they had found, listening to their peers' reports and the dynamic exchanges between students about provinces they had studied. They confessed that the lectures had been difficult to follow, and even harder to record in note form. Half the time they had difficulty making connections or understanding the narrative," that he had compiled for his sources.

In essence, Brow was busy filling class time by communicating his knowledge of China instead of creating an environment where his students could discover and learn, themselves. This is the difference between a teacher-centered classroom and a learner-centered classroom.

Learner-centered classrooms allow the students to construct their own knowledge through guided lessons which allow them to gather information and integrate it using such skills as critical thinking, problem solving, and inquiry. Developing such a classroom environment requires much preparation outside of the classroom and even before the semester begins. However, if done well, it provides students with varying learning preferences to discover the course material and learn it well. For many, creating a student-centered classroom may be risky but it can also allow faculty the opportunity to be creative and inventive! If you are interested in working to create a learner-centered classroom, one technique to do so is a flipped classroom, where students read and watch brief 10 minute lectures outside of class perhaps even followed by an online quiz. In class, the students work on projects which help them better understand the material they studied the night before. Such a pursuit may seem risky, even scary, but the student learning that follows will be remarkable!

Reference:

Brow, K.L. (2015, February 23). Learner Centered Pedagogy and the Fear of Letting Go. Faculty Focus accessed from <http://www.facultyfocus.com/articles/teaching-and-learning/learner-centered-pedagogy-fear-losing-control/>

“Flippable” Moments in the Classroom

A “flippable moment” is the moment when you stop talking *at* your students and “flip” the work to the students. This is when you step back and let them struggle and ask questions, solve problems and do the heavy lifting of learning on their own. Give them guidance, but not answers, advises Dr. Barbi Honeycutt, director of graduate professional development and teaching programs at North Carolina State University and founder of Flip It Consulting.

While it’s true that students can discover information and answers to questions within seconds via the Internet, online textbooks, online lectures, and MOOCs, not all students are prepared to do the “messy work” of learning. “What they can’t always do is analyze, synthesize, and experience the process of engaging in higher levels of critical thinking,” says Honeycutt, adding that a “flippable moment” is when students “make meaning for themselves.”

Honeycutt identifies four potential “flippable moments” in a lesson:

Flippable Moment #1: Look for confusion – Try to anticipate the most confusing part of the content and add an assessment in the middle of the lesson to help you and your students determine where additional work is needed. Or, try a group activity so students can discuss the material with their peers.

Flippable Moment #2: Look for the fundamentals – Ask yourself what students **MUST** know before they can move forward. A variety of practice assessments that will test and reinforce their knowledge will provide students with multiple opportunities for learning.

Flippable Moment #3: Look at your extra credit question – Ask yourself how you could turn an extra credit question into an activity or project for all your students. Design your question to test the next level of thinking by moving students beyond memorization or comprehension, thereby providing an opportunity to flip your lesson. If your students think they know the answer, then this is the moment they are motivated and curious.

Flippable moment #4: Look for boredom – When you come to a place in your lesson when boredom strikes, you need to flip your class over to your students. Step aside and let them **DO** the work. Put them in pairs or groups and give them a challenge. Give them space to struggle, practice and imagine.

Focus your lessons on what your students should do, not what you should do. Remember, says Honeycutt, you had to do the “heavy lifting” when you were learning what you now know as an instructor. “You had to make meaning for yourself,” explains Honeycutt. “Now it’s your students’ turn. Flip it to them.”

Reference:

Honeycutt, Barbi. (2013, March 25). Looking for Flippable Moments in Your Class. *Faculty Focus*. Accessed from: <https://www.facultyfocus.com/articles/blended-flipped-learning/looking-for-flippable-moments-in-your-class/>

Save the Date!
Adjunct Faculty Orientation
Thursday, August 15th
4:30 in Curtiss Banquet Hall

