

Adjunct Faculty Academic Calendar

- 4-10 Spring Break, No Classes
- 29 Last day to Withdraw with a "W" Grade

Workshops

- 15 Adding to your Academic Toolkit
12:30 PM SE 203
- 27 Canvas: Modules
2:00 PM Z115
- 29 Canvas: An Introduction
2:00 PM Z115

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

Teaching Tip: Admit What You Don't Know!

Believe it or not, as faculty, we don't have answers to each and every question. So, be honest with your students when you don't know an answer and tell them to look it up (they carry small computers in their pockets you know). This will show them your humanity and, also, teach them that learning is a life-long process.

Formative Assessment: How Do You Know They Get It?

A pre-assessment evaluation of what your students know at the onset of a semester or when a new topic is introduced can be invaluable in helping you understand where to begin focusing your instruction. Likewise, a summative assessment at the end of the semester or at the closure of a topic will let you know which students are ready to move on to the next level. However, formative assessments are the key to determining if your students are on track as the semester progresses. Teaching without formative assessments can be a little like driving with your eyes closed.

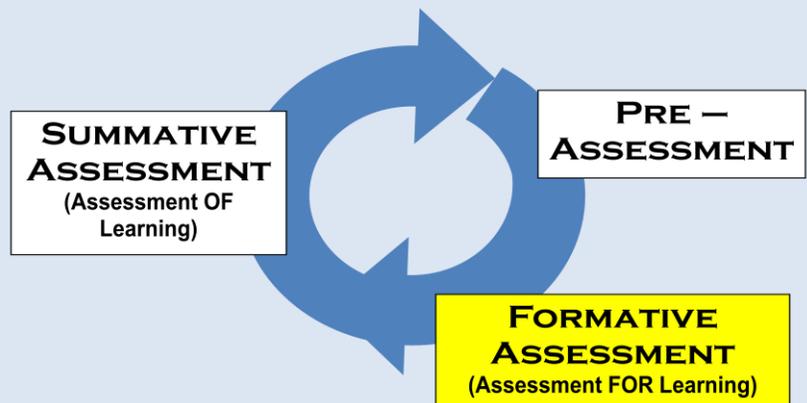
"Evidence shows that formative assessment is an essential component of classroom work and that its development can raise standards of achievement," according to Paul Black and Dylan William, authors of the article, "Inside the Black Box: Raising Standards Through Classroom Assessment," published by Phi Delta Kappa International.

Formative assessments take place at the same time learning is underway; in fact, they are conducted throughout the learning and teaching process to diagnose student needs and plan the next steps in your instruction. Additionally, formative assessments provide students with feedback they can use to improve the quality of their work. Consequently, they can help students take control of their own learning, which can only increase the gratification they feel when they succeed

Black and William point to several studies that provide evidence that formative assessment improves the self-esteem of students when they are applied as part of a "culture of success, backed by a belief that all pupils can achieve." Part of that culture includes classroom discussions in which students are encouraged to "talk about their understanding." Such discussions can help the instructor respond to students and reorient their thinking.

(Paul Black, professor emeritus and Dylan William, head of professor educational assessment, teach at King's College in London, England)

ASSESSMENT PROCESS



Formative Assessment Idea: How Do I Know What I Know?

Metacognitive questions can help your students understand how well they understand a concept. Here are some examples:

1. What kind of idea is it?
Name the major category area.
2. What are some examples?
Name the best examples of this idea that you can think of.
3. What are some similar ideas?
Name some things that are similar to help remember the concept.
4. What are some different ideas?
Name something different than the concept you are studying, that you should avoid confusing with it.
5. What are its characteristics?
Name the qualities that make this concept what it is.

Gallery Talk Opportunity

A new exhibition commemorating President John F. Kennedy's private life and public trajectory will be on view at the Marshall M. Fredericks Sculpture Museum, Saginaw Valley State University from March 15 – June 29, 2019. The exhibition, one of the most exhaustively researched collections of Kennedy photos ever assembled, brings together images from the John F. Kennedy Presidential Library, the John F. Kennedy Library Foundation, Getty Images, private collections, and the Kennedy family archives that capture public and private moments from Kennedy's life. Some of the photographs on display are iconic; others have never been seen publicly.

The Museum is scheduling programs during this exhibition. The Gallery invites all Professors to give a gallery talk (or other related program) on any aspect of the exhibition theme. The Gallery has tentatively scheduled some possible programs dates but can be flexible. If you have any question or would like to participate, please contact Andrea Ondish at 989-964-7096 or ondish@svsu.edu.

For more information about the exhibition visit: <http://marshallfredericks.org/jfk/>

Changing Your Teaching Using the First 5 Minutes of Class

In a recent edition of *The Chronicle for Higher Education* (2016), Lang writes about the importance of the first sentence in any great work of fiction and how the ideas within that sentence work to catch the reader and keep their attention. He says that the same is true for the college classroom. The first five minutes of a class give faculty an opportunity to draw students away from life's distractions and into your course content. So, he offers four suggestions for how you can begin your classes:

1. *Open with a question or two-* prompt the students with questions that qualify as important and particularly relevant to the material being presented that day, and then let the students try to answer the questions. To assess, prompt them at the end of the class with the same questions to see if they have gained a richer understanding of the material.
2. *What did we learn in the last class-* ask your students to "remind" you of the work covered in the last class. This technique will allow them to reflect upon and practice what was learned, thereby, causing even deeper learning. This should be a book and notebook free practice in order for them to retrieve their learning from memory.
3. *Reactivate what they learned in other courses-* Activating prior knowledge to build new knowledge is a tried and true technique. So, ask your students what they already know about a particular topic to activate the brain...as in, "Today we are going to focus on X. What do you already know about X?"
4. *Write it down-* Using low stakes writing time also allows students to activate and reflect upon their knowledge. Do this by prompting them with a question from the material covered in the last class or in their readings. This will put their head into the material and ready them for rich discussion.

Give these hints a try and see if you begin to see a change in your student's motivation toward learning and excitement about your course material.

Reference:

Land, J.M. (2016, January 11). Small Changes in Teaching: The First 5 Minutes of Class. *The Chronicle of Higher Education*. Accessed from: www.chronicle.com/article/Small-Changes-in-Teaching-The/234869?fbclid=IwAR3FZj_Sp-RHc052Yxhst58cUYoeovbUTctPjgCaF31PMGRWWGVSVNKXEbuI

SAVE THE DATE:

Adjunct Faculty Award Banquet
Friday, April 5, 2019 from 5:00-whenever!