



Adjunct Faculty Academic Calendar

May:

<u>5</u>	Final Exams End
<u>9</u>	Grades Due to Registrar by Noon
<u>11-12</u>	Commencement
<u>14</u>	Spring Classes Begin

Workshops

May:

<u>11</u>	Video Conferencing 1:30 PM GS 114
<u>24</u>	Documents, Notes & Email - Organize in OneNote 11:00 AM Z 115

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

The Effect of Telling Stories in Class

Storytelling is a good technique to relate course ideas or concepts to real life situations. There are a host of different dimensions in storytelling. Stories can amuse, offend, provoke, delight, disturb, disappoint and they can also instruct. Stories can provide value, turn an abstract idea into a concrete reality, and can make an idea that seems dull into something truly brilliant. According to Greene (2018), there are five parts to a story: exposition, rising action, climax, falling action, and resolution. Using any one of these parts of a story can help students remember and recall important information allowing them to grasp difficult material.

Stories by nature allow students the opportunity to listen, learn, and remember. The following are five brief reasons to employ storytelling in your teaching practices (Greene, 2018):

1. Stories make material relatable and accessible to students. They are a nice way to introduce a concept, a statistic, or an idea. They also serve to engage students.
2. Stories can demonstrate relevance in classes that tend to be difficult, or mind-numbing. Used on the first day of class, a story can draw students into the classroom by encouraging their interests or can be used during the mid-semester depression to again produce engagement.
3. Stories construct “meaning-making” that allows students to listen, learn, and recall.
4. Stories can bridge gaps allowing students to recall information in which they are already familiar and connect this recalled information to new information allowing students to develop new perspectives and experiences as a result of the telling of another person’s story.
5. Stories allow for course material to be accessible. They can erect a bridge between the unknown into new territory...a complicated idea.

Truth be told, you are probably already telling stories. This piece is meant to make you more conscious of your story telling and develop control over how you use your stories to engender greater student learning.

Reference:

Green, M. (2019, January 10). *Are You Telling Stories in the Classroom?* Berkley Center for Teaching and Learning. Accessed from: <https://teaching.berkeley.edu/news/are-you-telling-stories-classroom>

The Needs Assessment Report is near completion. Please look for it in your mail next week. This report contains valuable information which leads our office in providing ample support to all of SVSU’s Adjunct Faculty.

Adjunct Faculty Awards Banquet-2018



This year's Awards Banquet was a large success! We had about 170 people in attendance. We ate a scrumptious meal and delighted in hearing the band, Beatrice, play once again this year. We also passed out many awards and heard wonderful words of gratitude from this year's Anderson Award winner, Dr. Roberto Garcia (pictured). If you didn't attend this year's banquet, consider coming next year. It is truly a great celebration for SVSU's Adjunct Faculty.

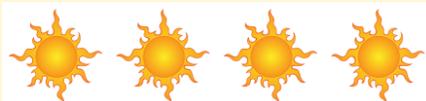
Helping Students Who Perform Poorly

Performing poorly on the first exam is often a predictor of student grades for the remainder of the semester. Despite the fact that our students can attend the Center for Academic Achievement for assistance with studying and understanding course work, those students who need help the most often don't seek assistance. An article by Deslauriers, Harris, Lane and Wieman (2012), offers ideas for helping underperforming students through immediate intervention after the first exam.

Students, who self-reported studying a minimum of six hours for exams in an oceanography and physics course and who failed their first exam, were invited by their faculty members through e-mail to meet with their instructor and discuss their methods for studying. Most students who responded to the email and met with their faculty member said they tried to memorize everything because they couldn't figure out what was most important to know. To intervene, the faculty made some suggestions for improved study behaviors. First, they showed the students that the exam questions were tied to the learning goals for the class. By being aware of this, the students would then be able to decide what content was relevant for the next exam. As well, the students were advised to take study guide questions and homework problems and align these with the course learning goals allowing them to quiz themselves on the course material. By emailing and then later meeting with the poorly performing students to discuss their study behaviors, the authors found the grades for the intervention group significantly improved over the grades of those students who chose not to meet. The students with the improved grades also reported they changed their study habits "a lot" with 70% of the physics students reporting they tested themselves, read the book, concentrated on the learning goals as they studied, and attended review sessions. The authors concluded that such interventions can change the course direction of those students who initially performed poorly. This is a problem in a significant number of classes, especially those which are survey courses, as it is difficult for students to swing back following a failing grade. So, this might be a new method for you to try in the fall as you prepare for your classes. Try to tie some intervention to your class for those underperforming students!

Reference:

Deslauriers, L., Harris, S., Lane, E., & Wieman, C. (2012). Transforming the lowest-performing students: An intervention that worked. *Journal of College Science Teaching*, 41 (6). p. 76-82.



*HAVE A GREAT
SUMMER!*

