

## Adjunct Faculty Academic Calendar

- 11/9 Last day to Withdraw with a "W" grade
- 11/21-11/25 Thanksgiving Recess, No Classes
- 11/26 Classes Resume

## Workshops

- 11/2 Canvas: An Introduction  
1:00 PM Z115
- 11/9 Increase Student Engagement with Lecture Capture/Echo 360  
2:30 PM Z115
- 11/16 Create High-Quality Video Lectures Utilizing SVSU's Lightboard Studio  
2:30 PM SE142

**Register for these and other workshops at:**  
[svsu.edu/workshops](http://svsu.edu/workshops)

The November 2018 workshop is titled, *Planning and Facilitating your Classwork to Promote Deeper Learning*. It is scheduled for Friday, November 9<sup>th</sup> at 12:30 in SE 203. To register please go to the workshop schedule at [svsu.edu/workshops](http://svsu.edu/workshops). Attendees are compensated \$30 and a light lunch will be served.

## TRANSITION

Dear SVSU Adjunct Faculty,

I am writing to inform you of a change being made in our office. Many of you might be aware that I have been asked to direct Disability Services (D.S), in addition to the Testing Center and the all-important Adjunct Faculty Support Program. Since being asked to take on this additional responsibility, Deb and I have been spending most Mondays and Wednesdays in the D.S. office in Wickes (W260). During this time, it has become increasingly clear that the D.S. office needs our attention for more than just 2 days a week. So, it has been decided that beginning in Winter Semester 2019, Deb and I will be relocating to the D.S. office. This doesn't mean, however, that we will not be providing the same level of support you have received in the past. You can come to see us in Wickes any time and we will help you in any way we can. As well, we will continue with all of the programming that we have offered in the past. All this move means is that our physical presence will no longer be on a full-time basis in SE201. This move makes me a little sad as I have been in SE201 for 12 years, but, if we are to have a first rate program for our students who face barriers as a result of their disabilities, this change must occur.

For the remainder of this semester, if you can't find me or Deb in the SE201 office, come on over to W260. And beginning in January, 2019 we will be permanently residing in the Wickes office. So please come over to see us because we will miss you!

With the deepest respect for all of you,

*Ann*

## Count the Candy Corn in the Head Contest!

Well, we had fun and a few friends won prizes in this yearly event. The winners were:

- First place: Garrett Glynn 1235
- Second place: Julia Degenhardt 1234
- Third place: Tom Smith 1254



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

## Teaching-Centered vs. Learning-Centered Paradigms

Today, there are many smart educators who suggest that colleges and universities need to consider a paradigm shift. This shift involves moving from the Teaching-Centered Paradigm to the Learning-Centered Paradigm. Teacher-Centered classrooms are those where the instructor is the primary information giver and the primary evaluator. Courses which employ Learner-Centered practices are those where the instructor's role is to facilitate and coach and where the students and the instructor learn together. The following table provides some comparisons between the two paradigms:

<b>Comparison of Teaching-Centered and Learning-Centered Paradigms</b> (Learner-Centered Assessment on College Campuses by Huba and Freed 2000)	
<b><i>Teaching-Centered Paradigm</i></b>	<b><i>Learning-Centered Paradigm</i></b>
Knowledge is transmitted from professor to students	Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problems solving and so on
Students passively receive information	Students are actively involved
Emphasis is on acquisition of knowledge outside the context in which it will be used	Emphasis in on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts
Professor's role is to be primary information giver and primary evaluator	Professor's role is to coach and facilitate Professor and students evaluate learning together
Teaching and assessment are separate	Teaching and assessment are intertwined
Assessment is used to monitor learning	Assessment is used to promote and diagnose learning
Emphasis is on the right answer	Emphasis in on generating better questions and learning from mistakes
Desired learning is assessed indirectly through the use of objectively scored tests	Desired learning is assessed directly through papers, projects, performances, portfolios and the like
Focus is on single discipline	Approach is compatible with interdisciplinary investigation
Class culture is competitive and individualistic	Class culture is cooperative, collaborative and supportive
Only students are viewed as learners	Professor and students learn together

Why is it important to transform our classroom practices? In the Learner-Centered environment students learn how to use a discipline to solve problems and master learning objectives. In the Teacher-Centered environment material is covered...though not necessarily mastered. The pedagogy is different too. In the Learner-Centered environment students learn by doing. They engage with the material and practice the discipline. In the Teacher-Centered environment faculty cover the material through lecture where information and learning are based on the delivery of information. If we are to understand how learning occurs, thinking about creating neural pathways that perpetuate and ensure life-long learning, it becomes important to think about how we as instructors can facilitate this learning. If, as in the Teacher-Centered classroom, the faculty role is that of the *sage on the stage*, students are not the focus of the teaching. However, if as in the Learning-Centered environment, the faculty role is that of a designer of the learning environment, and the student becomes the focus of the teaching and has a greater chance of mastery and life-long learning.

Reference:

Huba, M.E. & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Needham Heights, MA: Allyn & Bacon (p. 108).