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Faculty Development Luncheon

Wednesday, October 2, 2013

*Lessons Learned in Studying
Seven Years of Teacher
Evaluations*

Presented by:

Dr. Maurice Eftink, Provost Office
and

Dr. Kathy Gates, Information
Technology

Register **Online** by Sept 26th.

Quotable Quotes

"The dream begins with a teacher who believes in you, who tugs and pushes and leads you to the next plateau, sometimes poking you with a sharp stick called 'truth'." – Dan Rather

"If you think your teacher is tough, wait until you get a boss. He doesn't have tenure." – Bill Gates

*"Most of us end up with no more than five or six people who remember us. Teachers have thousands of people who remember them for the rest of their lives."
– Andy Rooney*

New Programs at CETL

Welcome to a new semester! This year CETL is excited to announce that in addition to the regular [Faculty Development Luncheons](#) (FDL) we will also be holding small group workshops the following week. These small group workshops are designed to give interested faculty an opportunity to more thoroughly explore and discuss the information presented at the FDL. After each FDL attendees will be sent a link to the registration form so they can sign up to attend the small group workshop, if interested.

Another addition to this year's line-up is new [Graduate Students Seminars](#) (GSS). These seminars will be held on the evening following the FDL at 7:00 PM in Bishop Hall, room 107. Presentations will be given on the same topic as at the FDL as it would apply to graduate instructors and teaching assistants. Please feel free to let your graduate students know of this new series of seminars.

Our first FDL, held on September 10th, presented a new program being offered to faculty and students this fall – [DIY Study Skills Workshops](#) for the Classroom. The following article will go in to more detail about this program.

In-class Workshops for Students' DIY Academic Improvement

by Nancy Wiggers, Ph.D., and Rebekah Reysen, Ph.D., Learning Specialists

This year CETL created another opportunity to serve faculty and students: in-class workshops and presentations on study skills. The workshops benefit faculty as pragmatic alternatives to continue with a regularly scheduled class despite having to be away for conferences, meetings, etc.; to address ineffective study strategies demonstrated by a number of students; and to provide a basis for dialogue for individual students' performance meetings.

Students benefit pragmatically as well by discovering techniques and strategies for an effective DIY "study" plan. The recommended basic formula for weekly "study" time per academic class is 3 hours study per 1 hour of class. Consequently, freshmen who carry a full academic class load, 12 hours, should plan for a minimum of 36 hours of study time per week. This is a great deal of time devoted to reading over notes, the most common response students provide when asked "what do you do to study?" The workshops demonstrate to students better alternatives to planning and spending their study time. They include topics such as note taking and note *making*, academic reading and *review*, test preparation and *analysis*, as well as time management and *reflection*.

To request a workshop for a class, a faculty member simply completes an online form available on the CETL website ([Request Form](#)) preferably two weeks prior to the date desired for the workshop. The form elicits information regarding contact information, date/time for requested workshop, class logistics and content. After the form is submitted, the faculty member is contacted by CETL staff to arrange a meeting to discuss the workshop. The pre-workshop meeting allows faculty and CETL staff to outline specific objectives for the workshop and

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its application in his or her course. In our experience, students respond to information on “studying” when they see a context-specific use.

The basic model for all workshops includes a brief presentation, application activity, closure, and evaluation. Each workshop begins with a presentation about the workshop and its objective. Afterwards, students are guided through an applied activity with faculty-approved content. If practical, the activity will involve small collaborative groups. At the end of the class period, there is a short closure activity to reiterate and/or assess the workshop objective. Following the workshop, students complete brief electronic survey to submit their evaluations of the workshop. The results are provided to both CETL staff who conducted the workshop and the faculty member who requested it.

For more information regarding the workshops available, please refer to the list below. If you have any suggestions of other presentations/workshops that would benefit your students, please contact us.

DIY (Do It Yourself) Study Skills Presentations:

- **Time management in the academic context** - Managing time is crucial for academic success. Scheduling classes is merely the first step. Three credit hours represent a lot of task-oriented hours. This workshop addresses strategies to effectively manage time in light of course expectations and assignments.
- **Notes for a real advantage** - Taking notes in class provides just the foundation for good review tools. This presentation addresses the steps involved in creating effective reviews from in-class notes.
- **Visual notes system** - Maps highlight visually the relationships among various pieces of information. As with any strategy, the greatest value is in the application, i.e. creating the map, than in the product itself. This presentation introduces the steps to create useful illustrations for review.
- **Reading effectively** - Purposeful reading is fundamental for academic success. This presentation addresses reading strategies which enhance learning.
- **Test prep** - This presentation addresses test preparation for a course. Suggestions for managing time prior to tests and preparing for types of test items are presented.
- **Post-test test prep** - This presentation addresses how to conduct a thorough test analysis to inform strategies for future tests. Students will be required to access both their tests and their results for this presentation.