

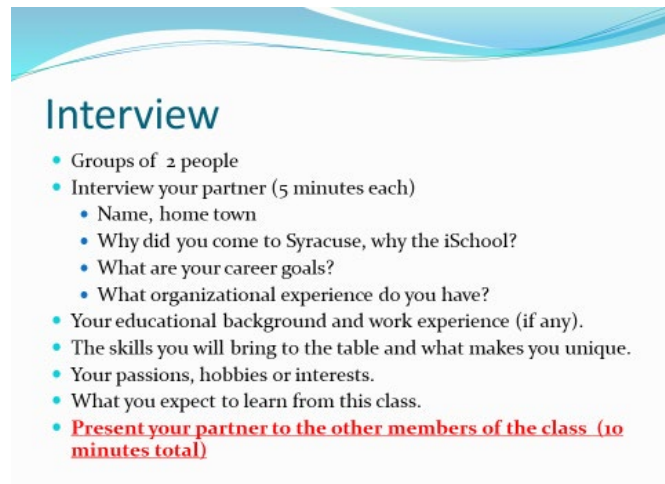
Adjunct Get Together Round Table Discussions:

Tuesday, January 8, 2019

First Day | Week Class Strategies:

- Summarized by Senior Adjunct Alex Corsello

We discussed the first week of class and in particular the first Day. Below is the interview process Alex has the students do the first class. This is an 'ice breaker' and allows everyone to get to know everyone, and also has the students standing up in front of the class to talk about the other student. It is also the first process in the Professor learning the students' names, which we all agreed on Tuesday evening is something that is important.



Interview

- Groups of 2 people
- Interview your partner (5 minutes each)
 - Name, home town
 - Why did you come to Syracuse, why the iSchool?
 - What are your career goals?
 - What organizational experience do you have?
- Your educational background and work experience (if any).
- The skills you will bring to the table and what makes you unique.
- Your passions, hobbies or interests.
- What you expect to learn from this class.
- **Present your partner to the other members of the class (10 minutes total)**

We also agreed that reviewing the syllabus prior (emailing out to the students before that first class) is also important. Now that we have something formal to review regarding Academic Integrity, we all this agreed was another thing we should officially go over – the document that was distributed during the session: *What Students Need to Know* – will do this while explaining the syllabus that first class.

Since we all use attendance as part of our grading, one person stated that he has the students download an app that takes attendance when the student walks into the classroom. The classrooms would need to be set up with the hardware to capture the data from the app.

Student Engagement:

- Summarized by Senior Adjunct Bob Campagna

Here is a high-level review of some of the techniques shared within the group:

1. Course Design. This technique involves the students choosing their favorite of something (in this case it was a library) and presenting their research on why they choose it.
2. Buzz Groups involves groups of students given various topics to discuss, research and in some cases present. The interaction of the students can be very enlightening, especially in seeing where less-engaged students can be identified.

3. Having students present real-world applications of the topic. Anything tied to real-world situations seems to have a higher engagement level with students, especially when the subject is timely or in current events.
4. A great deal of apathy is apparent when one group is presenting. One way to counteract this is by having 'review groups' whose review of the presentation will require a high level of attention, note taking, and questions in order to present a meaningful review.
5. Deep Thinking Questions – these are questions that typically don't have an answer that can be 'googled' or looked up in a text. They tend to inspire more discussion and not necessarily a final answer.
6. Physical Activities that incorporate course concepts and competition. Groups were challenged to build something out of basic materials, but not without first applying specific processes learned in class and in the text.

Teaching a Lab Based Course:

- Summarized by Senior Adjunct Laurie Ferger

Below are the questions my breakout group discussed with brief summaries.

1. Do you use Faronics Insight?
We talked about using the software to monitor exams, show student work, etc. One of our group members had not used it and was in need of a tutorial. The tutorial can be found here: <https://answers.syr.edu/x/noBfAQ>
2. How do you give lab help without giving answers?
We discussed asking students questions to try to lead them to the answers. More feedback on this item would be appreciated.
3. How do you engage student attention on lab days when they just want get started on the lab?
Discussed establishing a routine to set student expectations. Also simple measures like asking them to stop typing for a moment.
4. What's your philosophy on partnering for labs? Helpful? Not helpful?
We had a difference of opinion on partnering. Some thought it could help struggling students. Some believe it fosters a more inclusive student body. On the other side were folks who want to make sure a lower performing student's grade isn't elevated by help from a partner.

Student Engagement in Online Teaching:

- summarized by Arden Kirkland

In our breakout group, we discussed student engagement in synchronous sessions and 2 issues came up that we all have struggled with a bit:

1. We miss the poll functionality from Adobe Connect, and find that the way it works in Zoom is much more awkward. We wanted to reach out to the larger group of online instructors to find out if anyone has a way of polling in their live sessions that they're happy with. If so, we hope they'll share! Some of us have tried using Google Forms instead, but others would appreciate more explicit instructions for different approaches to this. We like using it both for class-related content and for more "fun" kinds of things.
2. What to do when one student is dominating the discussion? We've all encountered that, some more dramatically than others. We discussed how that has given us more practice with politely cutting in

and trying to steer the conversation differently, but again, we'd love some tips about that if anyone can offer more advice.

We also were able to talk in general about our different classes and how we share some students, so definitely a great networking opportunity.

SYRACUSE UNIVERSITY
School of Information Studies

FACULTY CENTER *for*
TEACHING & LEARNING