



New Part-time Faculty Orientation

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Overview

Context for teaching at GVSU

Preparing yourself

Preparing students to learn

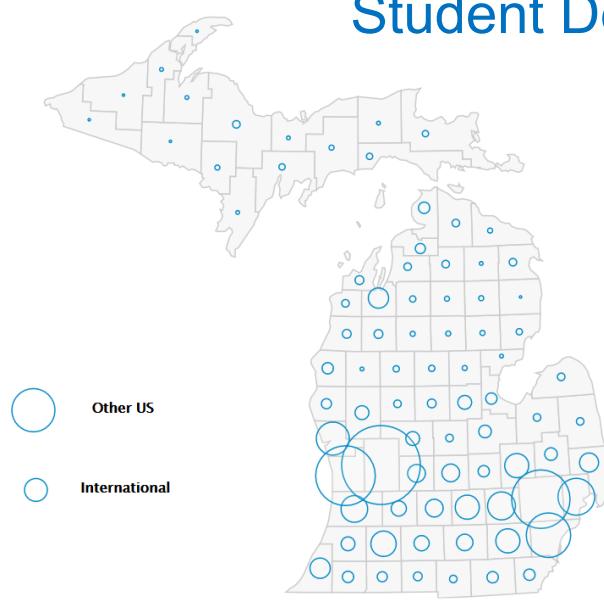
Mission

Grand Valley State University educates students to shape their lives, their professions and their societies.

The university contributes to the enrichment of society through excellent teaching, active scholarship and public service.

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Student Demographics



Fall 2016:

- 60% Female
- 17% Students of Color
- 92% from Michigan
- 2% International
- 87% Undergraduate*

Student Demographics

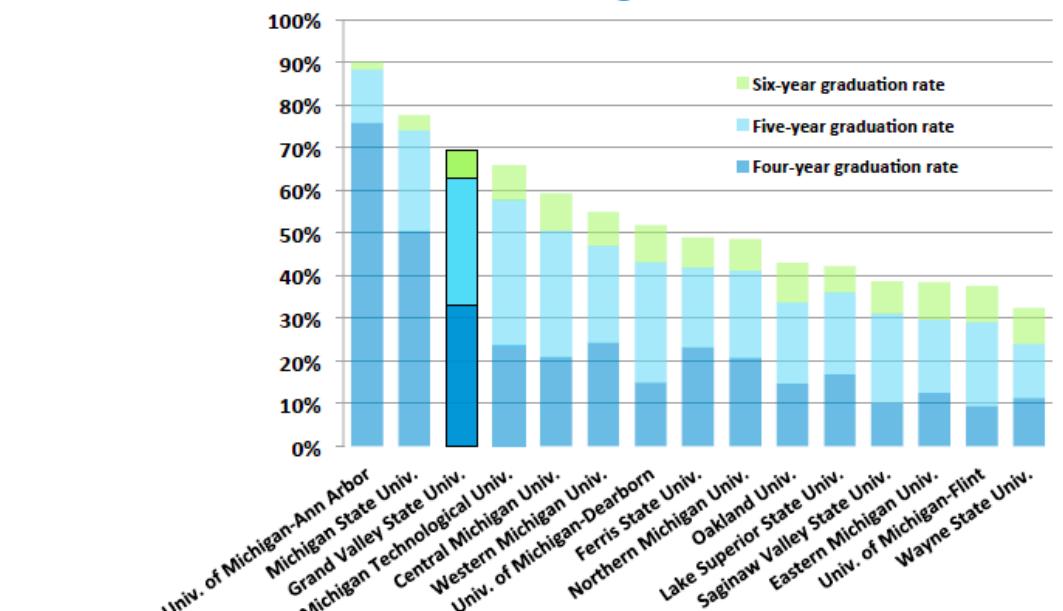
	Low Income	First Generation
Freshmen	28%	35%
Transfer	33%	45%

- Less academic confidence
- Weaker social connections
- Less likely to persist
- Less likely to graduate



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Graduation Rates at Michigan Universities



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Preparing yourself

- Syllabus
- Start with the end in mind
- Respect, trust, classroom climate
- First days of class



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Syllabus

- University policy for syllabi (in binder)
- **Essential components**
 - Title, department, and number of the course
 - Instructor information: name, office location, contact information, office hour
 - Statement of course objectives
 - Prerequisites to (if any) and requirements of the course
 - Required texts and/or supplies
 - An explanation of the policy relative to student absences
 - The basis for grading
 - Date and time of final examination
- **A promising syllabus:** what kind of learning does your course promise your students?

Preparing students to learn

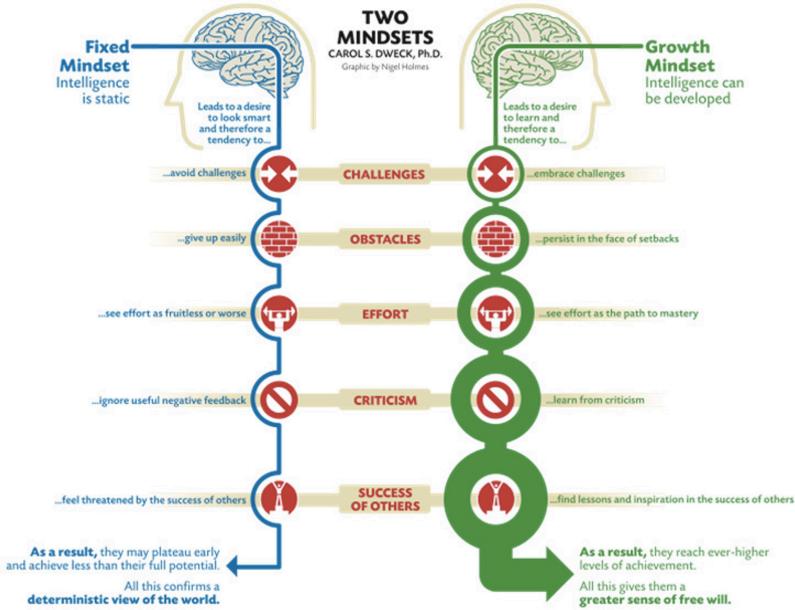
- Clear expectations
- Accountability (esp. pre-class work)
- Formative and summative feedback
- Metacognition - help students think about their own learning
 - knowledge ratings
 - mindsets



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Stimulating metacognition

- what do you already know about this subject?
 - 0 = no knowledge
 - 1 = heard of it
 - 2 = heard of it and read a bit
 - 3 = feel like an expert (if so, you have special responsibility in class)
- why should you learn this?
- what are the two most important points from the reading?
- What were the most difficult ideas/passages of the reading?
- What more do you need to know?



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Actively engaging learners

- THINK-PAIR-SHARE
- ONE-MINUTE PAPER (AT START OR END OF CLASS)
- SMALL GROUP 3-2-1
 - 3 IDEAS/ISSUES PRESENTED
 - 2 EXAMPLES OR USES
 - 1 QUESTION/POINT OF CONFUSION
- SMALL- AND LARGE-GROUP DISCUSSIONS/PROBLEM SOLVING (BLOOMS TAXONOMY)

Graduate education

- HIGH EXPECTATIONS OF YOU, THE COURSE, THEMSELVES
- STUDENTS AS CO-CREATORS OF KNOWLEDGE
- CLEAR STRUCTURE & EXPECTATIONS
- TIMELY AND CONSTRUCTIVE FEEDBACK

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Pew Faculty Teaching & Learning Center

Visit our Website

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