



# THE ADJUNCT FACULTY CONNECTION

ISSUE 4 FALL 2011



VIRTUAL EDITION: [HTTP://WWW.MYAFA.ORG/PUBLICATION](http://www.myafa.org/publication)

SEND INQUIRIES TO: [PUBLICATION@MYAFA.ORG](mailto:publication@myafa.org)

[Find us on Facebook](#)

## Successful Strategies in Developing Five Star Curriculum with Instructional Design



Written by: **Stephanie Thomas**, Adjunct Faculty, E-Learning Content Developer, Glendale Community College

On the surface, instructional design is similar to other processes. Consider making a cake. First you decide what type of cake you want for the occasion—birthday, wedding, holiday, or just because it’s Tuesday. Then you think about the number of layers, flavor, frosting, and decorations. After that you mix in the ingredients, bake the cake, and decorate. Now comes the tricky part. Will your friends and family like it? Will they rave about your cooking skills, the attention you paid to the trim of frosting, or the great taste and texture? If it was an amazing cake, will they ask you to cook again, tell others, or ask for the recipe? You need the comments of friends and family to improve your cooking. We just used one of many instructional design models, the ADDIE (Analyze, Design, Develop, Implement, Evaluate) model, to bake a cake! Now, replace the cake with a lesson or course, replace the occasion with performance objectives, replace the decoration choices with instructional strategies, and replace the baking with your instruction and testing of students. Like the comments from friends and

family, results of tests are necessary for instructors to revise instruction. What will be your instructional strategy? Consider your audience first and foremost. Students are in class to learn even though they may talk, sleep, or text from time to time. Decide how you will facilitate learning. Stay away from the traditional “spray and pray” or “sink or swim” methods. Traditional lectures are generally less effective at facilitating learning. Why? We learn by making connections. The novice student has a difficult time making the same connections the expert can make easily and quickly. The student will spend cognitive energy sifting through each of the involved components (note-taking, listening for meaning, the new content, the old content, definitions of words, dates, characters, etc) because they haven’t made the connections to understand the concept. As a result of this divided focus, information is lost. One way to help students learn is practice with immediate feedback. The self-help world has coined the phrase, “begin with the end in mind.” This idea can be applied to instructional design

and an instructor’s instructional strategy. Think beyond what you want students to know - to what you want them to be able to do. There was something about your subject area that kept you engaged through all of those years of education. How can this information be applied in the real world? Provide students with practice that is relevant and aligns to the performance objectives. Develop an instructional strategy that uses a mix of in-class activities, homework, group work, learner participation, assessment, and so forth. Finally, only assess students on the expected behaviors identified in the performance objectives. ADDIE is only one simplified model and various models and strategies are suited for different types of instruction. You will find that different models provide you with more specific strategies. The key is to find one that is right for your content and teaching style.

### UPCOMING EVENTS 2011

**Fall Adjunct Faculty Conference**  
 Saturday, October 29  
 8:30am-2pm  
 Paradise Valley  
 Q Building

**AFA Board Meeting**  
 Glendale College  
 Sunday, November 20  
 Meet & Greet at 1:30pm  
 Committee Meetings 2pm

### Inside this Issue

*Meet the Current Executive Committee*..... 2  
*Sharing Ideas* ..... 3  
*5 Star Curriculum* ..... 1  
*Contextual Learning*..... 2-3  
*Executive Summary for Maricopa Center for Learning & Instruction Report* ..... 2  
*Importance of Feedback*..... 4  
*New OYO Reading*..... 4

### CONTACT US

To submit a story to *The Adjunct Faculty Connection*, request more information on a feature in this publication, or give us feedback, email us at [publication@myafa.org](mailto:publication@myafa.org)



The Education & Conference Committee prepare for the AFA Fall Conference during September 25, 2011 AFA Board Meeting.

Executive Summary of the Report by the Maricopa Center for Learning and Instruction

Written by: Jennifer Butler-Williams, Adjunct Faculty, Estrella Mountain & Chandler-Gilbert Community Colleges

Maricopa Community College District has been working to align with national and statewide initiatives to increase students who attain a degree or certificate by 2020. The district has chosen to provide several professional development opportunities in support of this measure. In the spring 2011, Maricopa had 6,878 faculty delivering instruction and of those 5,450 were Adjunct Faculty. Adjunct Faculty in Maricopa are

represented by the Adjunct Faculty Association (AFA), a professional 501 (c) 3 organization dedicated to supporting the mission and values of Maricopa. Additionally, the MCLI provides funding and planning support for major events for Adjunct Faculty, such as the Fall Adjunct Faculty Conference and the Spring Adjunct Faculty Conference. This partnership between the AFA and MCLI serves to

further the professional growth of Adjunct Faculty throughout the system. Adjunct Faculty do receive support individually from their department or division, locally from their respective college(s), and systemically through the Maricopa Center for Learning and Instruction. To better understand the scope of the support and resources available to Adjunct Faculty, the MCLI and each college prepared a summary of its Adjunct

Faculty support programs. This report is a compilation of the resources and opportunities available to Adjunct Faculty throughout the Maricopa system. [Full Report](#)



Meet the Current Executive Committee

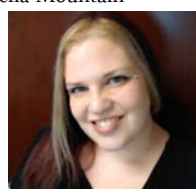


**President, Phillip Jalowiec**  
 Adjunct Faculty for Chandler-Gilbert  
 Master of Science, Electrical Engineering  
 Master of Business Administration  
[Resume](#)  
 Corporate and Non-profit founder and leadership positions at various levels.  
**2011-2012 Goals:**  
 \*Continue to elevate Maricopa conscious recognition and support of Adjunct Faculty contributions and potential to contribute to the Student Completion Agenda.  
 \*Lead the AFA in continuing to facilitate opportunities for more effective Adjunct Faculty.

**Vice-President, Mark Banas**  
 Adjunct Faculty for Mesa  
 Ph. D.: Philosophy of Religion and Theology  
 Master of Arts, Religion: Philosophy of Religion and Theology  
[Resume](#)  
 Member and contributor in the American Academy of Religion. Has been Adjunct Faculty in the district since 2005 teaching religious studies courses. Active on the AFA board since 2008.  
**2011-2012 Goals:**  
 \*Promote and develop educational opportunities for Adjunct Faculty.



**Secretary, Jennifer Butler-Williams**  
 Adjunct Faculty for Chandler-Gilbert & Estrella Mountain  
 Master of Arts, Communications  
[Resume](#)  
 Other Leadership:  
 President of the Mesa Chapter of the National Association of Professional Women & Vice-President of Administration, Vice-President-elect of Communications of the Phoenix Chapter of Women of Visionary Influence  
**2011-2012 Goals:**  
 \*Facilitating opportunities for communication across the Maricopa Community College district for more effective Adjunct Faculty towards the student success.  
 \*Improve the AFA Newsletter to include more content than previous issues.



**Past President, Michael Powell**  
 Adjunct Faculty for Estrella Mountain (2000). He currently teaches political science courses. Michael's professional background includes organizational development, change management, and employee training work in government, nonprofit, education, and business sectors. Through his work, Michael brings together different perspectives of all participants in an effort to develop new approaches and solutions to the intractable problems that exist in our society. His facilitation work seeks to bring what is integral to the people and the organization and create the synergies necessary to overcome the resistance that people have to change and transformation in order that new directions are truly created and applied.



Getting a Grasp on Contextual Learning

Written by: Marianne Smith, AFA Advisory Committee, Estrella Mountain Community College

A difficult concept for Introductory Algebra students to master is slope. Many students memorize a definition then mechanically apply it without understanding the connection between slope and functions. As a result, they are lost

when they have to use slope in a new context other than the ones they memorized. I believe it is important to lead students to a more general understanding of slope as the rate of change of a function. This can be done by using real-

world examples that start out at a very basic level, such as "Ana makes \$24,000 per year. Her salary will increase \$2000 each year. How much will she make five years from now?" This type of problem is pretty straightforward in that it contains

little ambiguity. Unfortunately, it also has no context. Students are solving the problem in a vacuum and quickly get bored with the process. To make the situation more

Continued on following page...

## Continued... Getting a Grasp on Contextual Learning...

relevant, I have students perform mini-experiments in class. Using a Vernier Lab Pro™ with a force probe attached, students work in groups putting pennies into the cup four at a time and recording the weight of the cup with the force probe. They create a table with the number of pennies in the cup in one column and their weight in the other. Through discussion, they can determine if there is a relationship between the two quantities and what it is. Using software such as Vernier

Logger Pro™, students can graph the relationship, at the same time reinforcing function concepts such as domain and range. This is a higher-level cognitive task, since it requires that students generalize the pattern between the number of coins and their weight as a rate of change. Through guided discussion, students can be encouraged to apply this concept to determining the weight of several boxes of machine parts packed by a shipping company or to figure out how many identically

heavy batteries can be loaded into a truck if the truck cannot exceed a given weight. Each time the students transfer the concept of slope as a rate of change to a new situation, we map out the logical structure of the new problem so they make connections to the situations with which they are already familiar. Ideally, students can build a portfolio of these activities throughout the semester and write a reflective commentary on them as part of their final exam.

## THANK YOU ALL FOR YOUR GENEROUS DONATIONS!



*The Best Practices & Recognition Committee meets in preparation of preparing a rubric for Outstanding Adjunct Faculty Award.*

## SHARING IDEAS: ENGAGING ACTIVITIES AND STRATEGIES FOR STUDENT SUCCESS

### iClicker and tying it to Student Success

**Written by: Julie Carpenter, Adjunct Faculty, Psychology and Counseling Divisions, Paradise Valley Community College**

Last week I tried a new technology with my CPD 150 College Success class. I attended a session on utilizing iclicker during fall learning week at PVCC and thought I would give it a try. I am now happy to report that it was a success and I encourage all of you to give it a try! The concept is simple. Each student is given an iclicker (which looks like a remote-looking device). Then the fun begins. You provide the multiple choice questions and the students give their response by pressing the corresponding. You can then instantly access a graph of the students' responses.

In my class, I started with five quiz questions taken from the material that they were assigned to read for that day. I told them that if the majority response was the correct

answer, I would give them each the point for that question. Then I had them answer five survey questions about college life. Finally, iclicker has the ability to be coded, so you know how each student is answering each question. For ease and time, I decided to simply poll the class as a group.

If you are interested in trying out iclicker in your classroom, check to see if your college has them available for faculty use.

You may also access their website at <http://www.iclicker.com> to view a demo of how they work. My students had a blast answering the questions and wanted me to bring them back again the following week. They were easy to use and a great way to engage students' learning in a new way.

### Putting a Face to Online Learning

**Written by: Stephanie Thomas, Adjunct Online Faculty, Glendale Community College**

I've taught online classes for three years and currently teach AAA115 online. I am always concerned with getting the attention of my students and keeping them engaged. In a traditional course, on the first day of class, I introduce myself.

I have done something similar for my online class by making a welcome video. Students are very happy to actually "see" their instructor on the first day of class. When asked for feedback on the welcome video, students responded they enjoy seeing that their instructor is a "real person" and the video personalizes the experience. Beyond including a picture in the instructor information, the video gives the students a better idea of me as a person.

One way that I keep students engaged is by assigning a webquest activity. A webquest is essentially a series of web links and tasks that the student must complete by finding information on the Internet.

It can be used for one lesson or throughout the course, culminating in a final project.

The webquest is most beneficial for research based projects, and can be used in any discipline. The deliverable is usually a paper or presentation. I used my Maricopa Gmail account and Google sites to create the webquest. If you aren't ready to build a website you can also create a webquest in Word or PowerPoint.

My webquest is used over two weeks to help students explore their college resources. The students must visit the web pages of various college departments and then summarize how they can use the resources offered to help them be successful in college. Each week, students are also required to post a summary of their favorite or most interesting resource on the discussion board.

You can see examples of webquests and find out more about them at: <http://webquest.org>



## New OYO Reading Instructor at EMCC Opens Student's Eyes to the Joys of Reading

Written by: **Kim Wagner-Hemmes**, *EMCC College Representative to the Adjunct Faculty Association, Adjunct Faculty for EMCC*

Meet Steve Peist. A man so dedicated to the field of education that he once lost his pants in an effort to break up a high school brawl. Peist, who has been serving as an English 101 and 102 Adjunct Faculty at Glendale Community College (GCC) for the past six years, was recently awarded his first full time college position in reading. As such, he will be serving a One-Year-Only (OYO) term from 2011-12 as a residential reading faculty member at Estrella Mountain Community College (EMCC).

When asked what he hopes to accomplish during his one year tenure at EMCC, his ultimate goal is, "To open our student's eyes to the joys of reading." "Students have a tendency to view reading as an isolated event," shared Peist, whose other goal is to have them experience it as more of a community activity. "We're not just taking a textbook reading approach where we want you to do well to respond to questions. Our approach here is that you learn by reading

stuff you can identify with." Following up this line of thinking with the rhetorical question, "Do you learn to drive by reading the driver's manual?"

One of his daily mantras to students is, "You can't be a good writer without being a good reader and vice versa." "Literacy, he stated, "is truly a two operation pony. You have to open your eyes to it, and that's what I'm trying to do."

Prior to his Adjunct Faculty role at GCC, Peist taught for six years in the Glendale Elementary School District and was a staple of the New York school system before that. His academic credentials include a Bachelor of Arts degree in English Education from State University of New York, Albany, a Master of Arts degree in English and Creative Writing from Queens College, New York, doctorate studies in Instructional Leadership from St. Johns University, extensive doctoral work in English Education and Curriculum Development in Higher Education from New York

University, and graduate work in Reading Methodology from University of Phoenix. In addition to his impressive academic credentials, Peist has 22 years of classroom teaching experience in Middle School, Community College, college and graduate courses, two semesters at New York University as an Adjunct Faculty for Inquiries into Teaching, and eight years of experience as a Teacher Center Specialist/Staff Developer/Teacher Consultant for the New York City Department of Education Teacher Center of the United Federation of Teachers. Asked what ultimately brought him out west, Peist candidly shared his story about witnessing the 9/11 attacks on Lower Manhattan first-hand and the harmful after-effects it had on the air quality of New York City's adjacent boroughs. With an infant



daughter already prone to breathing problems, Peist and his wife decided it was time to move.

Now Peist and his family, which includes his wife, two daughters, and son, are able to take advantage of the improved air quality of Anthem where they currently live. There he spends his time away from school with family, friends, poetry, and his current e-book series for home-schooled children.

## PROVIDING FEEDBACK STUDENTS

### UNDERSTAND FOR SUCCESSFUL COMPLETION

Written by: **Carol Gray**, *Social Sciences & Communication, Rio Salado College*

I like to think of feedback as a brief roadmap where I give student directions on what roads were traveled well, what roads had a few bumps or what roads were completely closed for repair. Feedback can lead students back to lessons for review or to further analyze their own line of reasoning. Feedback can also lead our struggling students to seek individualized assistance. We then move on to specific, constructive feedback detailing their perceived understanding of the lesson with the reality of the lesson.

It's also important that as faculty we

listen to our students. When I first started teaching, one my students complained he had trouble understanding my feedback. In reviewing my feedback on his assessments, I understood perfectly what I meant but the student was correct – it was marked up everywhere (tracked changes) which appeared overly complicated. Now, instead of "destroying" an entire paper, I summarize frequent issues on an assessment. Finally, most students are doing the best they can, it's not necessary for me to be overly critical. Therefore, I leave students with

encouraging words that I look forward to seeing their improved assessments.

Effective feedback can be time consuming, especially for those teaching multiple classes, but find ways to reduce your writing/key strokes if possible. In a course, students are responding to the same lesson questions. Therefore, we receive many of the same responses as the student uniquely demonstrates the ability to apply the lesson. One idea is to use generic responses paired with specific comments to increase learning "Your examples of how conflict is used in group

communication indicates a thorough knowledge of this topic (generic) but keep in mind group conflict is also a catalyst to brainstorm and/or reduce group think" (specific and used to further increase learning). This technique, of course, can be used for the varied types of responses we typically receive: completely correct, partially correct, or completely incorrect. In the end, effective feedback for all of us means that our students increase their learning of the lesson's content, understand how to make improvements, and feel confident in our ability to help them succeed in our courses.

The Membership and Communication Committee review submissions for the AFA Fall Publication. All members of this committee volunteer their time.

