

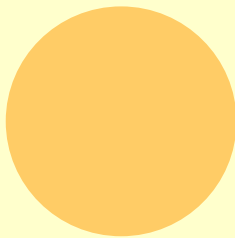
# News for Adjuncts

March 1, 2014



## Special Interest Notes:

- Check homework
- Evaluate comprehension
- Articulate options



## Individual Highlights:

- One-minute papers
- Use multiple modes
- Have students journal
- Go over tests afterward

## Efficient Learning

We all know our students are “time crunched,” by an accumulation of demands from busy lives or by procrastination. We can help them learn our individual subjects better if we can convince them that efficient learning is possible.

First, in keeping with the College Quality Enhancement Plan (QEP) on improving reading comprehension in the subject areas, hold students accountable for actually comprehending what they read. You may want to give an early (beginning of class) three question quiz. The “A-C-F” quiz is easy to grade and shows students you think comprehension is vital for real learning.

Secondly, you may want to assign a one-minute “paper,” having the students analyze the key concepts of the assigned reading. Studies have shown that students learn “best” when multiple modes of learning, like reading and writing, are utilized.

You may also want to have the students keep a guided learning journal, in which they write about reading assignments daily. You may include a list of particular questions to which they must respond in an online (Blackboard) sheet or give them oral assignments daily. This long-term assignment requires time to collect and grade (not to mention their time writing), so be sure and include it in your grading percentages.

Discussing tests is another opportunity to show students how

reading comprehension matters. You may want to have students identify the location in the text or notes from which the test questions originated or have them write about how they studied and what they will do differently next time.

One essential for efficient learning, is the ability to analyze texts and apply what is learned in one class to life or other classes. With that in mind, a quick “What? So What? Now What?” quiz or journal prompt can be very effective. The “What” portion has them summarize the text; the “So what” calls for analysis, and the “What now” calls for application to other classes or their lives.

Students will also assume what is valuable to know by how important you make it. With that in mind, be sure to evaluate and return all homework assigned. If you do not, you are sending the message that it is not important. Help you students learn how to learn in your subject area.

As they say, “Keep it real.” As you know, the students will perceive sincerity.

