

MOREHEAD STATE UNIVERSITY
Center for Teaching and Learning
Adjunct Faculty Newsletter

About CTL | Learning Communities | CTL Home | Resources | MSU
Home

February 13, 2007

Welcome to the Adjunct Faculty Newsletter for the fall term of 2007. You will find a very interesting article from *Sally Kuhlenschmidt* of Western Kentucky University. In her article she gives information on how to survive teaching an Instructional Television Course. Check it out it is interesting reading. Additionally, you will find sections of the Newsletter called News “You Can Use!”, and “Did You Know?” They will give you good information on how to find pertinent information about teaching and learning. If you have any TIPS FOR TEACHING that you would like to share with your colleague just email me at t.miller@moreheadstate.edu. I hope you enjoy your reading.

Dr. Tim Miller, Editor

Teaching in the ITV classroom

1. Keep it simple when you start—in the first term, satisfy the learning objectives and just write down great ideas for the next term. You've got to do some learning and you need time for that.
2. Figure at a bare minimum 3 days for travel time for documents. Blackboard (online course management software) can be the fastest way to get documents to students under most circumstances
3. Plan ahead as much as possible. Perhaps it would work to think in 3 week segments-- the current one being finalized, the next week being sketched out with materials that might need to be sent and the 3rd week checking on any big

things that need to be done in week two (e.g., exams.)

4. Wear plain tops; avoid solid white. Wear something with a belt or waistband so you have a place to hang the microphone pack.

5. Follow the checklists for turning equipment on and off—soon it will seem easier. Get there early each time so you aren't under pressure when turning it all on and making sure everything is ready to go. (Also, for some of your distance students, the only time to talk to you is before or after class.)

6. If the opportunity presents itself, visit an extended class site. This helps you to understand what students and facilitators are up against (e.g., poor visual or voice transmission, lag in response time, etc.)

7. It is okay to use PowerPoint as a presentation tool—but use the biggest font possible and cluster the text toward the middle. (The TV monitor chops off more than shows on your screen.) Best practice is supposedly light colors on a dark background, but my students always preferred dark colors on a light background. Look at your PowerPoint as displayed on what the student sees, and make corrections from there. It can be very frustrating if they can't see what you are pointing to.

8. On the first day, have every student (here and there) speak into the microphone, more than just their name. On the second day do the same; ideally on the third day, too. After that students are usually over their fear. This also teaches you how long the pause (response lag time) is. There will be some "talking over one another" at first. You have to direct who is to speak.

9. Treat students at every location as if they were in the room locally. They are sensitive to being treated differently. Do not give back papers locally if the off-campus sites haven't yet gotten theirs to be distributed. (Be careful not to let the local students see you have them or even think they are graded).

10. Your local students will watch the off-campus students probably more than you do. They notice if there is problem there, and vice versa.

11. I love the document camera-- it was a big motivation for me teaching in the ITV room. It makes it easy to display printed things so your students can view them..

12. Don't trust faxing and discourage students from using a fax—generally, the documents come through poorly. Reserve fax use for emergencies only.

13. You have to manage off-campus students as well as the local ones. Make it clear that you are the person in charge and that the facilitators are to report to you. Stop any newspaper reading or other untoward behavior (Personally, I

couldn't see what went on at the off-campus sites, so I had to rely on the facilitators. They're your eyes—treat them well.)

14. Don't watch yourself in the monitor. I get in a behavioral feedback loop and get distracted by what my arm is doing. It's better just not to look at yourself as you teach. I do look at the camera though.

Submitted by:

Sally Kuhlenschmidt

FaCET Director/Psychology

Faculty Center for Excellence in Teaching

Western Kentucky University

Bowling Green, KY 42104

270-745-6508

<http://www.wku.edu/teaching/>

Did You Know?

Did you know that the MSU website is a treasure of information? The drop boxes at the top of the page can take you almost anywhere in the MSU website. A use tool it the A-Z option in all of the drop boxes. This is an easy way to fine a department or service on campus. For instance, you can click on the R and it will take you to all the services and programs that begin with R. To find the Registrar scroll down the drop down menu and click on Registrar.

News You Can Use

Behind the title [News You Can Use](#) is a URL that has a large volume of information. The URL is a collection of articles and events to help keep you up-to-date on Education, Health, Environment and Security issues. Click on the hyperlink to see information that you might find useful.

Distributed by:

Tim Miller, Editor

t.miller@moreheadstate.edu

Center for Teaching & Learning

Breckinridge 003

Morehead State University

Morehead, KY 40351

606.783.9363