## Fall 2013 Week Seven Newsletter

### Dates & Events

During midterm, do you assess or test students?
- Do your tests facilitate learning?
- Do you use nongradeable assessments for feedback?
- Do you link assessments to course outcomes?
- Provide a range of assessments?
  - Portfolios?
  - Peer Assessment?
  - Group Work?

### Student Corner

How does learning work?

How Learning Works (2010) details seven research-based principles for smart teaching. Can you apply Principle #5:

**Goal-Directed practice coupled with targeted feedback are critical to learning,**

To help students practice, you need to focus on a specific goal, identify an appropriate level of challenge, and stress time-on-task.

More in *McKeachie’s Teaching Tips: Strategies, Research, and Theory for College and University Teachers.*
For effective feedback, focus students on key skills or knowledge, balance the amount and timing, and link to additional practice opportunities.

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<th>Teaching Corner</th>
<th>Ask Your Mentor</th>
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<td><strong>A Student–led conference?</strong>&lt;br&gt;Conferencing with your students allows you to get to know students individually, suggest specific learning strategies, and guide students’ learning. Student–led conferences allow students to take ownership of their learning.</td>
<td>Jana Bielecki, Ybor City&lt;br&gt;<a href="mailto:jbielecki@hccfl.edu">jbielecki@hccfl.edu</a>&lt;br&gt;Dr. Barbara Goldstein, Dale Mabry&lt;br&gt;<a href="mailto:bgoldstein@hccfl.edu">bgoldstein@hccfl.edu</a>&lt;br&gt;Johana Melendez, Plant City&lt;br&gt;<a href="mailto:jmelendez6@hccfl.edu">jmelendez6@hccfl.edu</a>&lt;br&gt;Dr. Michael Odu, Brandon&lt;br&gt;<a href="mailto:modu@hccfl.edu">modu@hccfl.edu</a>&lt;br&gt;Janet Willman, SouthShore&lt;br&gt;<a href="mailto:jwillman2@hccfl.edu">jwillman2@hccfl.edu</a></td>
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**Before**<br>**Instructors** identify learning goals, prepare reflection or self–assessment tools for students, and organize the conference area and set up a schedule.<br>**Students** reflect on learning goals, collect work samples, and complete reflections.

**During**<br>**Instructors** act as a guide, offer feedback, and identify new learning goals.<br>**Students** discuss learning goals, identify strengths, and target growth areas.

**After**<br>**Instructors** provide feedback, review learning goals, and detail the next steps.<br>**Students** discuss benefits and improve learning via new steps.
“Curiosity is the wick in the candle of learning.” William A. Ward

Download the 2013–2014 New Faculty Checklist!