

MESEISET

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STUDENT - FACULTY INTERACTION

That's the idea and **practice**: student-faculty interaction. Both Dean Kind Kanto and Instructional Coordinator Mixon Jonas stressed this idea last week at our All-Campus Meeting on October 4. It is not enough just to "talk the talk"; all of us have to do it — "walk the talk".

Kind reminded everyone that student-faculty interaction is a two-way pathway. To be sure, instructors must sit down with students, not only in the classroom but also outside of the classroom. Then, the instructors must engage students in conversation and discussion on various topics. At the same time, students are responsible for initiating conversation and discussion with the faculty outside of the classroom.

A student explained, "*I don't want to do that, because my English is not good.*" According to most instructors on campus, speaking in English is good, yes, but more important is just to sit together and talk about ideas and opportunities. In response, an instructor explained, "*Interaction doesn't require English. It requires heart.*"

Do you know that human beings are supposed to interact with each other? So, are you human, do you have heart, do you interact with other humans? Get with it! It is good. It is right. It is correct. Try it, you'll like it.

Students, the instructor is 100% right. Let's all walk the talk.☺

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CCSSE #1:

Active/Collaborative Learning

All right, students. Lesson #1 = active and collaborative learning. When you take the CCSSE survey several weeks from now, you need to know two things. First, do you engage in this kind of learning? Second, are instructors teaching you in this way?

Remember: CCSSE = Community College Survey of Student Engagement.

Let's begin now. "Active and Collaborative Learning" has several meanings. Each meaning is embedded in an activity on campus, and there are 7 benchmark activities:

- **1.1** = Do you **ask questions** in class or contribute to **class discussions**? Do instructors

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CALENDAR OF EVENTS (Oct 20-31)

- Oct 20 (F): Faculty Workshop
- Oct 20 (F): Last Day to **Withdraw** with "W"
- Oct 20-21 (F/Sat): **COMET** (testing on campus)
- Oct 21 (Sat): **Campus Clean-Up and Beautification**
- Oct 24 (T): **Holiday** (United Nations Day)
- Oct 25 (W): Management Council **meeting**
- Oct 30 (M): Student Services Department **meeting**
- Oct 31 (T): Application **Deadline** (Spr 2018 graduation)
- Oct 31 (T): **Early Registration** for Spring 2018 begins

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Chuuk Campus News

ANIMAL PARADE IN PARODY

Well, students, how did you fare on the mid-terms? Passing high — or low? Getting ready to tell your folks that you might not return for the Spring 2018?

Aardvark, albatross
Anaconda too!
Armadillo's great with me.
And how about you?



Better to be a bongo in the Congo,
Or baboon looking at the moon.
Or beaver with a fever.
No, the bat bites better than that.



Capybara, capuchin
Is that a sin for me?
Cassowary, cormorant
I can't be a chimpanzee.

Duck, swimming in muck
Dodo, the death of me.
A donkey monkey.
Just a doggy woggy.



Fishy, fishy
Floundering and flailing
Fishy, fishy
Flopping and failing.



CCSSE #2: Student Effort

Here it is! **Lesson #2.** Students, do you put a lot of effort in your own learning? Or, are you “don’t care” students just trying to pass your courses with very little effort?

On the CCSSE survey (in November or December), you students have to rate the way you perceive yourselves on benchmarks such as the following:

- 2.1** prepare two or more drafts of a paper or assignment before turning it in
- 2.2** work on a paper or project that requires integrating ideas or information from various sources
- 2.3** come to class after completing readings or assignments
- 2.4** use peer or other tutoring services
- 2.5** use skill labs
- 2.6** use a computer lab
- 2.7** read books on your own (not assigned) for personal enjoyment or academic enrichment
- 2.8** spend a number of hours in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program).

“**Effort**” is the **mental/physical energy, time, and commitment** to achieving your goal of getting your certificate or degree. If your goal is to graduate at the minimum “**satisfactory**” level, then you do not make much effort. Of course, if your goal is to achieve maximum “**excellence**”, then you will put in a lot of effort in your studies.

Let us review the 8 benchmarks and see how you should perceive your own effort:

2.1: In most classes, you have to do assignments or write a paragraph, essay, or composition. If you start late, you will not have enough time to review and edit your own writing. Bad! You learn the “**process of review/edit**” courses, such as ESL 098, ESL 099, EN 120a, EN 120b, EN 110, and EN 201. Are you too lazy to review/edit? How much effort do you put into reviewing and editing your own writing?

2.2: Your writing assignments require a search for information. The sources of information can include textbooks, Internet research, and interviews with family members and instructors. When you complete the search, remember **NOT** to

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Communion, Community, Communication at Chuuk Campus, by Alton Higashi

I do not claim to be vested in a Christian religion. All the same, I have been labeled a small-c christian, not a capital-C Christian. Look up these two words — christian and Christian — in your pocket dictionary.

Now, why am I writing this article? Because of the 5 C-words, as written in the title. For me, I believe in the Chuuk Campus Community. For me, all the words come together, as expressed by Fr. John Navone, SJ in 2014 (two years before he passed away): *“The Gospel summons us to authentic human development in communion, community, and communication under the sovereignty of God’s love.”* I do not have to be Christian to accept ideas of Jesus Christ and to find ways to apply the Gospels in my real-life experiences, especially at Chuuk Campus.

For me, I want to commune and communicate with Chuuk Campus persons. My reason is simple: I share a common bond here, particularly as “ojiisan” with students. Sometimes, I consider myself to be almost “ojiisan emeritus”. I choose to commune and communicate with students, they are all part of a large “family” community — for me. I seek camaraderie and closure every day. I feel good through cooperation, collaboration, and collegiality.

All these c-words belong to all of us. They are values, attitudes, and behaviors. For me, they meld together as a mind-set, an actionable plan. I can only hope that you share these values, attitudes, and behaviors. I can only hope that you practice them with everybody on campus. I can only hope that the Gospels of Jesus Christ are real and authentic — for you too.Θ

CCSSE #1: Active and Collaborative Learning — (continued from page 1)

direct or guide you to ask questions, to answer their questions, and to participate in classroom discussions? That is like question-and-answer time, time for you to talk in class.

- **1.2** = Do you make a **class presentation**? Instructors assigned topics to students, and then you do some research and present your information to classmates. That is your time to stand in front of the class and share with classmates.
- **1.3** = Do you work with other students on **projects** during class? A project is usually a group activity, and students have to work together to complete a project. Do instructors give you class time to sit in your group and help each other on project activities?
- **1.4** = Do you work with classmates **outside of class** to **prepare class assignments**? This does not mean copying someone else’s assignment. It means real collaboration — working together,

sharing ideas, learning from each other — not in the classroom, but outside. An example of this idea is to establish a “study group”.

- **1.5** = Do you **tutor** or **teach other students**? When a classmate needs help, he/she can come to you and ask for help in understanding class assignments. You then help. Is that true, or not?
- **1.6** = Do you participate in a **community-based project** as part of a **regular** course? A “community-based project” is an activity (**required** in your course) which helps to improve a community (including the Chuuk Campus) such as Campus Clean-Up and Beautification.
- **1.7** = Do you **discuss ideas** from assigned readings or classes **with others off campus**? For instance, when you learn lessons in class, do you talk about these lessons with your parents, relatives, outside friends? Do they know what you are learning in the classroom?

When you answer “YES” to the questions above, you have **full** “active and collaborative learning”. That is good. If you are not sure about your answers, ask your instructors. They are responsible for making sure that you are an “active and collaborative” learner. At the same time, you are responsible for doing your best to become an active and collaborative learner.Θ

What is Collaborative Learning?

Collaborative learning is a type of active learning that takes place in student teams.

It centers on the students’ discovery, study and use of information in a collaborative manner, rather than an instructor simply lecturing and the students individually, passively taking notes.

CCSSE #2: Student Effort — (continued from page 2)

“**cut and paste**” without appropriate footnotes. If you do not cite your sources, you are guilty of the greatest student crime — **plagiarism**. Remember that plagiarism is NOT appropriate effort.

2.3: Instructors give you two kinds of assignments. First, write something and submit it at the next class session. Most of you do it. Good. Second, read the hand-out or textbook ahead of time, so that you will be prepared to discuss it at the next class session. Most of you do not do it. Bad. You really need to **prepare today for a better tomorrow**.

2.4: Chuuk Campus has **tutors** to help you. According to the tutors, only some students come to them for help. Many do not seek peer and tutorial help. Are you ashamed or embarrassed? If you really want and need help, then, for heaven’s sake — ask tutors to help you!

2.5: Skill lab? What lab? Well, Chuuk Campus does not seem to have a lot of skill labs to help you. We used to have an English writing lab, but we canceled it because instructors were not available to help. Hmm, you should ask the Dean or Instructional Coordinator, “*Why not?*”

2.6: Many of you do use our computer lab, and that is good. However, if you go to the computer lab to go onto Facebook, that is bad.

2.7: Do you read books that are not assignments in any class? There are some, of course, who read fiction, especially romance novels. That

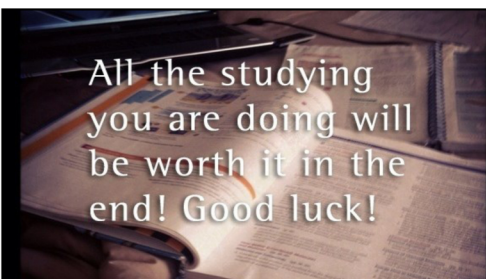
is for **personal enjoyment**, and that is good. However, do you read extra books to enhance what your instructors assign as topics in class? That would be for **academic enrichment**. You need to do both kinds of extra reading.

2.8: This is all about **time management**. Do you set up a **daily/weekly schedule** for yourself to study, especially at home and on weekends? You should. One way to study is to take good notes during class time and, then, at home to review the notes. A problem may be that you do not know how to take notes, and so your notes are almost worthless. Learn **note-taking** skills fast!

The CCSSE survey may focus on only these 8 benchmarks, but there are so many other ways for students to demonstrate “effort”. You are no longer children, and so no one needs to tell you to study hard. As adults, you should already know how to study hard, how to put effort into your studies.

An instructor said, “*Our students really need to take a study-skills course.*” Another instructor asked, “*Why should we tell young adults how to study. They should already know.*” Both of the instructors are correct.

Do you study hard? Do you put effort into your studies? At Chuuk Campus, about 55% of our students put effort into their studies. Sadly, 45% do not. Don’t they care about their own futures? What are they waiting for?Θ



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