Facilitating an Engaging Workshop for Adjunct Faculty

Michael George, Borough of Manhattan Community College

Abstract
Faculty development for adjunct mathematics instructors is considered an important and effective way to support student learning, especially given that many adjunct faculty are not familiar with recent reforms in mathematics education. Due to constraints of time and resources, it may only be feasible to facilitate one ninety-minute workshop per semester for adjunct faculty. This article posits that such a workshop should be designed to reinforce faculty’s sense of investment in the college and facilitate reflection on the teaching craft, where the latter objective is situated in the context of a methodological theme embodying a student-centered approach to learning, exemplified here as “student engagement.” The first half of the workshop consists of dialog facilitated by a series of discussion questions. In the second half of the workshop, discussion is based upon impromptu teaching demonstrations in which previously-discussed ideas can be examined in specific pedagogical and mathematical contexts.

Michael George is an associate professor of mathematics at Borough of Manhattan Community College. He received his EdD in mathematics education from Teachers College Columbia University. He is adjunct coordinator at BMCC.