

Ashley Mott

FTLC 1000

September 15, 2012

### AFA Reflection # 1: Orientation

I attended the Adjunct Faculty Academy (AFA) Orientation on Saturday, September 15, 2012 at the Redwood Campus. Several people presented on various topics relevant to adjunct instructors in the academy, including a pre-assessment of our current work and practices, information from the registrar, information about e-portfolios, an ice-breaker activity, and a brief introduction to the FTLC 1000 course requirements. Some elements of the orientation were what I expected, and others surprised me.

Through the orientation, I got a basic understanding of the objectives of this course and some resources to consider. I especially appreciated the time Dr. Hubert spent showing us samples of e-portfolios, suggestions for student pages and our own pages, and ideas of what to include; his presentation was the most valuable one of the day for me. I liked when he said "reflection helps solidify learning," because that is something I believe and an essential component of my teaching philosophy. I was a bit put-off by the last presentation on the course; it seemed very rushed and vague. Students' questions weren't always addressed clearly. Out of three and a half hours, only twelve minutes were spent covering the course and modules. I also thought it was strange that the only times in the day for us to get to know other members of the cohort were (1) informally during the breakfast, before the welcome, and (2) during the ice-breaker activity when people just found others to check off the boxes on their worksheet, but didn't actually learn anything very meaningful about the others. I assumed there would be some time, somewhere in the day, when we would introduce ourselves and our content area, so we could put real people and faces to the login names we will see online. I felt that explaining the course and getting to know the other members of the cohort should have constituted a greater portion of the schedule for the orientation.

Overall, I am excited to start this program and create my e-portfolio, the first requirement. I think I will feel more secure about the course and expectations after reading material in the binder I was given and after I meet my mentor. My goal for the class is to stay current with the work each week, ask questions when I have them, and try to apply the course to my teaching practice.