



## Friday at the Center: January 14, 2005

### Upcoming Due Dates

- SPU Meyer Prize submissions are due by 5 p.m. **today**.
- SPU Faculty Research Grant and Senior Faculty Grant applications are due by 5 p.m. on **Feb. 1**.
- Lilly SERVE Faculty Grant in Vocation applications are due by 5 p.m. on **Feb. 1**.
- Calvin College Summer Seminars for Faculty include: "Faith in the Classroom: Christian Perspectives on Teaching and Learning," "Musical Theology," "Scripture Memorization," "Christian Mission and Global Enterprise," and "How to Teach Worship in Congregations and Schools. Applications are due on **Feb. 4**. See [www.calvin.edu/scs](http://www.calvin.edu/scs).

### Jack Kent Cooke Graduate Scholarships

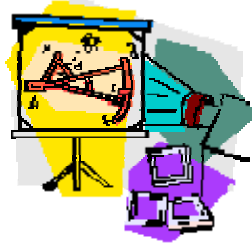
If you know of undergraduates or recent SPU alumni who have applied to attend graduate school in any field next year, encourage them to apply for a Jack Kent Cooke Graduate Scholarship. The scholarships of up to \$50,000 for 6 years of study are based upon academic achievement and intelligence, unmet financial need, will to succeed, leadership and public service, critical thinking abilities, appreciation for or participation in the arts and humanities. Applications must be submitted to the Center for Scholarship and Faculty Development, where two candidates from SPU will be selected to advance to the national competition. More information is available at [www.spu.edu/depts/csfd/jackkentcooke.asp](http://www.spu.edu/depts/csfd/jackkentcooke.asp). Application deadline: April 1, 2005.

### How Not to Use Technology

A national survey of students by the Educause Center for Applied Research, a higher-education technology group, revealed that students liked technology in the classroom when it was used well, but also uncovered a surprising number of negative comments about professors' use of technology. The three biggest problems students identified were 1) ineffective use of PowerPoint, 2) technological malfunctions that wasted time, and 3) required on-line discussions that were not moderated and were merely "busy work."

Students appreciated PowerPoint when it was used to provide a general outline and when images were provided that supported key points. But students complained that too many professors posted all their notes on PowerPoint slides and then read them, making the lecture even more boring. Some comments: "With a chalkboard at least the lights were on and you didn't fall asleep." "If he's reading me a PowerPoint and I could read it myself later, then I'll just check my email." Many professors have discovered that posting detailed slides on the web either before or after class causes attendance to drop.

Think about it. . .



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