



Friday at the Center: May 13, 2005

The May Teaching Professor

The May edition of *The Teaching Professor*, which summarizes the latest research into teaching and learning, has recently been distributed to departmental contacts. This month's articles cover such issues as how to design a lecture, preventing student procrastination, and a study reporting on the shortcomings of group work. Ask around in your department to locate an issue.

Graduate Faculty Lunch Tuesday

Graduate Faculty members are invited to continue the conversation about the challenges and opportunities of Christian graduate education on Tuesday, May 17, from noon until 1 in the Marston 252. NOTE CHANGE OF LOCATION since the last *Friday at the Center*. A box-lunch will be provided for those who contact Marlene McCurley (mccurley@spu.edu) before 11 a.m. on Monday. Others are welcome to drop in at the last minute with a brown bag lunch.

Call for Articles on Teaching

The *Creative College Teaching Journal*, a theme-focused, peer reviewed journal, is accepting articles to be considered for inclusion in the 2006 issue on "Problem-Based Learning: Successful Examples from Across the Disciplines." Submission guidelines can be found at: http://tlc.unlv.edu/pub_guide.html. Submissions should be postmarked no later than September 1, 2005.

Spring Teaching Tips

When I began teaching many, many years ago, I tended to teach the way I had been taught, patterning my behavior especially on those professors from whom I learned the most. However, over the years I discovered that I was abnormal (but many of you already suspected that!). Most college students did not learn in the same way that I did. If I wanted to help them learn, I had to use pedagogical strategies and learning activities that worked *for them*, not necessarily for me. I tend to retain a great deal of what I read and hear. However, recent research into learning reveals that most people retain

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they both see and hear
- 70% of what is discussed with other people
- 80% of what they personally experience

- 90% of what they teach to someone else

This kind of research has prompted me to structure some of my learning activities in new ways, in attempt to facilitate more learning and retention. What might it prompt you to do?

Happy Teaching!

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