

## Friday at the Center: November 21, 2003

### CCCU Initiative Grants

The Council for Christian Colleges & Universities will award up to three \$15,000 grants through its ongoing Initiative Grant Project, which enables small groups of Christian scholars to network to pursue collaborative scholarship on focused themes of keen interest to the larger academy. Approved projects will create networks that are of significant mutual benefit to all team members and that hold promise for dissemination of scholarly results in high quality academic venues, thereby introducing Christian voices into contemporary academic conversations. Full program details and on-line application materials are available at <http://www.cccu.org/projects/ig/>.

Application deadline: Jan. 1, 2004.

### Huntington Library Fellowships

The [Huntington Library, Art Collections, and Botanical Gardens](#), in San Marino, Calif., is accepting applications for residential fellowships for scholars to pursue research using the library's collections. More than 100 awards available, from a variety of sources and with different terms. Some are open only to nontenured faculty members, and one is for recently tenured faculty. View the [full text of the announcement](#) on the organization's Web site.

Application deadline: Dec. 15, 2003.

### Long-Term Learning, Cont.

How can we best teach for long-term retention and transfer?

Principle 1: **Practice retrieving.**

Principle 2: **Vary learning conditions.**

Principle 3: **Require learners to re-present information.**

Principle 4: **Identify and draw on prior knowledge and experience.**

Principle 5: **Reflect on attitudes about learning.**

Principle 6: **Provide feedback and correction, along with experiences.**

Principle 7: **Use lectures to convey information to be assessed with recognition tests, but employ active-learning strategies to promote understanding.**

**NEW!** Principle 8: **The act of remembering itself influences what learners will and will not remember in the future.** Asking learners to recall certain pieces of information strengthens some memory traces but weakens others. And if students do well on a test taken soon after initial learning, they often will perform less well when tested on the same material after a longer retention interval. Learning activities that occur at different times—the initial learning point, during the retention interval, and the point of recall—are all interdependent.

*How does this play out in the classroom?* We can inadvertently create learning activities that cause students to forget information that we want them to retain, as when we test for relatively unimportant points. Students will most likely retain these points but, at the cost

of the main points. Secondly, because students who are tested frequently receive higher scores than students who are tested infrequently, we may think that frequent testing is optimal. However, frequent testing also leads to overconfidence in learners about their long-term retention, causing them to spend less time and effort in studying. The detrimental effect of testing soon after information is learned is another example where the short-term benefits of an educational practice can mask important long-term detriments.

(Halpern and Hakel, "Applying the Science of Learning to the University and Beyond," *Change*, July/August 2003.)

No *Fridays @ the Center* next week, because of Thanksgiving vacation.

Enjoy your turkey!

**SUSAN**

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