

Teaching Learning Center

MEMORY IN THE CLASSROOM

Tim Xeriland conducted an excellent workshop on Memory here in the TLC. There were several methods Tim suggested to improve our retention of information and the retention rates of our students. Sometimes students and teachers struggle to remember lists of facts or numbers, but following some of these tips, you might be surprised at what you can recall.

The Primacy/Recency Effect shows us that we tend to remember things at the beginning and the end. Dividing study times or lectures up into shorter sessions providing a larger instance of beginnings and endings thus increase the possibility of retention. When you cram and study all day, you are more likely to recall the start and finish and very little in between.

Imagery is very important in the course of retention, called the Method of Loci. If you are able to see a clear picture of the things you are attempting to remember, you have a much greater chance at cementing the information in your mind. When trying to recall a series of words imagine them involved with something you do frequently like driving to work or connect them with your body. The more outlandish the better – it helps you to remember!

Use Mnemonics to connect images with numbers to help remember things in a sequence. For instance: One is Gun, Two is Shoe, Three is Tree, Four is Door and Five is Hive. Picture whatever it is you're trying to remember in conjunction with the Gun, Shoe, Tree etc... If you are trying to remember that you need Milk, eggs, and bread at the store you may picture and gun shooting a gallon of milk, eggs being smashed as you walk on them, and loaves of bread hanging from a tree.

Acrostics are a series of words where the first letter of each word is the same as the first letter of the word you are to remember. Like Every Good Boy Deserves Fudge or Please Excuse My Dear Aunt Sally.

Acronyms are words spelled with the first letter of each item you are trying to recall. Like Roy G. Biv to remember the colors, FACE to recall notes in music, or FOIL to remember first, outer, inner and last in mathematics.

Chunking is very helpful when it comes to a series of numbers. Divide the numeric list into smaller 'chunks' and you will recall more information.

Getting the Context is very helpful as well. Have students read quickly through an entire chapter to make sure they see all the images and take in the bigger picture. Then have the go back and reread to focus on the detail or areas they didn't understand the first time though. If you concentrate on one area and read and reread it, you may miss an image on the next page which would clearly explain the material.



THE TLC IS HERE TO HELP

Don't forget, we in the TLC are here and eager to help you tackle whatever challenge you face with your online or face-to-face class. Whether you would like to add some new media to an existing course or plan out a brand new one, we're here to lend a hand. The possibilities are endless...

- ❖ Update your syllabus to be more conducive to online use.
- ❖ Create tutorials for frequently asked questions.
- ❖ Divide your discussion board into groups.
- ❖ Create a plan for updating your eCampus site.
- ❖ Learn to use Twitter, Facebook, blogs, and more.
- ❖ Learn how to use images with eCampus.
- ❖ Experience and use Second Life in your course.



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	2		8		1	
		3		5		
5			7		9	
5						
	2			7	5	6
1		8		3		

SUDOKU

Fill in the missing numbers so every row, column and quadrant contains the numbers 1 through 9.

“Which is better, memory or understanding?”

-Tim Xeriland, Memory in the Classroom Workshop

CEDAR VALLEY COLLEGE

Teaching Learning Center

Room A206A
3030 North Dallas Avenue
Lancaster, Texas 75134

Phone: 972-860-8083
Hours: M-TR 8:30-4:30
F 8:30 - 12:00 &
1:00 - 4:30

Director: Tim Xeriland
Phone: 972-860-8239
email: txeriland@dcccd.edu

Instructional Specialist: Timothy Sonnier
Phone: 972-860-8031
email: tsonnier@dcccd.edu

Instructional Assistant: Christa Crawford
email: ckcrawford@dcccd.edu

ECAMPUS GRADEBOOK IN EXCEL FORMAT

We were fortunate here in the TLC to have Mary Lou present a workshop on downloading your eCampus grade book and putting it in Excel format. There are some specifics that all online instructors should know to make sure their spreadsheet is done correctly. Once you are logged in to eCampus and ready to download your grades, do so then save them to your desktop. They will then be able to be opened in Excel. Please remember the following:

- ❖ Do a separate spreadsheet for *each* section in Excel
- ❖ Always include a grading scale on the spreadsheet (may choose to display it via a footer)
- ❖ Make sure your Excel document is set to “landscape”
- ❖ Format the cells so all text is visible (center & expand cells as necessary)
- ❖ The necessary columns are the students first and last name, student ID, & grades
- ❖ The Header (custom header) should include: (left) name of course, (center) college, (right) date, semester, & section number
- ❖ Save the file as the course title, section number, & semester
- ❖ Any 9000 sections should be placed on a separate spreadsheet
- ❖ Always include each students' final grade on the spreadsheet (including all “W” grades)
- ❖ Please choose to show gridlines, it makes it easier to read once it's printed

Now you're ready to give your spreadsheet to Mary Lou. She keeps track of your “blue rolls” and will make sure the final grades are entered and submitted to LeCroy. If you have any questions, feel free to drop by the TLC or contact Mary Lou directly at ext. 8050.