Winter 2-8-2007

Nena Torrez TSSA Winter 2006

Nena Torrez
CSUSB, ntorrez@csusb.edu

Follow this and additional works at: https://scholarworks.lib.csusb.edu/trc-tssa

Part of the Higher Education and Teaching Commons

Recommended Citation

This Other is brought to you for free and open access by the Teaching Resource Center at CSUSB ScholarWorks. It has been accepted for inclusion in Teaching Skills Study Awards (TSSA) Reports by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
Teaching Skill(s) Studied:
In the featured Presentation, Revealing the Magic: “Secrets” of How People Learn, the topic was brain research and how to best enable students to integrate new knowledge and facts into their existing schemata. I attended several workshops that focused on integrating technology into the classroom and building a community of learners, and several that addressed the issue of diversity.

Impact on Current Teaching?
I have reconfigured how I present information in both my EELB 230 & EELB 533/4 courses, which have a substantial amount of information that must be learned at the rote rather than application level, foundational information. I feel that this new style of presenting the information based on the brain research information has had a significant impact on student retention of the information, as measured by the higher tests scores, when compared over the last three quarters. Although this is a small sample it does appear to be a consistent trend.

Some of the other workshops on diversity and technology have resulted in each of my classes utilizing the both the online features of Blackboard based on posted questions, Responses, and then responses to individual posting. This technique creates a deeper but public debate on individual response, it assures that students will “hear” and respond to multiple voices, not just that of the instructor. Additional I have divided the EELB 320 students, a mandatory undergraduate course into Blackboard work group so that I can analyze and remediate their progress, prior to the presentation of their end product presentation, further enabling both myself as the instructor, and each member to work toward creating a true
community of learners committed to mutually respect and collaborative processes.