

# Welcome to the brand new, Faculty Development Committee Newsletter!

We are all busy people—students contact us at all hours of the day and night, and we have lives to live as well. It's difficult to **stay current** on research in our fields of study and keep on top of **new research** about teaching, learning, and serving our students as best we can.

**We hope to make that a little easier by bringing articles about teaching and educational research directly to your inbox. There's no need to attend any lectures, discussions, or activities—just click on the links below.**

If you try any ideas you've learned in these articles, let me, Lisa, know. You may just find your comments published in volume two of **The Newsletter!** Most importantly, you will **encourage** all of us to think about how and why we do what we do, and **inspire** us to work to the best of our abilities.

**Supportively,**

**The Faculty Development Committee**

**Lisa Dela Cusack, Lynnette Beers-McCormick, Nahla El Said, Nooshan Shekarabi, and Martin Stringer**

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## Classroom Strategies

This article from *The Chronicle of Higher Education* explains how and why one professor introduced breathing exercises into her classroom.

**Excerpt:** "Inspired by recent research in the neurosciences about how the brain responds to even very simple breath practice, I decided to introduce **one minute** of conscious breathing into the beginning of each class meeting."

<http://chronicle.com/blogPost/BreathingPedagogy/26230/>

## Classroom Strategies, take 2

Teachers ask students questions all day long. How can we craft those questions to promote thinking and learning in our students? Look to Bloom's Taxonomy!

**Excerpt:** "Students tend to read and think based on the types of questions they anticipate receiving from the teacher."

<http://www.teachervision.fen.com/teaching-methods/new-teacher/48445.html?detoured=1>

## Classroom Strategies, take 3

Here are nine fool-proof classroom strategies for every subject and level.

**Excerpt:** “Researchers at Mid-continent Research for Education and Learning (McREL) have identified nine instructional strategies that are most likely to improve student achievement across all content areas and across all grade levels.”

<http://www.middleweb.com/MWLresources/marzchat1.html>

## Study Skills

Here’s an article for the *NY Times* that shows that techniques most teachers think will help improve student learning, such as accounting for student’s learning styles, actually do little, and some techniques that work very well are virtually unknown on campuses.

**Excerpt:** “There are effective approaches to learning, at least for those who are motivated. In recent years, cognitive scientists have shown that a few simple techniques can reliably improve what matters most: how much a student learns from studying.

The findings can help anyone, from a fourth grader doing long division to a retiree taking on a new language. But they directly contradict much of the common wisdom about good study habits, and they have not caught on.”

[http://www.nytimes.com/2010/09/07/health/views/07mind.html?\\_r=1&ref=education](http://www.nytimes.com/2010/09/07/health/views/07mind.html?_r=1&ref=education)

## Curriculum Development

This post addresses course development in biology, but it could apply to all of us, especially at the community college level. Why are certain courses offered at the lower division level and others are not? What should be offered? Click below to join the discussion.

**Excerpt:** “Shouldn’t the latest material be conveyed to students? Isn’t that what makes a curriculum credible?”

<http://www.teachingprofessor.com/articles/curriculum-articles/curricular-design-problems>