

Welcome to volume four of the Faculty Development Committee Newsletter

Welcome, Faculty!

We all strive to be better at what we do. Once a semester, the Faculty Development Committee is determined to fill your inbox with fantastic ideas to help you be a better teacher and faculty member. Happy teaching!

**Supportively,
The Faculty Development Committee
Lisa Dela Cusack, Lynnette Beers-McCormick, Nooshan Shekarabi,
Martin Stringer, Esther Odegard, Anita Varela, and Elizabeth Baez, and
Nahla El Said**

The Classroom

“Using Facebook to Teach Rhetorical Analysis”

Here is an interesting strategy for teaching rhetorical analysis using Facebook profiles. (My nominee for best line in a academic journal ever: *“Motifs of Partying Are Not Fabricated But Are Not Representative”*)

“Although they read these texts daily, they are often unaware of the sophisticated rhetorical analysis they employ while browsing others’ profiles (or as they decide what to add to or delete from their own page). Engaging students in a rhetorical analysis of Facebook can take advantage of this high-interest area — where most students are already rhetorically savvy but unaware of their critical processes — to teach the often challenging skill of rhetorical analysis.”

<http://pedagogy.dukejournals.org/content/10/3/562.full.pdf+html>

“PowerPoint Presentation Handouts and College Student Learning Outcomes”

So, you have made your PowerPoint and you are ready to go. Do you print and copy the slides to give your class as a handout? After you read the research study linked below, you probably won’t bother.

“The present study represents one of the first empirical investigations on the efficacy of PowerPoint handouts in the classroom. The study reveals that distributing handouts that contain duplications of the projected PowerPoint slides, a common practice with PowerPoint technology (Kinchin, 2006), offers little to the learning experience of students.”

However, they did *think* they learned more...

http://academics.georgiasouthern.edu/ijsotl/v1n1/noppe/IJ_Noppe.pdf

“Exploding the Lecture”

Here is a marketing professor using technology to record and edit his lectures to make them more easily understood. Then he puts them on iTunes and assigns them for homework. The result? More learning and more class time for hands-on activities.

“Now, with the arrival of technology that allows him to easily record his lectures at home, slice them into easily digestible morsels, and make them available for students to watch online prior to class meetings, Garver says he has finally caught up to that dream.”

Read more: <http://www.insidehighered.com/news/2011/11/15/professor-tries-improving-lectures-removing-them-class#ixzz1qv5xjAq9>

Inside Higher Ed

Finally,

“Grateful for My Students”

Here is a short, easy read for when you are having a bad day.

“My students are non-traditional in many ways: first-generation college students and even first-generation high-school graduates. They often have little to no familial support, financial or otherwise. The statistics aren’t in their favor. And yet, they try to persist.

Some even excel.”

Read more: <http://www.insidehighered.com/blogs/grateful-my-students#ixzz1rCOgjmLq>

Inside Higher Ed