



Center For Teaching & Learning Weekly Newsletter

INSPIRE. INNOVATE. IMPACT.

Call for Proposals: Facilitate a Table Discussion at Spring Professional Development Day!



by **Terri Georgopoulos**, Instructional Designer & **Su Karl**, Learning Center Director

Professional Development Day (PD Day) creates an opportunity for the campus community to come together for professional development that inspires, builds community and offers equitable and inclusive learning opportunities to integrate into practice. The PD Day planning committee is searching for volunteers to facilitate table discussions for the Spring 2020 PD Day event on Thursday, January 16, 2020.

Do you have an area of interest or passion about a topic impacting higher education that you would like to explore with colleagues at a roundtable? Submit your proposal to facilitate a table discussion!

[Submit Your Proposal Now!](#)

Please submit your proposal by 5 PM Thursday, November 21, 2019

UPCOMING OPPORTUNITIES



[Webinar: Making Learning-Centered Teaching Work](#)

[Webinar Recording Found Here](#)

Dr. Phyllis Blumberg provides easy to follow guidance on how to progressively implement this evidence-based approach to teaching. This approach describes essential actions that promote learning-centered teaching with STEM, foreign language learners, and unprepared students. Each action is explained through a published implementation example and a rubric for measuring the extent of implementation.

SCHOLARSHIP & CONVERSATIONS



[HSU Success Story: The Effect of Peer Tutoring in Reducing Achievement Gaps](#)

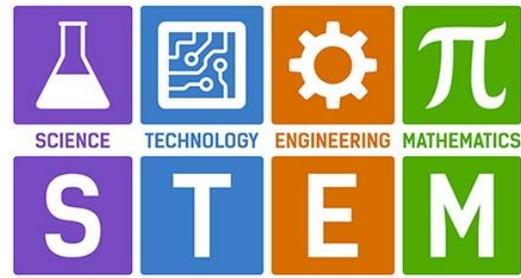
Dr. Adamou Fode-Made and peers of HSU's Computer Science and Mathematics Departments describe the effects of three semesters of a newly implemented peer tutoring program at Humboldt State University.

“Our results suggest that tutoring not only shrunk the achievement gap but it reduced the failure rate over 50%.”



[Watch: GI 2025 Opening Keynote Address](#)

Watch Michael Sorrell's presentation titled "Why Leading Meaningful Change Requires Extraordinary Courage." Dr. Sorrell discusses how universities can change the lives of students through their commitment to compassion and innovation. [Click here to view Dr. Sorrell's opening keynote address.](#)



[PNAS: Active learning increases student performance in science, engineering, and mathematics](#)

A metaanalysis of studies that reported data on comparing student performance in STEM courses under traditional lecturing versus active learning. The results indicate that average examination scores improved in active learning sections, and that students in classes with traditional lecturing were more likely to fail than were students in classes with active learning. Analyses indicate that both results hold across the STEM disciplines, and that active learning appears effective across all class sizes.



[Watch: GI 2025 Closing Keynote Address](#)

Lande Ajose closes the symposium with her presentation titled, "California's Higher Education Agenda: Innovation, Completion, and Diverse Democracy." She discusses the critical role of higher education in addressing inequality in California. [Click here to view Dr. Ajose's closing keynote address.](#)

[Chronicle of Higher Education: 'Students Learn Best in Their Preferred Learning Style,' and Other Neuromyths](#)

"Among the most widely believed neuromyths is that students learn best when they're taught according to their preferred learning style — visually, for example — according to the report, which is based on survey responses from about a thousand instructors and support professionals... There is no evidence, the report says, to support the idea that people learn best when taught in their preferred learning style. In fact, it says, research suggests that "teaching to learning styles may actually hinder learning or affect a student's self-perception," because it may lead students to seek only information presented in a particular way."

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