

Teaching for Retention

EDUU 9803

3 Semester Credits/Units

Instructor – Ryan Pickett

Course Overview

As educators we strive for the knowledge that we teach our students to be appropriately stored in their brain so that they can easily access it when necessary. There is little point in teaching something new if students can't recall it later. Discover a proven, research based, and easy-to-follow framework for teaching students so they remember.

Teaching for Retention requires one book entitled How To Teach So Students Remember (2nd Edition) by Marilee Sprenger. This book must be purchased separately and can be found at www.amazon.com

Course Objectives:

After completing the course Teaching for Retention, you will demonstrate or indicate:

- How you currently teach for retention.
- Knowledge of how our memory works and classroom strategies to enhance it.
- How to create classroom environments optimal for memory, learning, and assessment
- Knowledge of the seven steps to memory and learning.
- How to create curriculum that utilizes the seven steps of memory and learning.
- Demonstrate an improved ability to teach so student remember beyond the test.

Course Relation to CCS or other Professional Standards

This course aligns to the following professional teaching standards: <http://www.cde.ca.gov/pd/ps/index.asp>

- Engaging and Supporting all Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing learning Experiences for all Students

How to Submit Coursework

After reading the book How to Teach so Students Remember, complete all of your assignments. Place each assignment 1-8 on a separate page in a single Word Processing file, clearly labeling each assignment by number and name. Submit the single document containing all 8 assignments to the *Independent Learning*, Submit Assignment Section. Some assignments may require supplemental documents. Attach these documents clearly labeled with your name and assignment number. If your assignments are too large for the assignment section or you create them in a format that cannot be attached (i.e. Google Docs), feel free to e-mail or share the documents directly with your instructor. Either way, be sure to email your instructor when you turn in any work.

Course Assignments

1. Reach and Teach

- a. After reading chapter 1 of the book How to Teach so Students Remember, reflect on your current practices with respect to your ability to engage and connect with your students as outlined in the chapter. What are your strengths and where do you need to improve? In your response, be sure to address each of the following areas: novelty, need, choice, attention, motivation, emotion, and meaning.
- b. Based on the information that you learned from chapter 1 of the text, describe what you will do to improve in the areas that you listed above. How will these actions increase your ability to meet the needs of all your students so that they are ready to learn and remember? Be sure to make reference to your sources. It is ok to gather information from additional sources.

2. Reflect

- a. After reading chapter 2 of the book How to Teach so Students Remember, discuss how you currently build reflection time into your curriculum. Could you incorporate any or all of the Seven Habits of Highly Reflective Classrooms into your practice? Explain your reasoning.
- b. Pretend that your administrator has informed you that you need to cover more material and that you should not waste time reflecting the information taught. Write a letter to you administrator outlining the importance of reflection time to your student's learning and how it will ultimately improve student learning and retention.

3. Recode

- a. After reading chapter 3 of the book How to Teach so Students Remember, explain what recoding is and why it is important in the memory process. Be sure to site your sources.
- b. What are your three favorite research-based recoding strategies from the chapter? Explain your reasoning.
- c. Alter one of your existing lessons to incorporate your favorite recoding strategy.

4. Reinforce

Read chapter 4 of the book How to Teach so Students Remember. For this assignment you are to pretend that you are the author of a daily blog about teaching for retention. In today's blog you are to write about how you improved your ability to use feedback in motivating your students and reinforcing their learning. In your blog, be sure to include how you address all of the different types of feedback (Motivational, Positive, Negative, Informational, and Developmental).

5. Rehearse

- a. After reading chapter 5 of the book How to Teach so Students Remember, write a paper of at least one page comparing and contrasting your current homework policy with what you learned in chapter 5 of the book.
- b. Draw a picture depicting what rehearsal is with respect to our memory as outlined in the book. This picture can be digital, or hand drawn. You are free to create a picture collage or make a flow chart instead of a traditional picture. Regardless of how you produce and turn in your picture, be sure to explain the reasoning behind the choices that you made. If your picture is hand drawn, take a picture of it and turn into the assignment submit section with your explanation.

6. Review

- a. Pretend that you have been selected to give a TED talk on memory and learning. You have been asked to discuss why procrastination and cramming does not result in remembering information for the long-term. While doing so, you are also to explain the best methods of reviewing information for long-term learning. When presenting your ideas, be sure to reference the information you learned while reading chapter 6 of the book How to Teach so Students Remember.
- b. Alter one of your existing lessons to incorporate a plan for reviewing information as outlined in chapter 6.

7. Retrieve

After reading chapter 7 of the book How to Teach so Students Remember, reflect on your current methods of assessment. What changes do you need to make to create the optimal environment for assessment and retrieval for all of your students? When discussing your possible changes, be sure that you are addressing different types of assessment, specific cues, recognition techniques, recall strategies, and student stress.

8. Teaching for Retention

- a. Read chapter 8 and Appendix A of the book How to Teach so Students Remember. Create a 20-question test for your colleagues that would assess their knowledge of our brain's memory system with an special emphasis on the seven steps to memory and learning. Attach a copy of this test along with the answer key to the submit assignment 8 section.
- b. Alter one of the current units that you teach to account for all seven steps of memory and learning. Attach this new unit to the submit assignment 8 Section. In a separate document, explain how the changes that you made to your unit will lead to improved retention and long-term learning.

Course Assessment Rubric

Exemplary: A+ to A-	Acceptable: B+ to B-	Unacceptable Must be resubmitted
Reflective, thoughtful ideas relevant to the assignment are clearly stated	Presents some relevant ideas and connections to the assignment	Ideas are not clear or relevant
Very well organized	Generally well organized	Shows little or no organization
Responses relate numerous facts and specific details of the program materials	Some facts and specific details of the program materials are included	Few or no facts or specific details of the program materials are included
Free of spelling and/or grammatical errors	Writing contains a few spelling and/or grammatical errors	Numerous spelling and/or grammatical errors make the writing difficult to read