

Today is September 29, 2017

Dates

Graduation applications for December 17 are due 10.15.17. Students can find them on the Student Services tab in BlueView.

Haven (undergrad) and Haven Plus are due for all new students by Friday, October 6. Newly admitted (spring, summer, fall, 2017) students won't be able to register until they've completed Part I. See Haven Info in case students have technical trouble.

Collier-Scripps ribbon cutting - all are invited

There will be a ribbon-cutting ceremony for the newly inhabited Collier Scripps building on Saturday, October 7 at 11 am on the west side of the building. Please come. All are invited.

Podcast launch party

Lourdes Gutierrez, Kevin Lam, and Darcie Vandegrift invite you to the CRSSP Celebration and Podcast launch party on Sunday, September 24 from 2-3 pm in the Drake University Cowles Reading Room. This event celebrates work with DMPS immigrant and refugee students over the summer.

Haven and Haven Plus info

From Tess Cody if students hit a snag:

Sorry that you are having technical difficulties. A common problem folks have run into is which browser they are using. I have had the best luck with google chrome (or firefox) – Internet Explorer does not work with the tutorial. There are a few other tips on our FAQ under “What if I have trouble with the site.” You can find that here:

<http://www.drake.edu/violence-prevention/newinitiatives/sim/faq/>

If those tips don't seem to help, 24/7 help is available through the Haven programs “Help” link. I'm unfortunately not a tech expert so better to connect you with the experts that know the Haven system. Students do not have to be logged in to access the Technical Support Center. You can access them through the toll-free technical support line at 1-866-384-9062.

Hope one of those things is helpful. Let me know if this doesn't work and if Tech Support is not able to help.

Forgetting

Forgetting Starts the Moment Something Is Taught; What's to Be Done?

"Why Students Forget – and What You Can Do About It" by Youki Terada in Edutopia, September 20, 2017, <http://edut.to/2hiLtC3>

"Teachers have long known that rote memorization can lead to a superficial grasp of material that is quickly forgotten," says Youki Terada in this article in Edutopia. "But new research in the field of neuroscience is starting to shed light on the ways that brains are wired to forget – highlighting the importance of strategies to retain knowledge and make learning stick."

One insight from the research is that forgetting is actually functional – it's a good thing that our brains discard extraneous information that won't serve an important ongoing purpose. Studies have shown that about 56 percent of new information is forgotten within an hour, 66 percent after a day, 75 percent after six days – unless there's reinforcement or a connection to prior knowledge. Every teacher's challenge is finding ways to thwart this process with the information they want students to remember.

"We often think of memories as books in a library," says Terada, "filed away and accessed when needed. But they're actually more like spider webs, strands of recollection distributed across millions of connected neurons. When we learn something new... the material is encoded across these neural networks, converting the experience into a memory." When these synaptic connections are fired, the memories they contain are strengthened. When they're not fired, the memories get weaker and are less easily accessed.

Research has also established that not all new memories are created equal. For example, if you're asked to remember NPFXOSK and ORANGES, the latter will be much easier because the word connects with a number of vivid memories – the image of the fruit, its smell and taste, associations of oranges in your mother's kitchen or growing on a tree. So the more connections teachers make to other memories in students' brains, the better retention will be. Five strategies for putting these insights to work in the classroom:

- Combining text with images – Visual aids help organize textual information, whether they're photographs, artwork, or graphic displays.
- Peer-to-peer explanations – When students explain what they've learned to a partner, fading memories are reactivated, strengthened, and consolidated. This process also gets students more actively involved in learning.
 - The spacing effect – Memories are more effectively embedded when they're reviewed at intervals throughout the school year.
 - Low-stakes practice tests – These retrieve and strengthen remembered material and also lower the stress of higher-stakes tests by building confidence and making assessment less daunting. A series of quick quizzes can even replace a single high-stakes test, with better effects.
- Interleaving – It's more challenging to remember when different skills are mixed together in a single assessment – for example, multiplication, division, addition, and subtraction. Assessments that cover multiple areas and/or skills force students to think on their feet, which encodes learning more deeply.