

flexible learning
active students
creating success
group assessment
empowering faculty

Inspiring students creating success empowering faculty group assessment diversity active learning flexible learning inspiring students creating success empowering faculty group assessment diversity active learning

Win-Win Impact Teaching For Success

Win-Win, High Impact Teaching and Learning

Benefits:

- Retention
- Completion
- Satisfaction

Three Easy Pieces

Adventure Prep

Expedition Outfitting

Trek Improvement

How to Do More For Your Students with Win-Win High Impact Teaching



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THE ADVENTURE MINDSET



THREE EASY PIECES OF WIN-WIN, HIGH- IMPACT TEACHING

- ▶ 1. Adventure Prep
- 2. Expedition Outfitting
- 3. Trek Improvement

Three Easy Pieces

1. Adventure Prep

Mindset: The Teaching Adventure

Jack H. Shrawder
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Your mindset, or self-concept, contains your life view, and it largely determines what you do and how you feel about it. Serious studies are now showing an assessment of one's mindset is a very important component of success.

"For 20 years, my research has shown that the view you adopt for yourself profoundly affects the way you lead your life," says psychologist Carol S. Dweck in her book *Mindset: The New Psychology of Success* (2006).

Your teaching mindset deeply affects how you teach and what your results will be. If you want better results next term, start with a renewed, clarified mindset. Building an optimized mindset is an investment in your future and in the destiny of your students.

The Adventure


A teaching "Adventure Mindset" corresponds to being bold, taking charge, and looking for solutions.

Think about how you might teach if you looked at it as a journey of great adventure and importance, possibly akin to the first moon landing or, looking further back, to the saga of the first humans crossing the Bering land bridge some 16,000 years ago, beginning the settlement of the Americas [<http://www.vanderbilt.edu/exploration/stories/monteverde.html>].

Shouldn't changing students' lives with new learning be an equally exciting adventure?

Can't think of a teaching adventure? Let's suppose the retention rate in your class last term was 55 percent—only slightly more than half the students who enrolled in your class completed it. You know this from comparing your initial roll sheet to the numbers on final grade report.

Mindset: continued on page 3



THREE EASY PIECES OF WIN-WIN, HIGH- IMPACT TEACHING

- ▶ 1. *Adventure Prep*
- 2. *Expedition Outfitting*
- 3. *Trek Improvement*



Three Easy Pieces

Adventure Prep

Expedition Outfitting

Trek Improvement

Mindset: continued from page 2

But, you teach for success: You know virtually everything can be improved. You decide to do something about the retention levels in your class and set a goal to retain at least five percent more students than you have averaged for the past five terms.

Guess what? You've just embarked on a real and very important teaching adventure. But what do you do first, second, last? Is there a "best" adventure path that will significantly increase the likelihood of creating and implementing a good solution?

The answers to these and many more of your questions is the challenging adventure that is at the heart of the reason for the *Teaching For Success*, Win-Win High Impact E-zine.

Helping you power through a teaching adventure is the sole reason we work hard to create each TFS issue of ideas, tips, and strategies designed to help you construct the best map from where you are now to where you want to go.

At the Core


At least once each term, and more often if possible, you should answer a set of core questions. The answers to these questions will help create clarity of purpose, which is absolutely essential if you want to achieve better results from your teaching or with any other life endeavor. Some core questions are:

- What am I hired to do?
- What does my job encompass?
- What can I do that no one else can do?

According to Carol Dweck's research, mindsets come in two flavors: Growth and Fixed. The Adventure Mindset is a growth mindset, excellent for teaching because it's based on the belief that, as Ms. Dweck writes, "everyone can change and grow through application and experience."

Initially, you may feel more comfortable with a fixed mindset, or what we are calling the Stay-Close-to-Home mindset. Teachers with a fixed mindset may think of

Mindset: continued on page 4



**I've learned that people will forget what you
said, people will forget what you did, but people
will never forget how you made them feel.**

~ Maya Angelou

The thing that is really hard, and really amazing, is giving up on being perfect and beginning the work of becoming yourself.

~Anna Quindlen

THE WIN-WIN HIGH IMPACT TEACHING ADVENTURE

Three Easy Pieces

of Win-Win,
High-Impact
Teaching
Excitement

▶ 1. Adventure Prep

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3. Trek Improvement

Play to Win-Win

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Do you have a prime value for successfully navigating the uncharted waters, the rip tides, and the unpredictable crosscurrents of the post-“good times” economy? Are you playing audaciously to win, or more timidly not to lose? Are you excited? Anxious? A bit of both?

“Playing to Win-Win” is about making a choice. Choosing growth and adventure over seeking shelter from the storms and “playing it safe.” Could simply changing a core attitude and set of beliefs be that important? Try it, and be the judge.

Isn't This Selfish Attitude?

Some may suggest that playing to win-win is a selfish, self-centered, ultra-competitive

Play to Win: continued on page 5

Mindset: continued from page 3

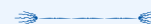
their students and possibly themselves as persons whose capabilities such as intelligence are static and unchanging—even though more and more studies support the idea that one’s intelligence can be increased with age, especially when learning is continued in earnest.

When you believe in a fixed self-concept, there may be little incentive to work for growth, change, and improvement. If intelligence and other capabilities are fixed, what’s the point?

Good students will always be good and poor students will always perform poorly in the classroom. Student retention and completion is what it is and cannot be changed.

Choice

However, the whole point of discussing mindset is that you have a choice, and you can purposely develop the mindset that supports creativity, optimism, and achieving results.



Three Easy Pieces

of Win-Win,
High-Impact
Teaching
Excitement

▶ 1. Adventure Prep

2. Expedition Outfitting

3. Trek Improvement

**"How wonderful it is that
nobody need wait a single
moment before starting
to improve the world."**

~Anne Frank

Play to Win-Win: continued from page 4

philosophy; and at first glance, it certainly could be interpreted as such.

So let me clarify. Playing to win means acting from your center, with integrity and intensity. It has a proactive bias. At its core, it means going beyond—surpassing what you are at this moment. It's about summing courage to try to be more, to overcome mediocrity and always preferring to leave the comfort zone.

Play, "Not to Lose"? Why It Doesn't Work

The alternative is "playing not to lose." This is a protective, inward-looking philosophy that risks little and sees success in holding on to the status quo. It's good to mull over a pivotal question: Which philosophy is actually more risky, less productive, and less likely to produce new solutions—playing not to lose, or playing to win-win?

Win-Win Components

Next, I should explain what I mean by "Win-Win". The TFS double win refers in part to the first win: your added enjoyment of teaching and the satisfaction you derive from knowing you can motivate, inspire, guide, prepare, inform, and energize your students.

Winning is setting and reaching desirable goals by being authentic, focused, principled, and doggedly tough. It's being disciplined to do the important things right.

Getting Your Second Win

The second win of Win-Win refers to your students' win as they learn to achieve, master, and apply new learning.

In addition, students experience a significant win as they gain an appreciation of the value of learning, and even more so as they form a commitment to continue learning and developing themselves.

They win when they learn success principles and seek to develop character, values, knowledge, and skills, and commit to doing so throughout their lives.

To read more about the "Play to Win" adventure concept, get a copy of *Play to Win* by Larry Wilson and Hersch Wilson.

TFS recommends this book as a top-read for those who, like us, feel that there must be more to life and teaching than struggling everyday to not lose.



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Section 2: Expedition Outfitting and You

Every trip requires giving at least some thought to matching the expected travel needs to the available supplies, maps, and knowledge of the local language and customs.

Three Easy Pieces

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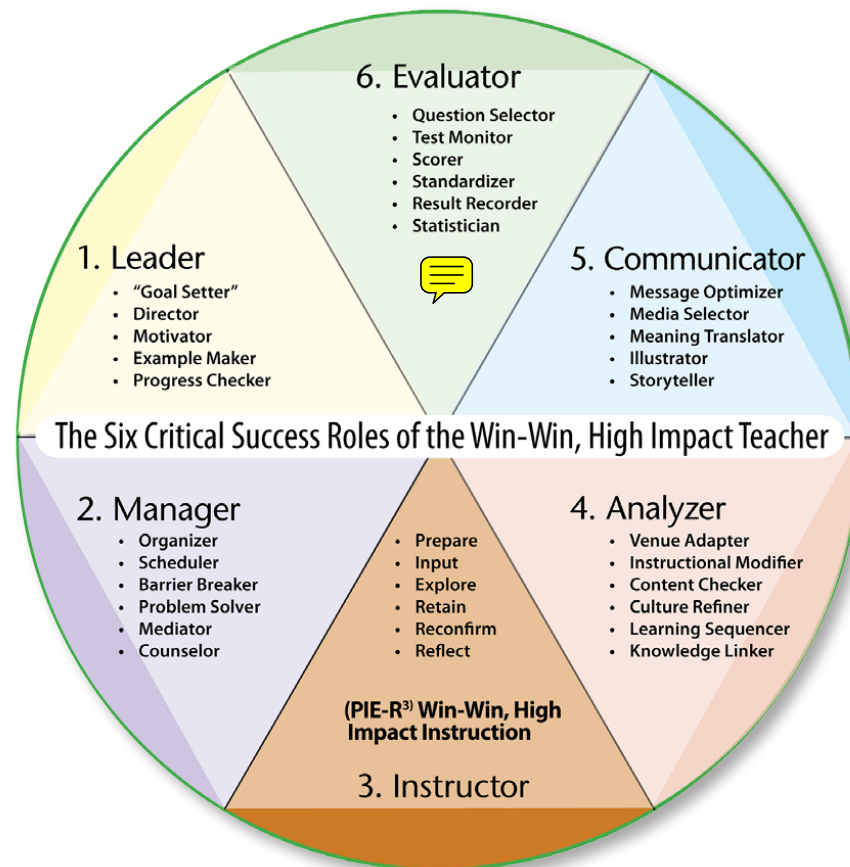
Three Easy Pieces of Teaching Improvement

If you have the sense that teaching is an adventure, a metaphorical journey through sometimes new and unfamiliar bodies of knowledge, a trek involving the acquisition of new skills and attitudes, then you may agree with TFS that it makes good sense to put enough effort into preparation and planning to ensure a successful and safe trip.

To help you prepare for your teaching expedition, we are introducing here the Second Piece of the Teaching For Success, “Three Pieces of Win-Win, High-Impact Teaching” program and e-zine. The essential point of this is to show you that teaching involves much more than the act of instructing.

When you teach, you actually wear up to six important hats and constantly juggle the roles you play. The map to the left is meant to be a starting point to illustrate this idea and promote discussion in Teaching For Success.

It’s included here as a thinking-about-teaching aid and as an advance organizer for articles and ideas to aid your teaching journey and successful fulfillment of these roles. The “TFS Role” chart helps clarify all the many activities that encompass good



A beginning “adventure” map depicts the critical teaching roles and role-tasks of the Win-Win High Impact Teacher

teaching. This chart can be used as a road map to embarking on a Teaching For Success voyage of improvement and self-discovery.

Scout Reports

We name articles about “outfitting” the teaching and learning journey “Scout Reports” from our Partner Authors. Their ideas and recommendations are designed to help you better see the road ahead and enjoy the junket.



Three Easy Pieces

of Win-Win,
High-Impact
Teaching
Excitement

1. Adventure Prep

▶ **2. Expedition Outfitting**

3. Trek Improvement

Scout Report Summary, 19.6.1

Newness Gets Noticed

Dr. Aleinikov, presents another in his series on the importance of genius and innovation in teaching and learning. Leader-Teachers possess the twin aspects of being future idealizers and present-time results producers.

Going forward from his Genius article TFS Vol.19 No.5, Dr. Aleinikov tutors us on the power and efficacy of “Newness”.

Newness engages. With it, students are more likely to complete your course. If retention and win-win results teaching is your goal, then you will want to take your students to Level Four.

Newness Gets Noticed

Andrei Aleinikov, Ph.D.
Defense Language Institute Foreign Language Center
Monterey, California

The need for educational credentials, fear of poor grades, and other types of pressure from the instructor, family, or larger society certainly can keep students in class.

It's interest and only interest that will keep these students' minds and hearts on your subject, in your domain of research!

Interest! Interest! Interest!

Passionate interest is what makes you love your subject, profession, and create your life according to it opportunities. Interest is a guiding star, a beam of light.

Interest creates great pilots, teachers, scientists, Nobel Prize winners, high achievers, outstanding innovators, celebrities, and geniuses.

Expedition Outfitting

“NEWNESS”

Critical Success Teaching Role Targeted:

- ☒ Leader
- ☐ Manager
- ☐ Instructor
- ☒ Communicator
- ☐ Analyzer
- ☐ Evaluator

The task of the teacher, therefore, is to know how to create interest. And the answer to this question is: newness.

Imagine...

Imagine that you study a foreign language. Nowadays you can do it in the classroom, with the CD/MP3 player, or even online.

Imagine further that you are already on Level two, two+, or three.* You visit the website <http://www.lingnet.org/>, a free-for-all net of language lessons.

Then you press the button “Weekly Training Events” (WTE), because they develop both receptive (reading, listening) and productive (speaking, writing) language skills.

Moreover, they even offer decoding, deciphering, translation, and interpretation exercises, which are always fun!

But most important, their lessons take four hours—exactly the time the government gives linguists per week for training to maintain their language proficiency.

Then select “Search Links,” and choose “Language—Russian,” “Topic—All,” “Proficiency Level—All.” Here pops up a table with pages and many lessons on the level two, two plus, and three.

Newness: continued on page 8

Newness: continued from page 7

You certainly browse through all of them to find something that you need... and all of a sudden, on page five, you see one lesson that is Level 4!

"Stop! Stop! Stop!" You say to yourself (if you are a linguist certainly). "What is it? There were not even lessons on Level Three plus. Not a single one! All on two, two plus, and three!

What is Level Four? Why is it here? How do I get to this four? Is it achievable? Nobody showed to us Level Four. I have never seen anything like that. Will I be able to do it? Let me check it..." and you click on the lesson.

Newness: a Powerful Attractor

The stream of consciousness above is an imitated stream, but it is approximately what is going on in the mind of every person when something new appears in the view. "Newness" attracts, and it makes us curious and excited.

Check it out in life: We get curious and excited by new cars, new houses, new dresses, new books, new individuals to admire, new hobbies, or just new objects in the old hobby. Newness attracts. Old stuff does not excite you any more. Period!

Novology, a science of newness, explained what newness is and how much newness is needed (Aleinikov, 2002). Some people need more newness, some people, less. The first kind

of people become sailors, drivers, pilots (travel newness), entrepreneurs (business newness), or researchers (scientific newness), while those in the second group prefer to maintain farms and stay at home (as little newness as possible).

But even those who are pathologically afraid of newness (neophobia, kainophobia) or hate newness (misoneists), still need new water (which they call "fresh"), new food on the table (not digested and not rotten yet), today's newspaper to read (not an old one), etc. Newness is ubiquitous.

So if people need newness in general, and newness attracts in general, then a teacher must be a producer of this newness, and not only in the information sphere, but also in the methodology domain.

Who's the Best?

The best teacher is first and foremost a specialist in producing enough newness for all the students in the classroom to be mesmerized. This is what in education we call interest!

And that's the cornerstone! If a teacher is innovative enough, there is interest and, as a result, no absenteeism, no problems with discipline, and no poor grades! The process works without a hitch—like a well-oiled machine. Go to section III, page 18, and list three "Newness" ideas for your next class.

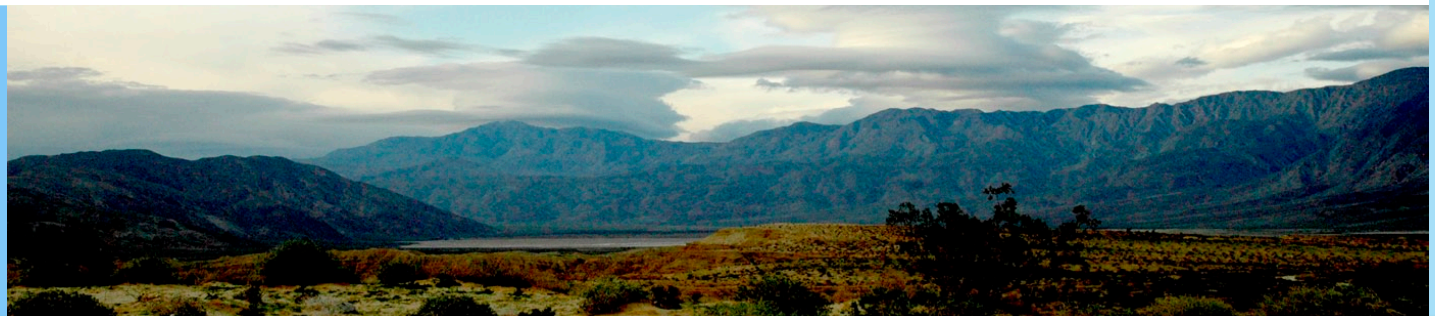
Newness: continued on page 9

THREE EASY PIECES OF WIN-WIN, HIGH- IMPACT TEACHING

1. Adventure Prep

▶ 2. Expedition Outfitting

3. Trek Improvement



Three Easy Pieces of the Win-Win, High-Impact Teaching Adventure

1. Adventure Prep

▶ **2. Expedition Outfitting**

3. Trek Improvement

Newness: continued from page 8

If, on the other hand, the teacher is not innovative enough, lessons become boring, discipline crumbles, absenteeism grows, and grades go down, too.

That is where teachers get caught with matters of secondary importance and fight and fight until they are blue in the face.

How to create newness

The next question is how to create newness. There are about 200 methods and techniques to develop creativity, which produces newness.

And all this creativity can be applied to the educational process. I personally use and teach teachers how to use about 20 of these methods, and certainly the most powerful of them is BAMMA (Brain Attack Multiplied by Morphological Analysis), which leads to MegaCreativity (Aleinikov, 2002b).

The application of these methods and techniques to the educational process first led to methodological breakthroughs in the teaching of languages (Creative Linguistics, Aleinikov, 1988–1992), and then to generic educational summits like Creagogy (Creative Pedagogy + Creative Andragogy, Aleinikov, 1997).

In any case, you will learn how to make a difference and how to be innovative, which means how to be interesting and to develop interest to your subject in students.

Remember: neither stick nor carrot can produce better results than creating an interested student.

*Note: The Interagency Language Roundtable (ILR) classification used by government linguists and many nongovernmental organizations to classify language proficiency is in levels from zero to five.



Publisher's Notes

Work is continuing on the transition of a "Random Idea Teaching Improvement Publication" concept to a tightly organized easy-to-use, all new Teaching For Success.

All the instructional experts advise that story and metaphor are among the best ways to teach. Therefore, TFS has created an Adventure–Travel metaphor for explaining our new teaching improvement program. It's called the **Three Easy Pieces of Win-Win High Impact Teaching**.

The three pieces are analogous to three travel classes:

1. *Adventure Prep*



2. *Expedition Outfitting*

3. *Trek Improvement*

To see results, spend 10-20 minutes working with the **Trek Improvement** questions and entering your responses, ideas, and plans into the text fields provided.



TFS Publisher,
Jack H. Shrawder

Expedition Outfitting

"NEWNESS"

Critical Success Teaching
Role Targeted:

- ☒ Leader
- ☐ Manager
- ☐ Instructor
- ☒ Communicator
- ☐ Analyzer
- ☐ Evaluator

Scout Report Summary 19.6.2

Dealing with Dishonesty

Anne McIntosh, Ph.D., TFS Partner
Author and Academic Adventure Scout
reports to you on the results of her efforts
to deal constructively and effectively with
the issue of academic integrity and shares
five steps that may serve as a springboard
for the creation of a similar system work-
able in the discipline you teach.

Expedition Outfitting

Academic Dishonesty

Targeted Critical Success Roles

- ☐ Leader
- ☐ Manager
- ☒ Instructor
- ☐ Communicator
- ☐ Analyzer
- ☐ Evaluator

Three Easy Pieces of the Win-Win, High-Impact Teaching Adventure

1. Adventure Prep

▶ 2. Expedition Outfitting

3. Trek Improvement

Five Steps to Reduce Academic Dishonesty in Speech Class

Anne McIntosh, Ph.D.
Central Piedmont Community College
Charlotte, N.C.

We want students to learn and do their own work. An obstacle to achieving this objective in academia is that students sometimes cheat. While statistics vary, research indicates that a majority of high school and college students admit to cheating at some point.(1)

In response to this epidemic, on the first day of class, I discuss classroom management in the syllabus highlighting my Academic Integrity policy.

In speech communication classes, students are often required to research topics, write speech outlines, prepare PowerPoint presentations, and deliver speeches.

There are multitudes of Internet sources where students can download speeches and Power Point presentations.

Students want to please instructors, earn good grades, and therefore the temptation to cheat is ever present.

What You Can Do

Perhaps you have the ability to check papers using Internet-based plagiarism-detection services like <http://Turnitin.com>;

but sometimes, presentations and speeches are more difficult to trace.

I get out of the tricky loop of trying to catch students plagiarizing or reporting them for academic dishonesty by incorporating five steps into the speech assignment that benefits the students.

Five Integrity Safeguards:

- Insist on seeing topic research steps.
- Classmate survey is a required turn in.
- Bibliography is a required turn in.
- Print copies of all research.
- Attach all speech drafts to final outline and submit.

Steps Explained

Your first step is to **engage students** in topics. I have them sketch several semantic maps of potential topics in class.

Next, ask students to **poll classmates** for their input on the topic ideas based on a survey questionnaire.

After that require a **bibliography with the speech outline**. Many instructors do not require a list of sources; because I do, students must work harder preparing an outline that meets this requirement.

Academic Dishonesty: continued on page 11

Subsequently, **require students to print paper copies** of all the research they used while working on the speech.

I ask them to **highlight information from their research** they thought was interesting and possibly ended up in the outline, such as a startling statistic or a compelling fact.

I explain that I want to see the pathway of how they absorb information and how this information gets incorporated into their outline.

Finally, insist students **staple earlier drafts to the final outline**, so I can see how seeds of ideas grow into more developed thoughts.

If students have to show their work from the inception, the temptation to pass off work that has been retrieved from the Internet is lessened.

Also, pedagogically, I think students also know or soon learn that a 15-slide PowerPoint presentation is not easily made at the last minute, but instead is the product of hours of behind-the-scenes work to produce a five- to seven-minute presentation.

They also appreciate other speakers whose presentations look effortless, because they know first-hand that in fact a lot of work goes into the preparation of a successful speech.

What's the Real Motivation?

Sometimes students will engage in academic dishonesty because they are missing critical research skills or writing skills.

By having students show everything they do, I am better positioned to refer them to a writing lab for extra tutoring, or to the library for extra help on conducting Internet research.

I use this five-step process to improve my teaching and to improve students' learning. I am able to improve my teaching by modifying lectures based on students' demonstrated strengths and weaknesses.

In the end, students are able to take pride in their hard-earned skills; and I have the peace of mind of knowing they have mastered the fundamental skills to research a topic honestly and create a successful presentation.

(1) According to a fact sheet published by the Educational Testing Service (1999), more than 75% of college students surveyed reported having cheated in high school; in another study (Vandehey, Diekhoff & LaBeff, 2007) 57.4% admitted to an act of academic dishonesty; and in a third (Cochran, Chamlin, Wood & Sellers, 1999), the rate was 83%.

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**Great things are not done by impulse, but by
a series of small things brought together.**

~Vincent Van Gogh

**Life is an exciting business, and most
exciting when it is lived for others.**

~Helen Keller

Scout Quick Report 19.6.3 “Emergency Kit”

When traveling always prepare for emergencies and carry a first aid kit. What would a first-time teacher’s go-to instructional emergencies bag look like? This is the recommended list of emergency teaching strategies to turn to when all else fails.

Scout Quick Report 19.6.4 PIE-R3, “Prepare”

It’s hard to imagine a sport where you would jump out of the car and start competing with no warm up. Yet that is what we expect of learners. Including a “Preparation” step in your instructional system will pay big dividends in results.

Expedition Outfitting, 102 PIE-R3 Model Step 1

Targeted Critical Success Role:

- Instructor: PIE-R3
 - ☒ Prepare
 - ☐ Input
 - ☐ Explore
 - ☐ Retain
 - ☐ Reconfirm
 - ☐ Reflect

A First-Timer’s Emergency Instructional Strategy Kit

When travel time is short, pressures are high and the climb is steep, remember these top five simple, high impact teaching strategies:

- ☐ It’s an ancient learning technique; it works today as it did centuries ago—use repetition and then repeat it—adults need to hear it about six times in different ways to get it.
- ☐ Go with the cognitive flow, and teach to intertwine with their natural talents [intelligences].
- ☐ Stories and metaphors teach concepts amazingly well, especially when students create their own or “unpack” ones that you present to them.
- ☐ Stressing mistakes can depress learning—praise and recognition are the keys to increasing learning desire.
- ☐ It’s much easier to learn new knowledge when it is linked to what is already known—find the connections—show the idea or concept organization visually: sketches, diagrams, outlines, graphs are all essential to speed and deepen understanding.

Work Cited:

Zull, James E. *The Art of Changing the Brain*. Sterling, Virginia: Stylus Publishing, 2002.

PIE-R3 Instruction Model, Step 1. “Prepare”

Students need a transition step from dealing with life’s many daily demands to those of learning.

Perhaps you’ve noticed how difficult the transition from everyday life to a fully functioning learner can be during a class that you took recently.

Added to normal busyness and the extra stresses of dealing with a seriously ill economy, a “Prepare” step worked into your current class sequence carries even more importance.

What to do? Try beginning your class with a personally relevant question to seize your students’ attention and refocus their minds.

Example?

We suggest you begin at least several classes with a 2-minute prep that asks student to answer this type of question: What are your three most important goals right now?

Ask for several volunteers to share their goals. Now the creative part, cleverly relate your course learning goals to your students’ personal goals.

The idea is to strengthen the bond between your students concerns and goals and what your class has to offer in the way of relevant learning.

Of course, there are many other ways to create a “Prepare” step. It just takes your imagination.

Scout Report, 19.6.5 Summary

Memory Techniques for Learning Retention

Dominic O'Brien is the eight-time World Memory Champion; he can routinely memorize thousands of facts, numbers and other data in a very short period of time. O'Brien is able to place this material into long-term memory and recall it several hours or days later.

These skills are not difficult for the average person to understand and learn. This article will review several of them, and give you enough information to pass on to your students or use them yourself.

Expedition Outfitting

Targeted Critical Success Role:

- Instructor: PIE-R3
 - ☐ Prepare
 - ☐ Input
 - ☒ Explore
 - ☐ Retain
 - ☐ Reconfirm
 - ☐ Reflect

Memory Techniques for Learning Retention

Rick Sheridan
Assistant Professor
Wilberforce University
Wilberforce, Ohio

During the summer of 2000, I had the opportunity to attend a lecture and demonstration by Dominic O'Brien, the eight-time World Memory Champion.

During the lecture, O'Brien memorized some pretty astonishing things, such as an entire page of a newspaper, 40 random numbers written on a chalk board by audience members, and the order of a shuffled deck of cards.

I spoke with him an hour after he memorized the shuffled deck of cards, and he was still able to list them (forwards or backwards). O'Brien claims that anyone can develop their memory by regularly practicing a variety of exercises.

Here are some notes from the lecture and from his book, *Learn to Remember, Transform Your Memory Skills*.

There Is Something about Travel

The art of location: According to O'Brien, studies show that people who have spent

the day traveling are especially accurate in recalling the sequence of events in their day.

Linking for Memory

Even details of conversations seem sharper, because the dialog is remembered in the setting in which it took place.

To use the art of location, you actually get out and walk a familiar journey, linking pieces of information to various stops along the route. To remember the information, you retrace your steps in your imagination later, and try to remember the item that you had linked to it.

The ancient Greeks and Romans valued this method above all others, and O'Brien attributes his personal success to this.

Mnemonics

This technique uses wordplay, ditties, and other associative techniques. For example, I could use the anagram HOMES to help me remember the Great Lakes, using their first letters (Huron, Ontario, Michigan, Erie, Superior).

There are many free "anagram generator" programs on the Internet where you can take a random group of letters that represent the first letter of words that you

Memory: continued on page 14

12/1/08 Jupiter-Venus-Moon Conjunction

Memory: continued from page 13

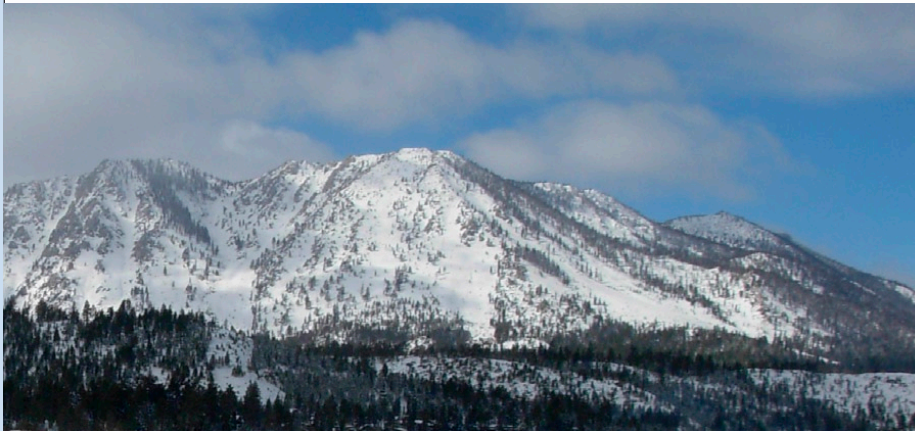
are trying to remember and convert them into a legible word that is easy to remember and triggers the memory of all the other words. See free anagram maker at, <http://wordsmith.org/anagram/>.

Visual Pegs

Visual pegs are relationships between the components of a group. For example, if you were trying to memorize sets of five items of different sizes, to help the memory process, you would think of the largest component and progress to the smallest (for example: bear, badger, mouse, butterfly, ant).

The story method: With this method, you string together a list of items you want to remember into a simple story. Make the components of the story interesting and add color, suspense, and movement to tie the items together.

The Dominic system: This stands for: Decipherment of Mnemonically Interpreted Numbers into Characters (DOMINIC). O'Brien links numbers with characters, such as 07 for James Bond, 23 for Bill Clinton (2nd & 3rd letters of the alphabet), etc. This is a time-consuming method of learning how to memorize, but has incredible potential for storing vast amounts of data.



Thought Maps

Mind maps: Mind mapping is a whole-brain method for generating and organizing ideas, largely inspired by Leonardo da Vinci's approach to note-taking. Mind maps use pictures, images, color coding, and highlighting to stimulate the creative association and enhance the memory. Write the main idea in the middle of a page and connect it to other ideas with pictures, images, and keywords. See: <http://www.visualthesaurus.com/>.

The art of recall

Our ability to retrieve memories depends largely on how we organize and store them in the first place.

The art of recall is the skill by which we can make the appropriate link that leads us to the memories that we want to retrieve. For example, to remember the name of a town you visited, try to recall as many associative details as possible, such as street names, sounds you heard there, and other associated impressions.

Often the name suddenly appears from the depths of memory. When a sight, sound, or smell unexpectedly triggers apparently forgotten memories, this is called "surprise random recall," and indicates that more memories might be rediscovered, if we could find the right triggers to bring them to consciousness.

Remembering Names and Faces

The key is to link together the face, name, and place in a chain of association. Are there any distinguishing features of the face? Do they remind you of someone else you know who has those features?

Do they remind you of another item you can associate that person with? Repeating the name several times and linking it to related associations can help the recall process.

Memory: continued on page 15

The Art of Concentration

To concentrate is to notice what we see, to listen to what we hear, to feel what we touch, savor what we taste and smell, and to be mindful of what we think. If we try to do two things at once, our attention flits back and forth at lightning speed between the two, and we don't fully concentrate on either.

The secret to concentration when formally memorizing is to focus fully on the information, while at the same time allowing our brain to make appropriate associations.

Memory and the senses: Incorporating all of our five senses into whatever memory techniques we try will make it easier for us to memorize and recall.

For example, to remember a tree, think of the image, the sound of the wind, the smell of the leaves, the rough touch of the bark, etc. Smell bypasses the filters of the brain, and connects directly to our memory store.

Scent can instantly transport us back to an event or person in our past. Associating smell with something we want to learn can help to lock it in.



The art of observation: When we observe an object in a fully attentive, conscious way (noting color, shape, size, features, etc.), the etchings that are made on the brain are deeper than when we merely receive an overall visual impression. Being able to recall precise visual details in the mind's eye is part of a discipline of mental focus and alertness that helps our memory training.

Revision and Repetition

Learning by the repetition of facts over and over again (rote learning) has been largely discredited in education. We now believe that the most memorable facts are those that engage our interest and that involve us in some way. O'Brien thinks that it is a matter of rehearsing an act of memory and going over the process of recall at regular intervals, to fix the various routes of association in our minds.

Keeping the mind young: O'Brien believes that you should exercise the mind every day, just like athletes stretch their bodies every day. Crosswords, brain teasers, and challenging reading materials can help to keep the mind active.

He also recommends that we engage with all that goes on around us, associate things we want to memorize with all of their sights, sounds, and smells. O'Brien believes that memory does not deteriorate with age; only the speed at which our brain processes and stores our memories will change. Having confidence and avoiding the stereotype that our brain will deteriorate helps overcome the image. Oxygen to the brain is also very important to keep the memory sharp, and physical exercise can help.

Citation

O'Brien, Dominic. *Learn to Remember, Transform Your Memory Skills*. London: Duncan Baird Publishers, 2000.

Trek Improvement: Section III: Success Through Action

Three Easy Pieces

of Win-Win,
High-Impact
Teaching
Excitement

1. Adventure Prep

2. Expedition Outfitting

▶ 3. Trek Improvement

Trek Improvement; What is it?

Section III is dedicated to recording your thoughts on how the ideas presented in Sections I and II can be put into use to improve your classes.

We provide questions to spark your creativity and active text fields for you to enter information. Your comments can be saved and printed as needed. Without action the even the best ideas are useless.

Even the best-prepared expeditions run into unexpected trouble that sometimes requires on-the-spot creative thinking and inventive strategies.

The new Teaching For Success Win-Win program recognizes the need for an interactive problem-solving section.

Therefore, we provide a workbook-like third piece that includes question/response fill-ins, plus bits and pieces of useful information that you can use to better plan and solve teaching and learning problems that you encounter.

This section has been made Adobe Reader field-active so that you can enter your ideas and responses, and save and print them as needed.

In “Trek Improvement” you will find help in planning at the various levels you are likely to deal with each term:

- ✓ Session
- ✓ Module
- ✓ Course
- ✓ Global Outcomes
- ✓ On-the-Road Problem Solving

Also, to help you solve problems, we will provide information in the **Trek Improvement Section III** that focuses on:

- ✓ Solving Day-to-day Travel Problems
- ✓ Avoiding Detours [What Not to Do]
- ✓ First Aid for Emergencies [What to Do When Things Go Wrong]
- ✓ Keeping Your Travelers Together [Retention]
- ✓ Getting Through Customs — or, There Is a Price to Pay for Good Results.
- ✓ Setting Performance Benchmarks
- ✓ Evaluating the End Results
- ✓ Incorporating Improvement Changes into the Next Adventure

Of course, there is not room for all of these topics in one issue, so look for them to be addressed over the course of several volumes.



Attention Faculty Authors

If you are looking for a place to publish your teaching improvement ideas, we would like the opportunity to review your “Scout Reports”. Author details at <http://www.teachingforsuccess.com/author-info.html>.

Trek Improvement, Section III

Success Through Action

Success requires targeted action. You can realize the most benefit from the concepts in this issue by using this section to review, analyze, synthesize and apply TFS ideas.

So what are the big ideas in this issue?

Big Idea 1. "Exploring the Adventure Mindset," pp. 2-4

Think about how you teach and your assumptions about teaching, learning, and students. Then:

- Describe the fundamental reason that you teach.

- Describe the characteristics of your typical student in terms of intelligence, readiness to learn, respect for instructors, trustworthiness, follow through.

- What is your prediction for the level of success your current students will achieve this term, and what percentage will not complete your course?

- Indicate how you feel your students will be affected by your teaching and the material they will learn in your class.

- What were you hired to accomplish? What is "instructor job one?"

- What can you do as an instructor that no one else could do as well?

- Considering all the aspects of Mindset that you have just recorded, would you say you had a FLEXIBLE, i.e. GROWTH, or FIXED Teaching Mindset? What is your evidence? If you could change one thing about your mindset this term what would it be?

Success Through Action: continued on page 18

Trek Improvement, Section III

Success Through Action: continued from page 17

Big Idea 2. "Play to Win-Win," pp. 4-5

Perhaps the recent economic tsunami has raised questions in your mind about what the best overall mental adaptation might be to this situation. Play to Win is one possible mental construct that you may find of help in keeping positive and creative despite the doom and gloom coming from the news media.

- In what ways do you see advantages or disadvantages in adopting a play-to-win outlook on work and life?

- What is meant by "play to win-win", and how could you weave a play to win-win concept into your teaching?

Big Idea 3. "The Six Critical Success Roles of the Win-Win Teacher," p. 6

- List the six Critical Success Roles of the Win-Win High Impact Teacher and give an example of a common task performed under each role.

- List the Three Easy (Metaphorical) Pieces of Win-Win High Impact Teaching.

Big Idea 4. "Newness Gets Noticed," pp. 7-9

- Devise three "Newness" ideas and how you can apply them to your classes.

- Decide the best way to evaluate how well the "Newness" ideas worked.

Big Idea 5. "Five Steps to Protect Academic Integrity," pp. 10-11

- Create the steps needed to protect academic integrity in your classes.

Success Through Action: continued on page 19

Trek Improvement, Section III

Success Through Action: continued from page 18

Scout Quick Report 19.6.3 “First-Timer’s Instructional Emergency Kit,” p.12

- Select and outline the one backup emergency teaching strategy that you will always have at the ready when your class seems lost or a particular student is having significant trouble understanding the module content.

Scout Quick Report 19.6.4 “PIE-R3 Instruction Model, Step 1. Prepare”, p.12

- After reading the “Prepare” tip, brainstorm some simple “Prepare” activities that you could do on a rotating basis for your next several classes. Then record your results and observations here.

- Record observed results after adding a “Prepare” learning step.

Scout Report 19.6.5 “Memory Techniques Ease and Increase Learning Retention,” p.13

- List five memory techniques mentioned in this article.

- What specifically in your class do you find your students have the most problem retaining?

- Which memory aid in this article or from other sources would be of most help to your students?

- By what method could you teach these memory techniques to your students?

Success Through Action: continued on page 20

Trek Improvement, Section III

Success Through Action: continued from page 19

Fundamental Improvement: Goal Setting

- If you are serious about enjoying the adventure of win-win, high impact teaching, set a personal teaching improvement goal for the next 4 weeks.
- Create below an improvement goal that is personal, positive and time limited. Then work on this goal every time you meet with your class.

Example: I will add to my next class meeting a "Prepare" step to my teaching sequence, and in addition teach one memory technique in a two-minute mini presentation.

My Personal Win-Win Teaching Improvement Goal is:

Success is never final. Failure is never fatal. Courage is what counts.

-Sir Winston Churchill

Two Every-Day Improvement Questions That Will Rock Your Teaching World

Take the one week challenge. Answer these two questions after each and every class that you teach and record the results after one week of using this powerful high impact improvement technique.

- What did I do right this time?

- What can I do better next time?

Until the next issue, have the best weeks teaching ever!

Your comments as you use TFS to improve your teaching are most welcome. TFS is always evolving, learning, and improving too. I look forward to hearing from you.



TFS Publisher,
Jack H. Shrawder