

# THE TEACHING EXCHANGE

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## *How Do YOU Learn?*

<http://Sheridan-Center.stg.brown.edu>

### **Sheridan Center web site offers innovative new "Cognition & Teaching Workshop"**

As teachers, we make an implicit assumption that students who do well in our courses are bright. In fact, their apparent "brightness" may only reflect the fact that they learn the way we teach. Students whose learning style varies from ours are often excluded from the opportunity to learn because of the way in which we structure our courses and syllabi. In many cases, both students who are "bright" in other disciplines than our own and those with diagnosed cognitive disabilities fail to learn what they might. Likewise, faculty may be missing the chance to gain an unexpectedly valuable new perspective on their field.

There are several means by which attentive faculty who wish to include more students in the learning experience of their course can do so. The Sheridan Center Teaching Handbook [Teaching to Variation in Learning](#), written by Brown faculty member Prof. Brian Hayden (Psychology) offers both an overview of this important pedagogical issue and strategies for dealing with it. Some 500 copies of the Center's videotape *Effective Teaching for Dyslexic/All College Students* has been purchased by colleges and universities all across the country, as well as abroad, concerned with the issue of learning diversity at mainstream campuses of higher education. Both of these resources are available through the Center to all Brown faculty and graduate students.

In October, the Center, working in collaboration with the Scholarly Technology Group, will launch its second web Teaching **Workshop on Cognition and Teaching**. It will give all members of the Brown teaching community an opportunity to learn something about their own cognitive style. A series of intriguing exercises have been developed by Prof. Hayden

and STG to help faculty and graduate TAs assess their own cognitive strengths and weaknesses. A greater understanding of the learning process is intended to assist faculty to design more inclusive syllabi and learning environments for their students.

We hope that faculty will also take advantage of the visit to <http://Sheridan-Center.stg.brown.edu> to try out the [Syllabus Construction Workshop](#) and its direct link to the CIS "Web Course Publisher."