

The Case for Leaving Things Out

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Pre / Post Test

Read each of the statements below. Determine if the statement is true or false. If the statement is true, place a T in the space provided. If the statement is false, place an F in the space provided.

- _____ 1. Educational research indicates that improved retention of information is directly related to increasing the volume of the material presented.
- _____ 2. Information overload is a phenomenon in which the short-term memory can no longer hold and process information.
- _____ 3. Rowe's "pausing principle" consists of the instructor pausing for 2 minutes at 8 – 12 minute intervals during the session.
- _____ 4. Educational literature suggest the use of up to 14 conceptual points or ideas in a 50 minute period.

Objectives

After participating in discussion and learning activities, the participant will be able to:

- 1, Voluntarily state the value of leaving things out of education / training sessions**
- 2. List at least 3 reasons for leaving things out**
- 3. Identify at least 3 things that should be left out**
- 4. Describe 3 ways things can be left out**

Why leave things out?

- 1.
- 2.
- 3.

What things should be left out?

- 1.
- 2.
- 3.

How to leave things out – Begin with the end in mind

- 1.
- 2.
- 3.

A Few Good References

Websites for info, tips, articles and books

www.alcenter.com

Center for Accelerated Learning

www.Bowperson.com

Sharon Boman

www.bobpikegroup.com

Creative Training Techniques

www.thiagi.com

The Thiagi Group

www.tool-trainers.com

Tool Tyme for Trainers

Articles (Classics)

Fish, Linc (1988) “The Case for Leaving Things Out,” Connexions Spring Issue, International Society for Exploring Teaching Alternatives

Rowe, Mary Budd. (1980) “Pausing Principles and Their Effects on Reasoning in Science” New Directions for Community Colleges 31:27 – 34.

Rowe, Mary Budd. (1983) “Getting Chemistry Off The Killer Course List.” Journal of Chemical Education 60: 954 – 956.