



CONNECT WITH THE COMM LAB

September Student Events

Timed Writing Strategies

Learn the art and science of writing under a short time constraint.
Missed this event? Watch the recording on the [Comm Lab SharePoint](#).

Virtual

Wed, 6 Sep, 1200-1245

Timed Writing Workshop

Practice applying timed writing strategies in this hands-on session.
[Advance registration required](#).

In person

Wed, 13 Sep, 1200-1300

Research Writing

Discover techniques to create an effective research process that evolves into a written product.
No registration—[join the Teams meeting](#).

Virtual

Wed, 20 Sep, 1200-1245

airuniversity.af.edu/TLC/Comm-Lab/



Supporting excellence for written, verbal, and visual communication skills

Appointments and Drop-in Hours

Since the start of AY24, the Comm Lab has held a record-setting 247 sessions to support resident AU students in their communication-skill development. To meet the (very) high demand for afternoon writing support, the Lab shifted its drop-in hours and added extra availability for individual appointments. *Students looking to*

beat the crowds should reserve appointments early—up to 60 days in advance!

Visit the [Comm Lab website](#) to make an appointment and view current drop-in hours



Volunteer as a Coach

Calling all faculty! Coaching is a rewarding way to fulfill AU's faculty service expectation, and volunteer coaches are essential to the mission of the Comm Lab. We welcome faculty from any discipline who are strong instructors of communication skills, particularly writing.

To learn more, email Ms. Meg Varney, Lead Writing Specialist at megan.varney@au.af.edu

MSOTL

2023 Military Scholarship
of Teaching and Learning Forum



cohosted by the
Air University Teaching and Learning Center
and Marine Corps University

Fourth Annual Conference December 7-8



2023 Theme: Creating/ive Teaching and Learning Communities

WHAT WE'RE READING NOW

**“When Feedback is Cognitively-Demanding:
The Importance of Working Memory Capacity”** by
Emily R. Fyfe, Marci S. DeCaro, and Bethany Rittle-Johnson
in *Instructional Science* vol. 43, issue 1 (January 2015)

WHO: Instructors providing feedback on student work

WHAT: This article examines how the cognitive demands of digesting feedback can impact student learning outcomes, shedding light on the role of working memory capacity in processing and using feedback effectively.

WHY: When you spend time and effort on feedback, you want it to be meaningful. The authors offer guidance on optimizing feedback delivery to enhance students' comprehension and integration of feedback in their learning processes.

HOW: Access via the AU Library at https://aul.primo.exlibrisgroup.com/permalink/01AUL_INST/1cklfu/cdi_proquest_journals_1642141129.

