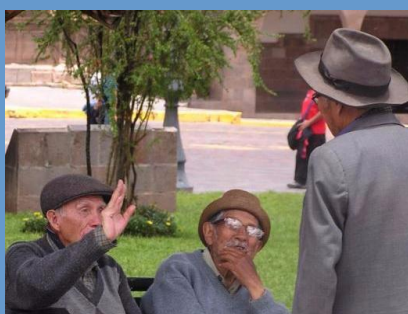


August 2017 CELT Newsletter

"It will not always be summer, build barns."

Hesiod, *Works and Days*



Activities and Events

Fall Mid-term Feedback

October 13 - 24

This service provides faculty with student feedback to allow them to make timely adjustments to their courses during the semester. [Sign up here](#) to participate!

Medford Campus Book Group

November 3

12:00pm - 1:30pm

Small Teaching: Everyday Lessons from the Science of Learning, by Professor James Lang

We provide the book and lunch!

For more information [click here](#).

To register, email celt@tufts.edu

Fall Workshops

For more information on the workshops, [click here](#). To sign up for any of these workshops, email us at [CELT](#). We will email all registered participants with the location at a later date!

Timely Tips

Difficult Dialogues

This summer has set us up for another year of valuable and potentially challenging conversations in the classroom. You might find these resources helpful to review so that you are prepared to make the most of these opportunities for learning and growth. If you find others you want to share with us, we can add them to our resources!

[Teaching at Tufts](#), [Vanderbilt Guide](#), [New Orleans Mayor Mitch Landrieu on removing Confederate Statues](#)

"How Was Your Summer?"

It seems like an innocuous greeting. This poignant poem about a child returning to school, and the emotion this question raises casts a new light on the question. As our students come back, or new students arrive, perhaps this

Thinking about Learning

Improving Learning - Knock it out of the Park

Research in cognitive science and education has repeatedly shown that frequent, low stakes, and varied assessments improve longer term learning retention. The need to retrieve information often and in different formats is more effective for learning than highlighting and memorizing.

AND, frequent assessment of learning supports a wider range of learners, can reduce cheating (and stress) and improve results on larger assessments (if they are appropriately scaffolded.) In this [short article](#) are just a few ways to vary something simple, like quizzes!

What's Going on Behind the Blank Stare?

The possibilities of multimedia and complex visualizations of

Thinking about Student Thinking in the Classroom

October 19

1:00pm - 3:00pm

Small Teaching: Everyday Lessons for the Science of Learning,

December 12

9:00 - 11:30

Building a Culture of Integrity: The Role of Students - and Faculty

December 12

12:30 - 3:00

Teaching Squares

The Teaching Squares program gives faculty an opportunity to gain new insight into their teaching through a non-evaluative process of reciprocal classroom observation and self-reflection. Check out our [website](#) to find out more!

Hold these dates!

Course Design Institute

January 9-12, 2018

University-wide Teaching Conference

May 22 and 23, 2018

More information later!

piece will inspire us to come up with a new greeting.

The First Day of Class

These short articles have some great ideas for getting away from just reviewing your syllabus - as exciting as that is!

Five Things to Do on the First Day of Class

First Impressions: Activities for the First Day of Class

The First Day of Class: A Once-a-Semester Opportunity

Dusting off Your Syllabus

As you dust off your syllabus again, infuse a little new energy into it! Read this short article called [Your Syllabus Doesn't Have to Look like a Contract](#) with lots of ideas from Chronicle's Vitae.

In case you missed these in July, these are some great short pieces on how to reframe your syllabus!

A Syllabus' Worth of Difference (diversity and inclusion)

The Visual Syllabus (Infographic syllabus)

DIY Syllabus - in 3 parts *What is a Syllabus Really for Anyway? What Goes into a Syllabus? and How to Move Beyond the Transactional.*

data excite us as faculty, and some of our students, but what happens to our students with lower spatial ability? How can we level the playing field for them in understanding complex visualizations and reduce their cognitive load?

This [article](#) provides some interesting solutions.

What Does Madonna Have to do with French? (or Spanish or Russian or Chinese?)

A professor at Virginia Commonwealth uses Open Education Resources to update and revitalize the foreign language curriculum.

Anatomy of a Soap Box Speaker

If you are trying to get your students to become better public speakers, check out this [poster](#) detailing a fun way to warm students up to the idea, and gain confidence!

Join the mailing list

Forward to a friend

