



Center for the Enhancement of Learning and Teaching

"Learner-centered teachers institute changes that make students more responsible for learning." -- [Maryellen Weimer](#)

Welcome from the New Director

Welcome back to another year!

Welcome back old friends, and we look forward to meeting new faculty in the coming months! It's hard to believe summer is almost over. As the new Director of CELT, I welcome your input and feedback on how we can best support you as individuals, departments and schools. It will be an exciting year with lots of change, and we are here to help where we can.

Take a look at the [highlights from this past year](#) to see some of work we have been doing. We are pleased to introduce our newest staff member at CELT, Heather Dwyer. We look forward to connecting with you soon!

Annie Soisson, CELT Director



Teaching tip: Leverage the first day of class



As you prepare for the first day of class, take the opportunity to set expectations by **1) establishing tone, 2) measuring students' prior knowledge, and 3) clarifying the syllabus.**

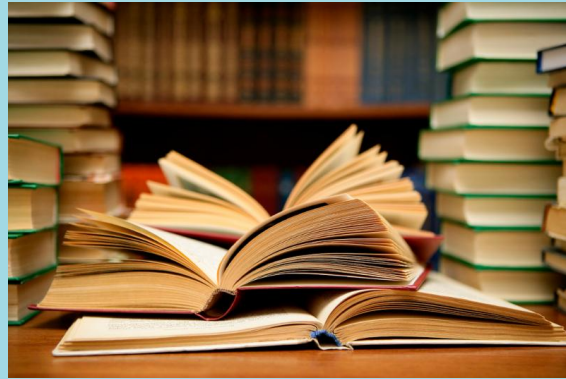
1) Establishing tone. First impressions make a big difference, and the tone you convey will impact students' perceptions.

One way to establish a positive tone is to communicate your high expectations, along with your confidence that students have the capacity to achieve those expectations. Doing so can improve students' motivation, their perceptions of you as an instructor, and their perceptions of the course itself. Additionally, it is important to emphasize that you

are committed to supporting students as they strive to achieve high expectations. [Language in the syllabus](#) can describe your willingness to foster a supportive, inclusive learning environment, including implementing appropriate [accommodations for students with disabilities](#).

To continue reading, see this [blog post](#).

Join a Book Group



Medford

The Privileged Poor: How Elite Colleges are Failing Disadvantaged Students

By Anthony Abraham Jack

Monday, October 28, 12:00-1:30 PM

[Learn more](#)

Grafton

Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills

By Linda B. Nilson

Wednesday, December 11, 12:00-1:30 PM

Tuesday, April 28, 12:00-1:30 PM

Sign up for one or both sessions. [Learn more](#)

Boston

Thanks for the Feedback: The Science and Art of Receiving Feedback Well

By Douglas Stone & Sheila Heen

Thursday, January 16, 12:00-1:30 PM

Tuesday, April 7, 12:00-1:30 PM

Sign up for one or both sessions. [Learn more](#)

Do you teach large classes?



Register for a Large Lecture Consortium workshop (open to all faculty)

Creating opportunities to help students with different preparations succeed in large classes

Thursday, October 3, 12:00-1:30 PM

Large classes enroll a diverse student population, bringing different sets of experiences

and background knowledge and skills. Grading student work and providing individual feedback can be very challenging. Is it possible to provide students with frequent opportunities for assessment and feedback in large classes?

Maximizing meaningful feedback to students while minimizing faculty's grading workload

Friday, November 1, 12:00-1:30 PM

Grading and providing feedback is necessary to teaching, but can be particularly burdensome in large classes. How do you efficiently manage workload, while providing students with the timely feedback they need to guide their steps forward in the learning process?

To RSVP for either session, email celt@tufts.edu

Sign Up for Mid-term Feedback



CELT's popular program provides faculty with student feedback midway through the semester and allows them to make timely adjustments based on that feedback to their courses during the semester. [Learn more here.](#)

We are now accepting applications for the Fall semester. The program will run from October 15 through October 25.

We fill up fast, sign up now for your course by [completing this online application.](#)

Welcome to the New Assistant Director



Heather Dwyer joined the CELT on July 17, 2019. Heather supports faculty in their pedagogical endeavors, the scholarship of teaching and learning at Tufts, and CELT communications. She also has a role in assessing the impact of CELT efforts. Heather is particularly interested in evidence-based teaching practices and inclusive, equitable instruction. She brings experience from centers for teaching and learning at Carnegie Mellon University and Suffolk University. She earned a Ph.D. in Ecology from the University of California, Davis. Heather lives in Cambridge with her husband and daughter.

STAY CONNECTED

