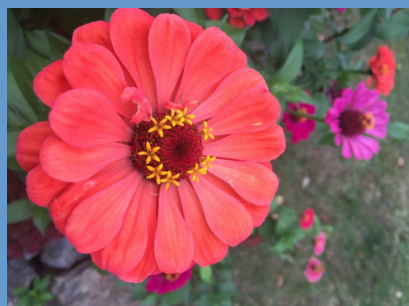


October 2017 CELT Newsletter

"Life starts all over again when it gets crisp in the fall."

F. Scott Fitzgerald, *The Great Gatsby*



Coming up with CELT

Fall Workshops

For more information on the workshops below, [click here](#). To sign up for any of these workshops, email us at [CELT](#).

Thinking about Student Thinking in the Classroom - deadline Friday Oct. 13th by noon!

Professor Patrick McGhee
October 19
1:00pm - 3:00pm

Small Teaching: Everyday Lessons from the Science of Learning

Professor James Lang
December 12
9:00 - 11:30

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

Professor James Lang
December 12
12:30 - 3:00

Teaching Squares

The Teaching Squares program

Timely Tips

"I wish the Professor would tell us what to study for the exam."

Perhaps you are suffering, hearing the rumbles after the first exam of the semester? As we conduct mid-term evaluations for faculty, one of the things we frequently hear from students is "I wish the Professor would help us know what to study for the exam." Frustrating, right? In my mind I think - not *what*, but *how* is what you need to know. So what do they know about effective learning habits? And what are the implications for how you teach? Below are articles describing three evidence based practices for more effective learning through studying and in the classroom - spacing, retrieval practice, and interleaving. Why not talk about these with your students, and better yet, use some of them in the classroom or as assignments?

In the News

Advice from a New Faculty Member After a Year at Tufts

We asked faculty who joined Tufts last year to comment on what their first year had been like, and to offer some advice to new colleagues. Here's what Dr. Jill Weinberg had to say.

I Got Tenure: Now What?

Dr. Kerry Ann Rockquemore, founder of the [National Center for Faculty Development and Diversity](#), offers sage advice for how to avoid the tenure trap. "...set aside some time during your first semester...post-tenure to reflect on who you are and who you want to become as a tenured faculty member on your campus.

The Fine Art of Sniffing Out Crappy Science

Two scientists from the University of Washington have developed a course to help students discern bull #*\$! in science "data".

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!

[Course Design Institute](#)

[January 9-12, 2018](#)

This four day workshop is designed to help you work through the course design or redesign process. **[Click here](#)** to find out more and to apply!

[Spacing Effects](#)

[Allocating Student Study Time: "Massed" versus "Distributed" Practice](#)

[Study better: Space it out and mix it up](#)

[Retrieval Practice](#)

[Retrieval Practice](#)

[A Powerful Way to Improve Learning and Memory](#)

[Interleaving](#)

[The Interleaving Effect: Mixing it up Boosts Learning](#)

And, because we just can't help ourselves...

[The Myth of Multitasking](#)

[How to Create and Keep a Useful](#)

[Network](#)

Dr. Manya Whitaker from Colorado College says "I am talking about a network you can tap into for career advice, mentorship, and support - people who can do research or write grants with you, who have your best interests in mind..."

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