



Were We in the Same Class? Interpreting Responses on Student Evaluations

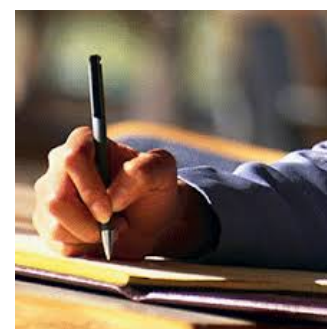
It is not news to anyone teaching in higher education that Student Evaluations of Teaching (SET) are a hotly debated topic. Their validity and reliability are often called into question, particularly since they are typically the primary source of evidence used for merit and promotion decisions in regard to one's teaching effectiveness. Regardless of how they are used, the fact remains that they are used and they can provide valuable formative insights into one's teaching...if you know how to interpret them.



[Review the tips](#)

Assignments You'll Enjoy Grading

Grading. The often loathsome task we, as educators, describe as everything from a necessary evil, to a sorting mechanism, to the greatest impediment to student learning. Every pejorative term possible has been leveled at the process of grading. However, in a realm of grading where it is indeed a necessity, hope springs eternal for ways to make the process better. And, dare I say, even make grading something to be excited about.



[Review best practices](#)

Change This, Not That

As the fall semester comes to a close, it is an ideal time to consider the changes we will make to our teaching as we turn our collective eye towards the spring. If everything went perfectly for your class this semester, there's no need to read on, because you shouldn't change anything. For the rest of us mortal instructors, there is rarely, if ever, such a thing as a perfect class. Read up on how to focus changes to impact student learning.



[Read more](#)

Teaching Dialogues

Join us in the AIS for the continuation of [Teaching Dialogues](#), an open campus conversation, now in its fifth year, co-hosted by CTL and the Academic Senate's Committee on Teaching. Topics for the Spring will include: learning through teaching (February), teaching students how to ask good questions (March), and extending learning beyond the classroom walls (April). Subscribe to the AIS mailing list (email to ais@berkeley.edu) to stay

up to date with details and speakers.



Opportunities

Dynamic Lecturing: Research-Based Strategies to Enhance Lecture Effectiveness

February 7 | 1-3pm | Academic Innovation Studio, 117 Dwinelle

Workshop led by Todd Zakrajsek, PhD

Limited seating up to 40. Registration coming in January, 2018

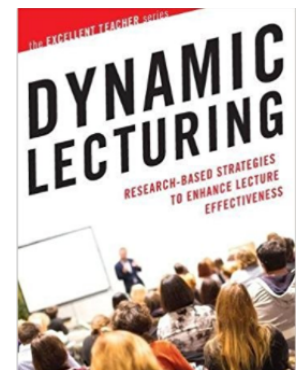
Bio

Todd Zakrajsek is an Associate Research Professor and Associate Director of Fellowship Programs at the UNC School of Medicine. Todd is currently serving terms as an elected steering committee member for both the Professional Organizational Developers Network and the National Academies Collaborative. His current academic work and publications pertain to faculty development, effective instructional strategies, and student learning with his most recent book, [Dynamic Lecturing](#), released this year.

[Read more](#)

Workshop Description

Although lecturing has been demonized over the past several years, it continues to be one of the most frequently used strategies in higher education. Faculty may well be critiqued for using this "tainted and antiquated approach." In comparing active learning to lecturing, flaws in the interpretation of current literature have resulted in misconceptions about the value of lecturing. In this session, we will critique foundational studies, examine components of the effective lecture, and integrate lectures with other educational strategies to create even more meaningful learning experiences for our students.



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