



Paying or Gaining? Who's Responsible for Attention?

I have it right now this very instant --- your Attention. You've given it for a few minutes but if this content doesn't continue to earn it, your Attention will move on. It can't help it. The Brain is a data-seeking missile constantly gathering key information about surroundings in order to assess what is vital to your survival. If it determines the information on this page isn't relevant, your Attention will automatically shift to something seemingly more important (perhaps that text message on your phone). Instructors may have some control over whether a student pays or gives their attention to the topic at hand by removing potential distractions such as technology, but we also need to make sure we are doing everything possible to gain and maintain learner attention.



[Read more](#)

Be More Active in 2018!

Providing students with relevant hands-on learning experiences and finding opportunities to deepen their understanding of course materials through active learning pedagogies is an important component of teaching and learning at UC Berkeley. Active learning encompasses a wide range of evidence-based practices ranging from guided discovery activities to hands-on small group projects to flipped classrooms for large enrollment courses. With the support of a [UCOP ILTI grant](#), Brit Toven-Lindsey, Ph.D. has joined the team at the [Center for Teaching and Learning](#) to support instructors in discovering new ways to incorporate active learning pedagogies in their classrooms and to evaluate their effectiveness for enhancing student learning. You can schedule a consultation with Brit directly (btoven@berkeley.edu) or email teaching@berkeley.edu

with "Active Learning Consultation" in the subject line.

Read more on [Active Learning at Berkeley](#)

Teaching Free: Instructor Insights on Making Course Content Affordable and Accessible

This past October, members of the Berkeley teaching community convened to share how they are making textbooks available for free to students- and how they are designing more accessible and transformative learning materials in the process. In this post, we pass along key takeaways from the stories they shared, in the hope that you may consider implementing similar cost-saving options for students. We also consider why the UC Berkeley campus has come together at this critical moment to address such issues.



[Read more](#)

Are You Telling Stories in the Classroom?

I'm not speaking of lying or delivering fake news, I'm talking about an actual story. Consider this: A story communicates something, by definition, and can entertain, amuse, delight, divert, provoke, offend, disturb, disappoint, but in all, a story can instruct. There's a lot of background to storytelling– the what and how to use in lecture, but let's first discuss the why.

[Read more](#)



Announcing the 2018 Graduate Student Assessment Fellows Projects

Spring is always an exciting time as we kick-off the Graduate Student Assessment Fellows Program with talented graduate students interested in assessment and curriculum development in higher education. This year, these students will be supporting nine curriculum assessment projects across campus: American Cultures Center, Center for New Media, Certificate in Design Innovation, College of Natural Resources, Division of Undergraduate Education, German, Journalism, Law, and Public Health. Project activities range from investigating disciplinary variations in student learning in interdisciplinary courses to clarifying the topical threads and learning progression across courses.

[Review the projects](#)

Opportunities

Sick and Tired of Being Sick and Tired: Dealing with Toxic Stresses on Campus and in our Classrooms

January 19 | 12:00 – 2:00 pm | 117 Dwinelle Hall – Academic Innovation Studio

Please join in an open, facilitated discussion with your Berkeley colleagues.

Moderator:

Tina Sacks (School of Social Welfare)

Panelists:

Rudy Mendoza–Denton (Psychology) and Amani Nuru–Jeter (School of Public Health)

Description:

This has been a difficult year for many Berkeley students and faculty. At the national level, we have seen an increase in hateful rhetoric and exclusionary policies directed at many identities and communities. And here on campus, we have been deeply challenged by tensions around recent speaker events, as well as by increased policing, painful intergroup dynamics, and repeated instances of bias and harassment. All of this has led to an increase in individual and collective stress, trauma, and anxiety, which research shows can negatively impact learning, memory, and emotion.

[Read more](#)

SICK AND TIRED OF BEING SICK AND TIRED:

DEALING WITH TOXIC STRESSES ON CAMPUS
AND IN OUR CLASSROOMS

Dynamic Lecturing: Research-Based Strategies to Enhance Lecture Effectiveness

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

Workshop led by special guest Todd Zakrajsek, PhD

Limited seating up to 40. [Register Now](#)

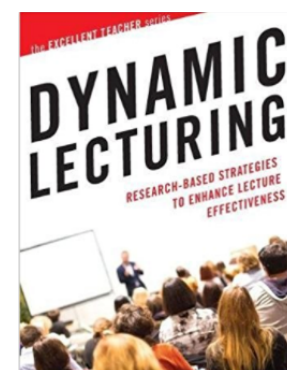
Bio

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.



Academic Innovation Studio– What's Trending for Spring

Teaching dialogues are all the rage in the AIS, along with different workshops, plus opportunities to get support and connect with campus colleagues. Come check out our programs, schedule a consultation, or stop by for a visit (coffee included).

For more, review the [Spring 2018 Newsletter to Instructors](#)



Showcase for Teaching Innovation and Reinvention

Save the Date– May 2, 2018

We don't get to see each other in the classroom, but that's where some of our greatest intellectual energy comes to life. Our third annual showcase will be accepting proposals in the coming week so stay tuned. In the interim, have a look at some of last years' [highlights](#).



ETS Announcements

ETS would like to help you create a great start to the spring semester. Click the link below to review a quick list of things to do and to know before classes start to help you through the next couple of weeks.

[Read more](#)



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