



That Class Everyone Loves to Hate

It could be a letter in your departmental mailbox, an email, or an announcement in a departmental meeting. However it gets to you, you have just found out that it is your turn to teach (fill in the blank) – the class everyone loves to hate. What is the class everyone loves to hate? It is that one class in the curriculum all students seem to just loathe to the core of their being. This is a lose-lose situation that will inevitably spiral downward, or at best be a barely tolerable experience everyone suffers through. Unless, you do something to break the cycle by letting students see how important this is and why.

[Review strategies](#)



Taking Attendance– Must We?

We take attendance because we know being present in class is important to student success. There is content processing, and opportunities for dual coding, that occurs in class and is richer than simply reading the text alone. Taking attendance means we are holding students accountable. But are there ways we can shift the accountability, responsibility and motivation to attend class to students?

[Read some tips](#)



Top RRR Week Activities: Your Metaphorical Gatorade to Finish the Semester Marathon

RRR Week always brings with it the challenge of figuring out what to do with/for students that will be helpful in preparing them for whatever final exam or capstone project is required in your course. Sure, anyone can encourage students to read, or hold an extra office hours or plain old review session. But, why would you do anything so mundane when there are other options available that can make the final push of the semester more productive and maybe even more enjoyable during a time of great stress?

[Try these activities](#)



Opportunities

Transforming STEM Teaching Faculty Learning Program

Are you connecting with your students in your large STEM course? Are your students continuing to struggle with concepts you've previously taught? This program can help you address these concerns and improve your STEM courses to promote student engagement and improve learning gains.

[Learn more](#)



Teaching Dialogues

Join Berkeley colleagues for our faculty-led Teaching Dialogues series, now in its fifth year. Upcoming topics:

[Designing Successful Team Projects: How, Why, and For Whom](#)

Nov 6 | 12:00 – 1:30pm | Academic Innovation Studio, 127 Dwinelle

[End-of-Semester Student Evaluations of Teaching: What Can and Should We Do to Improve Response Rates and Quality?](#)

Nov 13 | 12:00 – 1:00pm | Academic Innovation Studio, 127 Dwinelle

Across Campus

Discover Affordable Course Content and Open Textbook Options

Concerned about the impact of high textbook and course reader costs to students? Interested in discovering pedagogically rich and innovative solutions? Consider attending the workshops below to understand the landscape for rising course content expenses, and what you can do to both lower students' expenditures and improve their educational experience.



Open Textbook Workshop – Faculty & Lecturers

Dec 8 | 9:30 am – 11:30 am | Academic Innovation Studio, 127 Dwinelle Hall

Open Textbook Workshop – Staff & Campus Partners

Dec 8 | 12:45 pm – 2:45 pm | Academic Innovation Studio, 127 Dwinelle Hall

Publish Digital Books and Open Textbooks with Pressbooks

Feb 20 | 1:10–2:30 pm | Academic Innovation Studio, 127 Dwinelle Hall

[Read more and register](#)

Get Connected to Teaching@Berkeley

1. Read the [Teaching Blog](#)
2. Request a [Consultation](#)
3. Subscribe to [Teach-Net](#)
4. Follow us on [Twitter](#)

Unsubscribe

If you would rather not receive this newsletter, you can unsubscribe from our mailing list by submitting an email to teaching@berkeley.edu with "Unsubscribe" in the subject line.

Center for Teaching and Learning

114 Hearst Gym
Berkeley, CA 94720

teaching.berkeley.edu

