March
Spring 2015 Programming

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

Did you know?

Sending encouraging emails increases student motivation and performance. Amongst the myriad communications you have with your students, take the time to email them to acknowledge the progress they have made in your courses, identify the milestones they have accomplished, and lay out the expectations of what’s to come. Messages sent expressly for these purposes have been found to significantly increase students’ completion rates, grades and most importantly motivation—particularly in online courses, where completion rates tend to be lower than face-to-face courses.


Register: northeastern.edu/learningresearch/event

April
Spring 2015 Programming

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>31</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>1</td>
</tr>
</tbody>
</table>

Did you know?

A positive mindset can reduce test anxiety and increase learning. Many students have anxiety related to taking exams and, in turn, perform poorly. Research has shown that asking students to engage in interventions, such as writing about past successes prior to taking a test, improves such performance. Priming students with positive interventions that can help them identify their strengths can not only lessen anxiety related to test-taking, but can also contribute to a more positive, optimistic mindset, and increased self-efficacy.


Register: northeastern.edu/learningresearch/event

Workshops

W, 3/4
Efficiently Responding to Student Writing 3:00-4:30 pm
R, 3/26
Take Your Rubric from “Good” to “Great”—Progressive Refinement and Blackboard Tools 11:45 am-1:15 pm
T, 3/31
Leading Effective Discussions Online 11:45 am-1:15 pm

Programming for Online Teaching & Learning

Online Course Design Orientation & Consultation Program
M, 3/2 - F, 4/3 March Session (Program Online)
Facilitating Online Courses
M, 3/16 March Session, Day 1 11:45 am-1:15 pm
W, 3/18 March Session, Day 2 11:45 am-1:15 pm

Research Now

R, 3/5 What Are the Challenges Faced by Graduate Student Instructors and How Can We Help? 12:15-1:15 pm
R, 3/19 How Can We Call Faculty to Action to Incorporate Evidence-Based Teaching Innovation for Curricular Improvement? 12:15-1:15 pm

Contemplative Pedagogy
M, 3/16 3:00-4:30 pm
M, 3/30 3:00-4:30 pm

Flipped Classroom
T, 3/10 1:30-3:00 pm
T, 3/24 1:30-3:00 pm

Honors Education
R, 3/19 3:00-4:30 pm

Online Teaching & Learning
T, 3/3 1:30-3:00 pm
T, 3/17 1:30-3:00 pm

Teaching & Learning with Technology
F, 3/27 1:30-3:00 pm

Co-op Programming
M, 3/9 Co-op: All-day Materials Development Intensive 9:00 am-4:00 pm
F, 3/20 Co-op: Case-Study Development Lunch 11:45 am-1:15 pm
M, 3/23 Co-op Teaching Exchange: Preparing Students for Guided Inquiries 11:45 am-1:15 pm
M, 3/30 The Co-op Course Visualized: Integrating Curricular Revisions through Graphic Syllabi 17:45 am-1:15 pm

Co-op Programming
M, 4/6 Co-op Teaching Exchange: Preparing Students for Guided Inquiries 11:45 am-1:15 pm
R, 4/9 The Co-op Course Visualized: Integrating Curricular Revisions through Graphic Syllabi 11:45 am-1:15 pm

Online Course Design Orientation & Consultation Program
M, 4/6 - F, 5/1 April Session (Program Online)
Facilitating Online Courses
T, 4/7 April Session, Day 1 10:00-11:30 am
F, 4/10 April Session, Day 2 10:00-11:30 am

Research Now
R, 4/2 How Can We Get Students to Read Academic Texts at a Deeper Level? 12:15-1:15 pm

Programming for Online Teaching & Learning

Register: northeastern.edu/learningresearch/event

Inquiry Groups

Co-op Programming

For more information, please visit northeastern.edu/learningresearch/event