

**I Love Sleep**

*I love sleep. My life has a tendency to fall apart when I'm awake, you know?*  
-Ernest Hemingway

Sleep is critical for effective learning. As Matthew Walker, a prominent neuroscientist, writes, "You can't short-change your brain of sleep and still learn effectively" (2005).

Why is sleep so important for learning? Sleep is necessary to consolidate learned materials and to create space for new learning.

Thankfully, there are a few strategies that can be used to maximize the relationship between sleep and learning.

**Engage in wakeful rest after learning new information.** After learning new information, take several minutes to engage in wakeful rest, such as daydreaming. Be sure to keep your eyes closed, block out distractions, and prevent the reception of new information (Dewar et al, 2012).

**Take a short nap.** After learning new information, take a short nap of less than 30 minutes (Diekelmann et al, 2011). Taking a short nap about eight hours after waking up can also help concentration and decision-making (Maas and Robbins, 2011).

**Keep an alertness log.** To find your optimal times of day, keep a log of your sleep time and alertness levels throughout the day for at least a week. Patterns of alertness and sluggishness will likely emerge, allowing you to align your most important tasks with your moments of peak alertness (Doyle and Zakrajsek, 2013).

The amount of sleep needed each night depends on the individual. Some individuals sleep eight hours each night and report feeling fatigued; others sleep six hours per night and report feeling fully rested. Nonetheless, the National Institute of Health recommends that people over the age of 18 get 7.5 to 9 hours of sleep per night.

**Upcoming Events**

**Pedagogy Luncheon**

**April 14: 11:20—12:30 in Evans-Lively**

**Topic:** Community Based Learning: Prospects for Student Growth

**Description:** Community based learning (CBL) aims to link what is being taught in the classroom to the surrounding communities in order to foster student learning and development. In this luncheon, members of the CBL faculty learning community will lead a discussion on some of the common questions that arise when considering CBL: What exactly is CBL? How is it used? What are the benefits? What does reciprocity in CBL look like?

**Experiential Learning Reception**

**April 28: 4:00—5:30pm in Evans-Lively**

Please save the date for an upcoming experiential learning reception. On April 28th, please join us for an opportunity to meet colleagues from local community organizations and to learn more about Centre's experiential learning programs, including Community-based Learning, Internships, the Bonner Program, and the Norton Center Outreach.

[Click here for more information!](#)

**UGR Discussions & Luncheon with Dr. Simon Gray**

**Thursday, April 30**

Please mark your calendars for a campus-wide conversation about undergraduate research and mentoring with Dr. Simon Gray from Wooster College. Dr. Gray, who has worked with the Great Lakes Colleges Association and the Council on Undergraduate Research, will lead a series of discussions throughout the day, including a lunchtime presentation on effective undergraduate mentoring.

Additional details about specific times and locations will be shared soon.

**Opportunities and Funding**

**Community-Based Learning Mini-Grants**

Mini-grants of up to \$500 for the development of community-based learning courses are now available on a rolling basis. The funds are meant to provide the resources needed to transform a traditional course into a community-based learning course. For more information about CBL or the application process email [ellen.prusinski@centre.edu](mailto:ellen.prusinski@centre.edu).

**Multidisciplinary Pedagogical Conferences**

The Center for Teaching and Learning has funds to support faculty participation in **pedagogical** workshops and conferences! Funding includes registration, travel, and per diem. We anticipate funding conference attendance for two colleagues.

Not sure where to start looking for such a conference? Here are two good options:

- Lilly International Conference on University Teaching and Learning; Bethesda, MD; May 28 – 31; <http://lillyconferences.com/bethesda/>
- The Teaching Professor Conference; Atlanta, GA; May 29 – 31; <http://www.magnapubs.com/teaching-professor-conference/>

We also have a limited amount of funds to support faculty attendance at **pedagogical workshops that occur in connection with disciplinary conferences**. In most instances, funding is limited to the cost of the workshop and additional lodging.

If you are interested in either of these opportunities, please send a short statement to [Sarah Lashley](mailto:Sarah.Lashley@centre.edu) indicating your interest in a specific conference and an anticipated budget. Requests will be considered on a rolling basis.

If you know of a **pedagogical** workshop or conference that you would like to attend, but it does not fit either of these models, please contact Sarah Lashley. CTL may still be able to help!

**All travel must take place before June 30, 2015!** An announcement will be made at a later date for pedagogical conference travel during the 2015 – 2016 academic year.

This article discusses the results of a year-long experiment of banning laptops from the classroom and the effect it has on student conceptualization of material. The article specifically focuses on student note taking as a method of processing the information, rather than recording every word spoken by the instructor.

This hot topic has resurfaced again—as you might remember the [study](#) being circulated this time last year, published by *Psychological Science*. Something to consider as we move forward in this technological age—some things may be better left to paper.



**Just Ask**

**Q: What is the benefit of sending a Qualtrics survey through email?**

A: In Qualtrics, when you send a survey through email you have to set-up panels. This method gives each individual a unique link to access the survey. The benefits include customizing the email and sending out reminder emails to only those individuals who have not completed the survey. You can also track to see if an individual has started the survey, completed the survey, or never clicked on the link.

**Q: What rooms can I use for videoconferencing?**

A: The following spaces are equipped with a webcam and microphone:

*Crouse 315, 401, 405, 468 | Young 110, 203 | Campus Center 210*

Requests for additional permanent webcam placing can be submitted to [Kristi.burch@centre.edu](mailto:Kristi.burch@centre.edu), or you can request a webcam for your class period with advanced notice.

Click [here](#) to submit your own question.



**Innovation in Teaching**

**Looking for inspiration?**

[Check out what your fellow colleagues are doing in their courses.](#)

We have gathered a collection of interviews with faculty who are creatively engaging their students or using technology in innovative ways.



**Moodle Methods**

Do you ever struggle determining the best tool to use for the job? When deciding on a tool, you first need to know your objectives, then the capabilities of each tool in achieving those objectives. For example:

**If you want your students to upload content to you for grading or review, consider using the following modules:**

- **Assignment**—This allows students to upload files to a repository for either automatic grading by the Moodle gradebook or manual grading.
- **Turnitin Assignment 2**—This tool is used primarily as a plagiarism checker, but can also be used for peer review assignments. [Click Here](#) for more information on how to set this up.

**If you want your students to journal, record thoughts, and/or discuss with peers, consider these modules:**

- **Forum**—This serves as an online discussion forum with nested formatting and the ability to upload attachments. Students can comment on one another's threads. Faculty can leave written or attached feedback.
- **Journal**—This is a basic journal module where students can record thoughts daily, weekly, etc. Students cannot view each others' entries. Attachments and faculty feedback are limited with this module.
- **Blog**—This module has more versatility than forum and journal. Blogs can be setup as group or individual, commenting can be restricted or wide open, and visibility can be restricted to the course or made public. Attachments are also allowed with this module as well as faculty feedback. With this module, you can also track participation by user within the module.

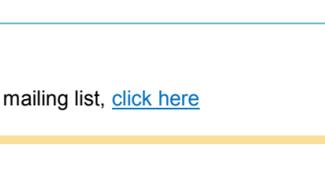
For more information on these or other Moodle methods, contact [kristi.burch@centre.edu](mailto:kristi.burch@centre.edu) or check out the self-guided tutorials and documentation located [here](#).

**Tech Corner**

**EMERGING INSTRUCTIONAL TECHNOLOGY**

**This Ain't no GoPro**

The Replay XD Prime is the 4th generation HD camera in a rugged aluminum body. It offers the ability to gather gorgeous and stunning high definition images from an assortment of (normally) hard to obtain angles. There are three separate field of view options including: Extra Wide, Wide and Narrow. Different mounts will allow you to attach your Replay to a car, bike, helmet and other inanimate objects to get that shot you never thought you could!



How about allowing an interviewer a hands free way of conducting an interview in an interesting location; not too mention the unlimited small spaces and mountable surfaces the camera can be used with to gather interesting and creative vantage points!

More information about the Replay XD Prime, contact [todd.sheene@centre.edu](mailto:todd.sheene@centre.edu)