

CELT Newsletter: October 2023

Dear CELT Colleagues:

We hope you are off to a successful start to your semester. It is good to see everyone back on campus and engaged with college activities. CELT is off to a great start with **Back to the Future: New Strategies, New Students**. Thank you to everyone who joined our August events, we had fantastic attendance which is continuing into the fall semester.

All of our workshops are posted to the CELT homepage www.middlesexcollege.edu/celt Please register on [Eventbrite](#) and join us!

Whether you are teaching online, hybrid, remote live, or on campus, CELT is here to support you. Reach out to us if you need help, or just want to chat about teaching. We are looking forward to seeing you!

Best, Susan

Register for all of our CELT Workshops on the CELT Webpage

In order to keep track of attendance, and know how many to expect, please sign up in advance on [Eventbrite](#) to join us! We will send a reminder email (to your college Outlook account) to all registrants the night before the event. Forget to register for a workshop? You are welcome to show up and join us! If you have any last-minute problems or questions, email: saltman@middlesexcc.edu

Opportunities to Present Workshops

CELT is always interested in ideas from our faculty. Do you have an idea for a workshop for Spring semester? Please let me know. We welcome faculty to present next January and throughout the Spring semester.

The **Rutgers University Online Learning Conference** is looking for presenters for their online conference on March 11, 2024. CELT has attended for the last few years, and it is a very informative conference with lots of new ideas to bring to your teaching. Watch CELT in the spring for how to attend, but if you have an idea to present, please [submit](#) to the conference by October 30, 2023.

Opportunities for Adjunct Faculty: Whether you are a new faculty member, or one with many years of experience, we have a program for you! We have already had two successful online conversations. Please join us for our continuing series, *Conversations in Teaching* which focuses on topics specifically for adjunct faculty on October 25 and November 29. These meetings will be on Zoom from 4:30 – 5:30 PM. Please sign up on [Eventbrite](#) to meet colleagues from across the disciplines and engage in meaningful conversation about teaching strategies. We will send the Zoom link the night before the session.



Upcoming Events

October 12: Tech Thursday: What's New in Tech

October 24: Workshop: Developing ChatGPT-free Assignments

October 25: Conversations in Teaching: Moving Forward from Midterm (for Adjunct Faculty on Zoom)

Interesting Articles

Need a new idea to make your online classes more engaging? Consider inviting a guest speaker or trading off with a colleague to “guest lecture” with [Integrating Guest Speakers and Panelists in Online Courses](#).

[Five Ways to Help Your Students Become Critical Thinkers](#) offers strategies to help your students learn how to think critically.

The University of Portland has shared their [Inclusive Teaching Lib Guide](#) that includes a lot of links to articles and resources.

CELT Events for October: Please sign up on [Eventbrite](#)

Thursday, October 12 at 2 PM: Tech Thursday: What's New in Tech Susan Altman (*Raritan Bay Room, CH*) Technology is changing daily. Come to our tech session and learn what is new in educational technology and discuss how you can use these technologies to support learning for your students.

Tuesday, October 24 at 2 PM: Workshop: Developing ChatGPT- free Assignments Crystal Quillen and Cristobal Espinoza (*Raritan Bay Room, CH*) The goal of assignments is to have students think for themselves, recognize their unique intellect, and nurture their creative self. ChatGPT has eliminated many of our assignments that rank lower in Bloom's Taxonomy. The purpose of this workshop is to "hack" ChatGPT and create ChatGPT- free assignments that will engage our students and motivate them to become creative thinkers. Bring one of your assignments that you think needs updating, and we'll work together as a group to create something new.

October 25 at 4:30 PM: Conversations about Teaching: Moving Forward from Midterm Join this online discussion specifically for adjunct faculty to discuss and share issues related to teaching. A Zoom link will be sent the evening before the event.

New Ideas/ New Pedagogy

AI in Higher Education: We had a fantastic session on ChatGPT in August with lots of ideas on how to use AI in your classes. On October 24, CELT will have a session on developing ChatGPT-free assignments. [Stop Focusing on Plagiarism Even though ChatGPT is Here](#) has ideas on creating a culture of academic integrity in your classes. Still unsure about using AI? *Inside Higher Ed* discusses [Why Professors are Polarized on AI](#). Dr. Torrey Trust discusses [Essential Considerations for Addressing the Possibility of AI Cheating, Part I](#). In [Part 2](#) of her article, she talks about re-designing assignments to reduce the potential for cheating. Join Crystal and Cristobal on October 24 as they discuss how to develop ChatGPT-free assignments for your students.

Reflection at Midterm: As we move into midterm (grading starts October 19) how can we help our students continue to be successful until the end of the semester? What is working for you and your students in your classes? What needs to be changed? Reflective teaching allows you to think critically about your teaching, consider student feedback, and think about revisions to help improve learning in your classes. *The Poorvu Center for Teaching and Learning* at Yale University has several suggestions to help you look for evidence of effective teaching, including reflective journals, [teaching inventories](#) (this one is for science and mathematics) and even a peer review of your teaching with a trusted colleague or CELT. Providence College has a [Reflective Practice Faculty and Staff Toolkit](#) to help faculty "make meaning" out of the experience.

The Centre for Teaching Excellence at the University of Waterloo suggests [Collecting and Using Midterm Student Feedback](#) including how to decide what to assess, how to identify solutions, and suggestions for responding to feedback as soon as possible. An easy way to bring this into the classroom is to use "**Start, Stop, Continue.**" Ask the students what can you **start** doing in the classroom to help them learn. Is there anything we should **stop** doing (and they need to explain) that isn't helping you learn? What should we **continue** that is helping you learn? These simple questions help students reflect on their own learning and can be presented back to the students with ideas on what you plan to consider changing. Simple changes can help improve learning for your students. In [How Metacognition Can Improve Learning Outcomes](#), there are ideas that help can empower your students to recognize their own learning strengths and reflect on how they learn. [Gathering Midterm Feedback from Students](#) by Lindsey Shaw of the University of Windsor has a list of activities that help give students a voice in the learning process. Minute Papers, Sentence Completion, and Online Surveys in Canvas all are ideas to help you learn what your students are thinking and learning. Want to create a survey in Canvas for student feedback? This article from the [University of Oklahoma](#) has suggestions for questions from a variety of disciplines and links to [How to Create a Survey in Canvas](#).