

CELT Newsletter: March 2024

Dear CELT Colleagues:

The groundhog predicted an early spring! As we head towards mid-term, and hopefully a sunny spring break, I hope your classes are going well!

March is filled with lots of CELT activities and opportunities for conversations with your Middlesex colleagues. March is also time for the annual **CELT Election**. Please watch your email for the electronic ballot and don't forget to vote from **March 4 – 22**. Adjunct faculty vote for two representatives, full-time faculty vote for three members, and everyone votes for Director.

We start out the month out with two events on **March 6. Podcasts and Coffee** be meeting on Zoom at 3:30 PM to discuss [Season 7, Episode 2: AI as a Mass Extinction Event for Dead Ideas in Teaching and Learning](#). Bring a cup of coffee; you just need to listen or read the [transcript](#) in advance of our meeting. The Zoom link will be emailed in advance of our meeting.

This will be followed by **Conversations in Teaching** at 4:30 on Zoom. These Zoom discussions are specifically for adjunct faculty, and we will be discussing **Mixing it Up: New Strategies for Engagement**. A zoom link will be sent in advance of the meeting.

On **March 7**, join our CELT Tech Session to continue to experiment with A.I. in the classroom and how we can use it effectively for teaching.

Are you teaching an online course or want to learn more about teaching with technology? CELT is providing an opportunity to attend the **Rutgers Online Teaching Conference** sponsored by **Rutgers University Teaching and Learning with Technology**. This **zoom** conference will be held on Monday, March 11 during Spring break. Please sign up on [Eventbrite](#) by March 7 at 5 PM (the earlier the better since we have limited seats) and a link for the conference will be sent to your Middlesex Outlook email. If you miss the deadline, reach out to Susan regarding attending.

On March 26, join CELT for a session on **Supporting Students: Trauma Informed Teaching**.

The CELT Board is busy planning our Fall events, including our Fall Keynote. Do you have an idea for a workshop or a specific topic that you want to know more about? We welcome your ideas and involvement in CELT!

Please continue to reach out if you need any help with your teaching or resources from CELT. Have a restful spring break and see you at our March CELT events.

Best regards, Susan

Register for our Spring 2024 CELT Workshops on [Eventbrite](#)

To help us keep track of attendance and facilitate sending reminders to registered faculty, please sign up in advance with your Middlesex email on [Eventbrite](#) to join us! Members of the Division of Business, STEM and Health



Upcoming March Events

March 6: Podcasts and Coffee

March 6: Conversations in Teaching

March 7: Tech Thursday: Discovering A.I.

March 11: Rutgers Online Teaching Conference

March 26: Supporting Students: Trauma Informed Teaching

Helpful Articles

We are all trying to become more familiar with AI and how to use it effectively. [Prompting Progress: Advancing Your AI Skills](#) from *Inside HigherEd* offers potential uses of AI to help with creativity, efficiency, and productivity.

[Professors Cautious of Tools to Detect AI Writing](#) asks the question, "Do AI-detection Tools even Work?"

Courtney Plotts, PhD expands on her research on culturally responsive teaching with an article in *Faculty Focus*, [Building Community, Collaborative, and Cognitive Classroom Culture](#).

[Drawing in Two Hands: Communication Accommodation with Individuals from Different Cultural Backgrounds](#) offers activities to help understand different cultural perspectives in the classroom.

Professions should register in section A, and the Division of Liberal Arts, Counseling and the Library in Section B. You only need to register once for each program. While you are always welcome to just show up, registering in advance helps us keep track of who will be attending and allows us to send out reminders.

New Ideas/New Pedagogy

Ideas in A.I. In our spring CELT Tech sessions, we are experimenting with ways to use A.I. in our classrooms. Providing a clear syllabus statement is important so students know what they can and can't use in their assignments. Lance Eaton has compiled a collection of current [syllabus statements](#) from a variety of disciplines and institutions. Many of us who are beginning to allow the use of A.I. in our assignments are wondering how to teach students to cite their sources when using these new technologies. Both the [MLA](#) and [APA](#) have developed explicit guidelines for how to cite the use of generative A.I. tools in written work.

An article in *Edutopia* offers an idea for the classroom, [Guiding Students to Assess the Merits of Artificial Intelligence Tools](#). Sharma recommends allowing students to examine artificial intelligence outputs and comparing them to the course learning standards; all while using their critical thinking skills. *Faculty Focus* suggests using [ChatGPT in the Co-Creation Process for Applied Research Process](#). The author asks her students to include a statement that describes how A.I. was used in the methodology portion of their project. While A.I. can certainly be used for research, students need to learn to check sources for accuracy, veracity, and hallucinations. ChatGPT often makes up citations and we need to teach students how to accurately evaluate their sources. As technology rapidly changed and new information is constantly being published, *Inside HigherEd* asks, [A Year Later, Did Our ChatGPT Advice Get It Right?](#) [Addressing Equity and Ethics in Artificial Intelligence](#) looks at the potential harms of these tools and how to avoid them.

Reflective Teaching and Midterm Feedback: As we head into midterms, it is always a good time to reflect on our teaching and what is working for our students. The University of Kansas offers some suggestions in [Gathering Midterm Student Feedback](#) and reminds us that it is formative, not summative. It is a method to help instructors gain clear ideas about what students are understanding, and how to improve learning in the second half of the semester. It is a reflective teaching practice, and a valuable way to help you in your teaching practice. *Inside HigherEd* offers advice for identifying strengths and weaknesses in [Reflective Teaching Three Ways](#). The Berkeley Center for Teaching and Learning suggests [Four Approaches to Reflective Teaching](#). [Reflection and Sense of Connection and Caring between Faculty and Students](#) emphasizes how to provide a framework for a curriculum based on caring.

Active Learning in the Classroom: What new pedagogical approaches are you using in your classroom? While this article is from 2011, it is still relevant as Allison Cook-Sather of Bryn-Mawr College shares [Lessons in Higher Ed: Five Pedagogical Practices that Promote Active Learning for Faculty and Students](#). The University of Minnesota offers ideas for [Diversifying Your Teaching Methods, Learning Activities and Assignments](#).



Middlesex Scholarly and Creative Works Bibliography

The Middlesex College Library is currently working on the annual **Scholarly and Creative Works Bibliography**. The bibliography celebrates the scholarly and creative output of Middlesex Faculty and staff. Take a look at previous year's [bibliographies](#), posted to the library webpages.

The deadline for [submittal](#) to this year's issue is March 15, 2024.

Do you want to present a workshop for CELT? Do you want to learn something new?

What do you need from CELT? Do you have an idea for a workshop? Do you want to learn about something new to support your teaching practice?

We are always looking for faculty to share their expertise with their colleagues. If you are interested in proposing a workshop or leading one, please email CELT or Susan Altman at celt@middlesexcc.edu or Saltman@middlesexcc.edu. We welcome your ideas!