

# CELT Newsletter: April 2024

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Dear CELT Colleagues:

As we finish up the academic year with our final CELT activities this April, please let us know what worked for you this past year. What new ideas did you bring to your classroom? As we reflect on the past year, what new pedagogical strategies did you bring to your teaching? What do you want to continue learning in the fall?

**April** is filled with CELT activities and opportunities for conversations with your Middlesex colleagues. While it is a busy time of the year, please join CELT as we continue to discuss ways to engage our students and finish off a year of learning for all of us.

We start out the month on **April 3** with **Conversations in Teaching** on Zoom at 4:40 – 5:30 PM. These Zoom conversations are specifically for adjunct faculty, and we will be discussing *Making it to the Finish Line: Energizing Students*. On **Monday, April 8 at 4:30 PM** on Zoom, **Podcasts and Coffee** will be discussing Episode 494 in *Teaching in Higher Ed*, [The Ones too Often Left Behind in Higher Ed](#). Listen to the podcast or read the transcript, grab a cup of coffee, and join us on Zoom!

On **April 11**, join our CELT Tech Session for **Discovering AI** with Shannon Osborn-Jones of eLearning. On **April 30**, we finish off the semester with **Walkabout: Reflections on the Semester**. Wear comfortable shoes and walk around campus followed by refreshments to celebrate the end of a successful year of learning and teaching at Middlesex College. For all our events, please register on [Eventbrite](#).

The CELT Board has already begun planning our Fall events, including our Fall Keynote. Watch the May newsletter for more information on these workshops. Have a good end to the semester.

Best regards, Susan

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## Meet your CELT Board for 2024 - 2025

Thank you to everyone who voted in the CELT Election. Please reach out to anyone on the board with your ideas for workshops. We welcome faculty to present on topics of interest and we welcome your ideas.

**Director:** Susan Altman

**Board:** Pattiann McMahon, Stefanie Rufo, Cindy Braun, Adriana Mamay, Shannon Pullaro, Katalin Gyurian-Toth and Melissa Ellis

A gigantic thank you to Crystal Quillen, Sheri-Rose Rubin, and William Lipkin who are cycling off the Board. Their commitment to leading workshops for CELT has helped improve teaching and learning at Middlesex College and we will miss their ideas and presence on the Board. Another gigantic thank you to Claire Vassiliadis and Brian Lavey for their work with the mentoring cohorts. Look for information about our **10<sup>th</sup> Anniversary Celebration** of the mentoring program in the Fall.

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Center for the Enrichment of Learning and Teaching

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## Upcoming April Events

**April 3: Conversations in Teaching**

**April 8: Podcasts and Coffee**

**April 11: Tech Thursday: Discovering AI**

**April 16: What's New in Community Engaged Learning (CEL)**

**April 30: Walkabout: Reflections on the Semester (followed by refreshments in JLC 230)**

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## Helpful Articles

*Faculty Focus* offers ideas for engagement in online classes in [The First 15 Seconds: How to Hook Your Online Students and Keep Them Engaged](#).

[Beyond Memorization: Strategies for Long-Term Retention](#) offers strategies to help students transform new information into long-term knowledge that they can draw on for the future.

[Efficient Ways to Improve Student Writing](#) offers strategies for good writing and a list of resources for writing in all disciplines.

## Get Involved with Community-Engaged Learning (CEL)

Join Jennifer Altman and Kimberly Silverio Diaz, the new Coordinator of Civic Engagement for **What's New in Community Engaged Learning (CEL)** on Zoom on Tuesday, April 16. Join one of two Zoom sessions, one at 2 PM or one at 4:30 PM for an opportunity to discuss ways to bring experiential learning and/or social justice to your course through the use of CEL. Please register on [Eventbrite](#) where you will find the Zoom link.

## New Ideas/New Pedagogy

### AI in Higher Ed:

As we continue to explore ways of integrating AI into our classes, Stephen K. Johnson offers his opinion in *Inside HigherED* in [Text to Video AI Can Change the Way We Think](#). In *Edutopia*, Rachel Paparone offers ideas on how to use AI generators to give students immediate feedback on their communication skills in [Enhancing World Language Instruction with AI Image Generators](#). In [How to Teach with AI and Still Put People First](#) the author suggests using an "AI Sandwich" to resurrect writing in the AI age. This article talks about the "death of the term paper, and the birth of something else." In the *Chronicle of Higher Education*, James Lang talks about four principles to guide your thinking about the role that AI plays in your teaching in [The Case for Slow Walking Our Use of Generative AI](#).

### Ideas for finishing up the semester:

We are often so busy trying to get all of our content completed that we don't work to tie everything together at the end of the semester. Rachel Smydra of Oakland University offers ideas on how to end the semester and reflect on what students learned in [That's A Wrap: Ending Your Semester Intentionally](#). This article gives suggestions on how to offer closure, create opportunities to summarize knowledge, and build confidence with the knowledge they acquired during the semester. In [Looking Back, moving forward and saying good-bye: Strategies for Ending the Semester](#), the author references [Eggleston and Smith](#) (2002) with a variety of strategies to part ways and end the semester on a high note. *The New York Times* share ideas for both students and teachers to think about their growth in [10 Ideas for Reflecting at the End of the School Year](#).

### Engaging Students in Online Learning:

Are you teaching an online course? In [Sparkling online joy: five ways to keep students engaged](#), the authors offer 5 guiding principles to developing online content. Dustin York, an Associate Professor at Maryville University shares his ideas on [How to Design Online Classes for Higher Engagement and Retention](#). In a [New Report A Mixed Bag on Student Engagement with Online Learning](#), the author reports on the results of the Community College [Survey of Student Engagement](#) and suggests that students need more instruction in how to be successful in online learning. How can we help our students succeed in online learning?

### More Ideas in Teaching:

As we look at possible ideas for more Gen Ed courses, Clio Doyle, a lecturer at Queen Mary University in London talks about teaching Taylor Swift as literature in the article, [Swift or Shakespeare: How to reframe internet ephemera as a text in the literature classroom](#). Using TikTok and other internet sources, Doyle helps students engage with and question what they are finding and reading online. In [Cut down your marking time by using whole class feedback](#), Paul Moss of the University of Adelaide offers strategies to use whole class feedback to look for patterns in student responses and help students evaluate their own performance. Do you use group projects in your classes? Todd Zakrajsek encourages faculty to teach effective group practices to our students. In [Why do we expect to work well in groups if we don't teach them now](#), Zakrajsek offers strategies to help students navigate the process of working together. *The Derek Bok Center* at Harvard University offers more strategies for facilitating [group work](#) in your classes. They also recommend group work for [problem solving](#) in STEM classes, not for straightforward problems, but for problems that would benefit from meaningful collaboration.