

CELT Newsletter: March 2025

Dear CELT Colleagues:

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 17 - 26**. Adjunct faculty vote for two representatives (one-year term), full-time faculty vote for three members (two-year term).

Join us for our CELT events this month on March 6 and March 25. Teaching online? Sign up for the Rutgers Online Teaching Conference on March 17. While this conference is not while we are on Spring break, there are lots of useful workshops that can help you with your teaching practice. We have limited tickets so sign up early.

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? Do you have a suggestion for a keynote speaker? Last year, one of our colleagues recommended a STEM speaker which brought new ideas to our pedagogical approaches. Do you know a speaker who would work well at Middlesex College? Have you been to a local conference who had an engaging speaker?

Would you like to share your expertise with your colleagues? CELT welcomes 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 2025 CELT Workshops

To help us keep track of attendance and facilitate sending reminders to registered faculty, please [sign up in advance](#) with your Middlesex email to join us! While everyone is welcome to just show up, registering in advance helps us to prepare for workshops and know how many to expect.

All workshops are open to both adjunct and full-time faculty. Bring a colleague and join us!

Spring 2025 Survey for Adjunct Faculty

We want to know what adjunct faculty need at Middlesex College. CELT has sent out a survey to all adjunct faculty to find out! If you have not filled it out, there is still time to share your opinions and ideas about what you would like to learn. Please [fill out the survey](#) and help us to plan relevant workshops for our adjunct faculty members. Remember, adjunct faculty are welcome at all CELT events.



Upcoming March Events

March 6: Tech Tips and Tricks

March 17: Rutgers Online Teaching Conference

March 25: Pedagogy Potluck: Innovative Classroom Strategies

Helpful Articles

Midterm is a good time for course correcting and evaluating what is working in your class. In [Course-Correcting Mid-Semester: A Three Question Feedback Survey](#), the author recommends a few easy ways to survey students to see what needs to be changed.

Thinking about how to make a more effective lab report? In [Transparent Lab Report Templates Affect Scientific Success](#), the authors offer a template to help students clearly understand what is expected of them for the assignment.

Student Learning Assistantships are a program for students to provide classroom help to support faculty. While community colleges traditionally do not use student teaching assistants, in [Engaging Community College Students Through Structured Learning Assistantships](#), the authors describe how this program can help create engaged, reflective practitioners.

New Ideas/New Pedagogy

Ideas in A.I. Artificial Intelligence is still a hot topic in Higher Ed. In [Generative Artificial Intelligence: Cautiously Recognizing Educational Opportunities](#), Todd Zakrajsek of the University of North Carolina at Chapel Hill thinking deeply about opportunities to use AI in Higher Ed. Whenever faculty talk about AI use in their classes, the subject of cheating inevitably comes up. In an article in *Inside HigherEd*, the authors of [AI: Cheating Matters, but Redrawing Assessment “Matters Most”](#) discuss ways to prioritize our assessments to actually “access what we want to access.” In *Why Should Faculty Bother with AI?* the authors of the book, *Teaching with AI*, offer reasons why it is important to engage with AI for our students. For full disclosure, I bought the book, but haven’t had a chance to read it. While many of the art students are opposed to AI for making their work, I am curious to see how I can integrate some ideas in my courses.

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. While CELT has posted some of these articles in the past, midterm is always a good time to review some of the ideas that you can use to help you assess your class at midterm and figure out how to move forward. 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: In [A Matter of \(Teaching\) Style: Active Learning and Student Identities](#), students were surveyed on how teaching styles mesh (or not) with their own identities and ways of thinking. While most students find traditional lectures less than engaging, active learning is most beneficial for students from historically marginalized groups. The article talks about the disconnect between our traditional teaching methods and the learning needs of our students. The *Derek Bok Center for Teaching and Learning* at Harvard University suggest numerous approaches to [incorporate active learning](#) into your courses. Some of these techniques include teaching with [case studies](#), [debate](#), [flipped classrooms](#) and [problem solving in STEM](#) among other techniques. Gamification is another way to introduce active learning in your classroom. CELT has held several sessions on using games to engage students including Kahoot, Escape Rooms, and a keynote on Gamification in Higher Ed. In [Gamification and Higher Ed...](#), the authors talk about matching student interests in order to better engage them with content. The Professors at Play, a group of faculty from the CUNY System has a free download of their book, [Professors at Play Playbook: Techniques from a More Playful Higher Education Classroom](#). We could all use a little more play in our classes during these stressful times!



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 April 1, 2025.

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!