

CELT Newsletter: April 2025

Dear CELT Colleagues:

As we finish up the academic year with our final CELT April activities, please let us know what worked for you this past year. What new pedagogical approaches did you use in your classes? Did you try Artificial Intelligence? Did you find your students used AI? What are you interested in learning next year?

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.

Congratulations to Dhruv Chunawala and Nancy Merrill who received the Middlesex College Faculty Awards in Teaching Excellence. Join the celebration on **Tuesday, April 8 at 3:30 PM** in the Corral. On **April 10**, join us for **Triple T: Tech, Tips and Tricks**. This session will focus on Artificial Intelligence and will be led by Michael Sullivan and Megan Elliott of eLearning. Join them as they give new strategies for using AI in your classes. At the end of the month on **April 22** with **Walkabout: Reflections of the Semester** as we continue our tradition of walking across our spring campus with our colleagues. Take this opportunity to get some fresh air and share your thoughts about the semester. On **April 24** at 2 PM, join CELT and the Center for Accessibility and Disability Resources for a guest speaker, John Woodruff, who will be speaking about students with disabilities.

The CELT Board has already begun planning our Fall events. Watch the May newsletter for more information on these workshops. Have a good end to the semester and thank you for all you do for teaching and learning at Middlesex College.

Best regards, Susan

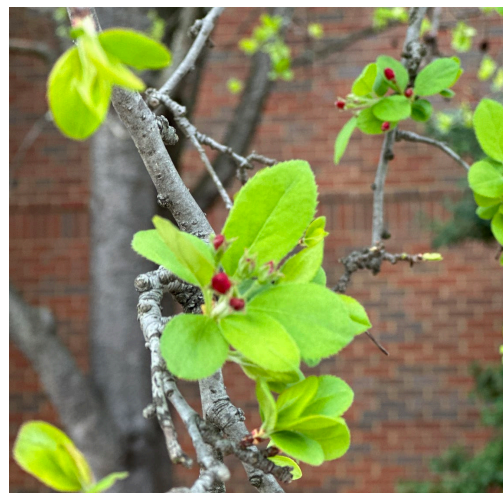
Meet your CELT Board for 2025 - 2026

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: Full-time faculty members are Pattiann McMahon, Stefanie Rufo, Cindy Braun, Katalin Gyurian-Toth, Andy Rubin, and Arianna Illa. Representing the adjunct faculty are Melissa Ellis and Junghee Kim.

A gigantic thank you to Shannon Pullaro and Adrianna Mamay who are cycling off the Board. Their commitment to leading workshops for CELT and their contributions to programming has helped improve teaching and learning at Middlesex College and we will miss their ideas and presence on the Board. We also give a gigantic thank you to Chris Drew for his work with the mentoring cohorts.



Upcoming April Events

April 8 at 3:30 PM: Faculty Awards in the Corral

April 10: Triple T: Tech Tips and Tricks: AI

April 22: Walkabout: Reflections on the Semester (followed by refreshments in JLC 230)

April 24: John Woodruff, speaking on students with disabilities

Helpful Articles

This month's articles focus on lab-based courses.

Need some ideas to engage students in your labs? In [Maximizing Lab Engagement with Classroom Response Systems](#), the authors recommend using classroom response systems to help assess understanding and promote deeper learning.

If you teach a lab based course, you may want to read [Transparent Lab Report Templates Affect Scientific Success](#) to bring some new ways to enhance scientific integrity for your students.

AI in Higher Ed:

As we continue to explore AI in Higher Education, please join Mike Sullivan and Megan Elliott for their workshop on **April 10th at 2 PM** for **Triple T: Tech, Tips and Tricks: Artificial Intelligence**. Attend this workshop to learn more about Artificial Intelligence and concrete strategies to use in your classroom.

While there are still strong opinions about using Artificial Intelligence in our classes, read about one Professor's thoughts about AI in the classroom, in [Teaching with AI: A Journal Through Grief](#) for some ideas on how they moved from denial to acceptance. While faculty may be hesitant to use AI in their classes, the [Digital Education Council's 2024 Global AI Student Survey](#) states that 85% of all students incorporate AI into their coursework, and 54% use AI on a weekly basis. While this information is constantly evolving, students primarily use AI to search for information and summarize content. Take a look at the statistics, as they are surprising. While this document is from Fall 2023, Hanover Research and *Inside Higher Ed* offer information about [Benefits, Challenges, and Sample Use Cases in Artificial Intelligence in Higher Ed](#) and shares guidance for faculty to actively engage with AI in their classes. In [Unlocking Human AI Potential: 10 Best Practices for AI Assignments in Higher Ed](#), the author considers strategies that align with human-centered pedagogy.

Ideas for finishing up the semester: As we head into the last weeks of the semester, reflecting on the semester and your successes is good practice. Join us on **April 22 at 2 PM** for **Walkabout: Reflections of the Semester** as we walk across campus to think deeply about the highs and lows of our spring courses. Students should also reflect on their learning, and the [SR Framework for Reflection](#), out of the University of Edinburgh addresses the 5 core stages to critically reflect on their experience. The [Reflective Teaching Journal](#) describes reflective teaching as a way to help you to assess and analyze the effectiveness of your teaching practice and offers a framework for the process. While a [SWOT Analysis](#) is often used with organizations to assess strengths, weaknesses, opportunities and threats, it can be effectively used to help you and your students have a more structured approach to reflection. Montclair State University's *Office of Teaching Excellence* shares [Teaching as Reflective Practice](#) and offers numerous ways to maximize self-awareness.

How else can you finish up the semester and help students prepare for final exams and projects? As we head into finals, how can we help students be successful? While both you and the students probably have some of their own "Best Practices" for studying, In [Strategies for Leading Review Sessions](#), you will find 6 strategies to help students prepare for end of the semester exams. *The Center for Innovative Teaching and Learning* at Indiana University give recommendations for [Supporting Student-Led Study Groups](#). [Teaching the Skill of Learning to Learn](#) offers some back to basic ideas for helping students to study, including quizzing each other, using pair/share and of course games such as Kahoot. Even though it is near the end of the semester, incorporating some play at the end of the semester can help revitalize student's end of the semester energy levels. *Professors at Play* have just published their [Online Playbook](#) which can be downloaded for free. It is full of fun and playful ideas that were submitted by faculty from across the country, all of which help support learning and adds new pedagogical tools to use in your classroom. While CELT focused on [Game Based Learning](#) a few years ago, it is worth reviewing!

Engaging Students in Online Learning:

Are you teaching an online course? Did you miss attending the *Rutgers Online Learning Conference*? One of the ideas at the Conference was Microlectures. [Microlectures](#) are short videos that introduce a single concept or skill to your students in 10 minutes or less. These short videos can be used in a [Flipped Classroom](#) where students review a concept before class in preparation for learning. The short and concise nature of these videos help students focus on material without distractions. Using Canvas Studio, you can [embed quiz questions](#) into your video to help student learn the material. CELT has presented on how to embed questions into Studio, and we, and eLearning can help you if you need assistance. If you attended the Conference, the content is available to review for one year.