

CELT Newsletter: April 2026

Dear CELT Colleagues:

As we finish up the academic year with our April CELT 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? What policies did you put in place to teach your students to use AI responsibly?

April is filled with CELT activities and opportunities for conversations with your Middlesex colleagues. While we know that 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.

CELT offers congratulations to Katalin Gyurian-Toth and Ines Rauschenbach who received the Middlesex College Faculty Awards in Teaching Excellence. Join us in celebrating their achievement on **Thursday, April 9 at 4:00 PM** in the Brunswick Room in Crabiell Hall. This event is right after our CELT session **Tech Thursday: A Community of Practice in AI** which is the same date at **2:00 PM** in the Raritan Bay Room (right across the hall). This session will focus on sharing classroom strategies for Artificial Intelligence. At the end of the month on **April 28** join us for **Sustainable Teaching: A Reflective Stroll Through our Practices** as we continue our tradition of walking across our spring campus with our colleagues, followed by snacks in JLC 230. Take this opportunity to get some fresh air and reflect on practices that nourish, energize and sustain our teaching. Sign up for CELT sessions on our [webpage](#).

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 2026 - 2027

Thank you to everyone who voted in the 2026 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

CELT Board: Full-time faculty members are Diane Ratner, Stefanie Rufo, Cindy Braun, Katalin Gyurian-Toth, and Arianna Illa. Representing the adjunct faculty is Natasha Welcome. We have an opening for another adjunct representative. Please reach out if you are interested in contributing to CELT as an adjunct board member.

A gigantic thank you to Pattiann McMahon who is cycling off the Board. Her commitment to leading workshops for CELT and her contribution to our programs has helped improve teaching and learning at Middlesex College.

We welcome interested faculty to get involved and lead a workshop!

Center for the Enrichment of Learning and Teaching



Upcoming April Events

April 9 at 2 PM: Tech Thursday: A Community of Practice in AI, Raritan Bay Room, CB

April 9 at 4 PM: Faculty Awards in the Brunswick Room, CB

April 28: Sustainable Teaching: A Reflective Stroll Through our Practices, Start in Raritan Bay Room and finish in JLC 230

Helpful Articles

In *The Amherst Student*, the student newspaper, the article, [Teaching and Trust in the Age of Artificial Intelligence](#), has a student reporter who interviewed 5 professors about thinking and the use of technology in the classroom.

Teaching a lab class? [Maximizing Lab Engagement with Classroom Response Systems](#) gives several ideas to engage students. Using Mentimeter, PollEverywhere or other systems that students can use on their phones can create an engaging lab based classroom without the use of traditional clickers.

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New Ideas/New Pedagogy

AI in Higher Ed:

As we continue to explore AI in Higher Education, please join us on **April 19th at 2 PM** for **Tech Thursday: A Community of Practice in AI** and share an AI technique that you are using in your classes.

There are still a lot of opinions about using AI in Higher Ed and faculty are figuring out the best way to ethically integrate AI in their courses. In the NY Times article, [AI Companies are Eating Higher Education](#), the authors talk about how colleges and universities are partnering with AI companies, despite failures in improving student learning. Many companies are paying AI “ambassadors” to promote the use of AI tools, such as Claude in schools. In the article, [The Impact of AI on Work in Higher Education](#), Jenay Robert discusses the research findings on work related tasks in the institution. In *Inside Higher Ed*, the results of a [Survey: Faculty Say AI is Impactful – But Not in a Good Way](#) faculty share whether it is positive or negative.

How do your students respond to feedback? Our March CELT session looked at ways to give students more effective feedback to help support their learning. From feedback on writing to more general feedback, we discussed effective ways to help students respond to feedback and use it to move forward. The University of Oxford recommends [three ways](#) to give effective feedback, asking, “what are the strengths of this work?” “what is holding this work back?” and “what are one or two steps that would make the most difference to the student’s next work?” *Edutopia* provides [5 Research Based Tips for Providing Students with Meaningful Feedback](#). The article encourages faculty to be specific since students don’t always know how to interpret what you write. An effective way to provide feedback is to use peer feedback. While peer feedback can help students to share ideas with one another, one study, [The Impact on formative peer Feedback on academic writing: A Meta Analysis](#), looks at the effectiveness of peer feedback, a technique that is often used with writing assignments. In *EducationWeek*, the article, [Here’s How to Give Feedback that Students will Actually Use](#), suggests that in addition to giving students feedback, we also need to teach them how to use it.

Reflections for finishing up the semester: As we head into the last weeks of a very busy semester, reflecting on the semester and your successes is good practice. Join us on **April 28 at 2 PM** for **Sustainable Teaching: A Reflective Stroll Through Our Practices**. We will start at the Raritan Bay Room, CB and walk across campus to think reflect on practices that nourish, energize, and sustain our teaching. We will finish up in JLC 230 with snacks and more conversation. In their blog post, *Two Profs from Ohio*, the authors discuss [The Elusive Balance of Teaching, Research, and Service \(and Self-Care!\)](#) While we are not a research institution, many of us are doing research or other professional work in addition to our campus responsibilities. What sustains you as you balance the many roles we fill as educators? While there is much to discuss on this topic, the article [Faculty Development as Authentic Professional Practice](#), the author suggests that faculty who regularly participate in professional development improve their student’s chances for success. CELT is an important part of this!

Finishing up the semester and helping students prepare for final exams and projects? As we head into the final weeks of the semester, how can we help students be successful? *Inside HigherEd* offers four ways to mitigate student stress in the article [Academic Success Tip: Help Students Prepare for Final Exams](#). The McGraw Center at Princeton University offers advice for faculty to share with their students in [Preparing for Finals](#). Cornell University Health has [tips for students to manage](#) end of the semester stress. It works for faculty as well! Colorado State University offers [Teaching Tips: Preparing Your Students for Final Exams](#). Penn State offers ideas on [finishing the semester with intention](#) as they recommend that faculty reflect on their semester and provide closure for their students. In the article, [End of the Semester Tips: How to Get Students to Love Your Course](#), the author has several suggestions to create end of the semester activities in your classes. Create a video clip of the class, create a survey to help you improve learning and teaching, have students write an exit ticket with the most important take-away from the class are a few suggestions. Most important, thank your students for taking the class and for their contributions to learning!