

# CELT Newsletter: October 2026

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Dear CELT Colleagues:

We hope you are off to a successful start to your semester.

CELT is off to a great start with this year's theme **Growing and Adapting in an Evolving World**. Thank you to everyone who joined our September events, we had fantastic attendance including over 110 people at our keynote! Strong attendance is continuing into the fall semester and we look forward to having you join in on the conversation as we discuss grading, AI, and other strategies to support our teaching.

All of our workshops are posted to the CELT homepage at [www.middlesexcollege.edu/celt](http://www.middlesexcollege.edu/celt) Please register by clicking the link for [Workshops During the Semester](#) and signing up on Microsoft forms. We will send a reminder email the day before the event. If you forget to register, please just show up. Everyone is welcome to attend!

Whether you are teaching online, hybrid, remote live, or on campus, CELT is here to support you. Reach out to us if you need help, need some research based strategies for teaching or just want to chat! We are looking forward to seeing you!

Best, Susan

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## Opportunities to Present Workshops

CELT is always interested in ideas from our faculty and we are already busy planning for Spring 2027. Do you have an idea for a workshop for the Spring semester? We welcome faculty to present next January (save the date for January 20 and 21) and throughout the Spring semester. Let us know!

## CELT Events for October:

**Thursday, October 8 at 2 PM: Tech Thursday: Community of Practice: Grading (CB 204)**

Do you ever wonder how other faculty handle grades? How many points should assignments be worth? How do you balance low-stakes and high-stakes assignments? Have you tried any alternative grading methods in your classes? What about Canvas Gradebook? A community of practice is a group of educators who come together to share ideas and learn from one another to improve their teaching practice. Join us as we share ideas on grading and learn new strategies to use in our classes.

**Tuesday, October 27 at 2 PM: CELT Tuesday: Expanding our Practice: Integrating Cultural Responsive Pedagogy (CB 204)** *Multiple faculty members*

This past spring, eight faculty members participated in a CELT Learning Community on "Integrating Culturally Responsive Pedagogy." The faculty



## Upcoming Events

**October 8: Tech Thursday: Community of Practice: Grading**

**October 27: Expanding Our Practice: Integrating Cultural Responsive Pedagogy**

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## Interesting Articles

Concerned about cheating? Adam Grant, an Organizational Psychologist from the University of Pennsylvania, wrote a New York Times OP-ED, [There's Really Only One Way To Stop Students From Cheating](#).

Some positive news for faculty who teach in the arts! [Art Grads are Doing Just Fine, Actually](#) shares the many ways graduates in the arts are thriving in work with core skills such as creativity, analytical thinking, flexibility, teamwork, communication prowess, resilience, and "project-oriented scrappiness." Research shows that 84% of arts graduates are employed, compared with 73% overall. Take a class in the arts!

participants met throughout the semester for engaging discussions and worked on projects to implement in their fall classes. Join us as we hear about their projects in action, see their poster presentations, and learn how they are integrating new pedagogical approaches into their classes.

## New Ideas/ New Pedagogy

**AI in Higher Education:** We started out the semester with several faculty led workshops on AI as well as our keynote. While there are many different opinions on the use of AI in the college classroom, both our keynote presenter and our faculty presenters all talked about how to use AI with intention, ethics, and in support of evidenced-based practices. Thank you to Nick Picioccio, Adrian Novio, Katalin Gyurian-Toth, and Tiffany Soares Daza for their willingness to share their approaches with their faculty colleagues. On the other side, there are still questions about the use of AI in Higher Ed. MIT recently published a study exploring the neural and behavioral consequences of LLM assisted essay writing. Read their conclusions in [Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task](#). While many of us are embracing AI in our classrooms, [UChicago Bans AI, laptops, and phones in core Social Sciences courses for Undergraduates](#) with the intent to teach students to “read, write, and think without dependance on AI.” What is the correct answer? Another article was just published in the New York Times, [An M.I.T. Report Warns AI Is Causing ‘Cognitive Surrender.’ Universities are in a Bind](#) where the article discusses the dissonance between university leaders, and professors and students. And of course, there is a lot of talk about [AI Could Possibly End Humanity. How are Humans Supposed to Process That?](#) With so many different opinions, fears, and changes that are presented daily, where do you fall on the use of AI in your classes? Are you using AI successfully? We will be having a session on AI on November 12 and please come join the conversation. Do you have an idea that you would like to present to your Middlesex Colleagues? Please reach out to CELT. CELT is looking for ideas about AI and we welcome you to present at our January sessions and throughout the Spring semester. We are ready to put you on our calendar!

**Reflection at Midterm:** As we move into midterm (midterm grading starts October 22) how can we help our students continue to be successful until the end of the semester? Midterm is always a good time to assess how our students are learning, and what changes we can make in our teaching to support their learning. As we head into the second half of the semester, a survey is an evidenced based technique to help you to understand where students are at midterm. What is working well in your classes? What needs to be adjusted? A simple three question survey can help you to find out how things are going. Here are some ideas from Pomona College for short surveys at midterm. Survey one: What has been most helpful to your learning in the class so far? What has been least helpful to your learning in the class so far? What could be done to improve your learning in this class? Another idea, with a more direct approach is: What should we start doing? What should we stop doing? What should we continue doing? The University of Pittsburgh [suggests questions that prompt students](#) to reflect on their own effort in the class. While suggestions to help you make changes are useful, asking students to reflect on their own learning can help them strategize ways to have agency about their work. Bates University put together a [document](#) with examples, ideas and questions for mid-semester surveys from 10 institutions. This document includes an example of questions from Professor Craig Nelson of Indiana University who asks his students, “What are three important things that you have learned so far?”

**Reading the textbook:** Are you having trouble getting students to read the textbook? Often students don’t read the textbook because they don’t know where to begin or how to discern the important information from the text. Northern Illinois University suggests several strategies for [Getting Students to Read](#) including encouraging students to annotate the text, using graphic organizers, assigning reading response journals, or forming reading study groups, where students can work together to discuss the text before class. While our students are quite busy outside of class, consider spending a few minutes in class to discuss the text in small groups to help students better understand the content. While the 3-2-1 strategy is often used in k-12 classes, it can also help your college students. Ask students to list three key points or main ideas in the text. Next, have them list two surprising details or ones that caught their attention, and finally, list one area or question that is still unclear. In [Why We Can’t Get Students to Read](#), the authors suggest reading as a tool to spark curiosity. Cornell shares advice for your students on how to [Read a Textbook for True Understanding](#).