

CELT Newsletter: December 2021

Dear CELT Colleagues:

Happy December! As we near the end of the semester, I want to thank you all for your support of CELT this semester and your participation in our workshops. Our engaging discussions will continue in the Spring to focus on equity in our classrooms and bringing Inclusive Pedagogy to all of our students.

Save the dates for our **Spring 2022 CELT Events** on Wednesday, January 19 and Thursday, January 20, 2022. Watch for more information about these and our other programs for Spring 2022.

The CELT Board is busy planning the Spring 2022 semester to continue to bring innovative programming to our Middlesex College colleagues. Please let us know how CELT can help you with learning and teaching. What do you want to learn? What do you need? Do you have an interesting idea for a workshop or would you like to lead a workshop? We welcome your ideas, and welcome you to present for CELT.

Have a restful and restorative winter break, a good holiday season, and a safe 2022 for us all! Be well and healthy, Susan

Register for our January and Spring 2022 CELT Workshops on [Eventbrite](#)

To help us keep track of attendance and facilitate sending links to registered faculty, please sign up in advance on [Eventbrite](#) to join us! We only send links to Middlesex College email addresses and we will send a zoom link to all registrants the night before the event. We usually do a last check Eventbrite right before the event, so if you register late, please check your email.

Save the following dates for CELT Events! Detailed information for these workshops will be listed soon on our website, in our CELT Newsletters, mailings and on Eventbrite at the start of the new year.

January 19: CELT Workshops

January 20: CELT Workshops

January 27: *CELT Virtual Open House*

February 10: *CELT Tech*

February 22: *CELT Temple Teaching Roundtable*

March 10: *CELT Tech*

March 29: CELT Session

April 14: *CELT Tech*

April 26: CELT Session



Upcoming Events

December 3: **Deadline for [nominations](#) for Faculty Teaching Awards**

January 19: CELT Workshops

January 20: CELT Workshops

Helpful Articles

As you know, Service Learning at Middlesex College is now **Community Engaged Learning**. Read how one professor at Duke included [Service Learning during COVID in Service Learning During Covid-19: An Opportunity for Citizenship](#). Join a workshop in January to learn more about it and consider getting your class involved in CEL project to support learning.

As we finish up an exhausting few weeks of grading, Megan Pietruszewski of Clemson University suggests [Rethinking our Relationship with Grading: An Invitation to Reflect and Make the Time](#)

Harvard Business Education has some ideas on [What to Do When Students Bring Case Solutions to Class](#) and how to help students go beyond canned answers and really think.

New Ideas/New Pedagogy

Authentic Assessment: At the end each semester, there are always articles about student cheating. *Inside Higher Ed* just came out with some of the current research on the subject that was done during the pandemic. In the article, [Six ideas for prioritizing academic integrity among students](#), the author talks about the reasons student cheat, but also the importance of authentic assessment. *What can you do in your classroom to keep students from cheating? How can you create authentic assignments that allow students to meet the course objectives with integrity?* This article, [Authentic Assessment in the Online Classroom](#), has several ideas for authentic assessment. For example, students studying business can come up with a business plan for a real or imaginary company, or nursing students can assess a patient's health and come up with a plan for their care. Authentic Assessment helps students apply what they have learned to real life situations in their field. The Center for Innovative Teaching and Learning at Indiana University offers [ideas](#) to replace traditional exams with new ways of getting students to meet the learning objectives of the class.

Thinking about Your Spring Syllabi: After another semester of remote live teaching, or back in the classroom teaching, what changes do you want to make to your syllabi for spring? What worked well for you this semester? What do you want to change? What did you learn that you want to bring to your spring classes? How can you be more equitable and help all learners?

A learning centered syllabus should cover the following:

- Set the tone for the course (is the syllabus learner centered or content centered?) Why should the student be excited about your course?
- Clearly states the learning objectives for the course
- Set expectations for the course and how students can be successful
- Inform students what they will do in the course, how they will learn, and how they will be assessed
- Include schedule, policies, grading, and other information that students need to know in order to succeed in your course
- Consider equity as you plan your policies and assessments

In their brief, [Ensure Students are Learning: Centering Equity-Mindedness in Syllabus Construction](#), The Center for Community College Student Engagement defines an equity minded syllabus and gives suggestions and resources to help make your syllabus more inclusive for all learners. The Center for Urban Education at the University of Southern California has a [Syllabus Review Guide for Equity Minded Practice](#) that you may find helpful as you re-think your syllabus with the goal of equity. The Learning Innovation Center at Duke University has a resource [Creating an Inclusive and Equitable Course](#) that may be helpful as you think about ways to incorporate more equitable practices in your courses.

Mindfulness: At the start of the semester, the [CELT September Newsletter](#) had several articles on self-care. As we head into the break, take a second look at them and remember to take some time to relax and restore. Have a wonderful winter break and see you in the spring!



Nominate a Colleague for an MCC Teaching/Scholar Award

MCC recognizes excellence in teaching and scholarship! **There is still time to nominate an adjunct or full-time colleague for the MCC Excellence in Teaching Award** (full-time or adjunct award) or the **Excellence in Scholarship Award** (full-time faculty) by this Friday, **December 3** at 12 noon. [Nominations](#) can be submitted on the CELT Website.

Send us your professional accomplishments!

CELT posts the [professional accomplishments](#) of adjunct and full-time faculty on our website. We are working to update this information on our website and catch up with past submissions.

Please send us no more than three of your professional accomplishments for the year 2021. Please send them to: facultyaccomplishments@middlesexcc.edu