

CELT Newsletter: November 2022

Dear CELT Colleagues:

Welcome to November! It is a busy month for CELT as we finish up our workshops for the semester. There are also opportunities to attend a conference, and the yearly call for nominations for the annual teaching and scholar awards. Take a look and see what is happening at CELT and sign up on [Eventbrite](#) using your Middlesex College email. We will send a reminder email the night before the event. If you have any questions, email: saltman@middlesexcc.edu

The CELT Board is busy planning for the Spring 2023 semester. Do you have an interesting idea for a workshop? Would you like to lead a workshop? We welcome your ideas, and welcome you to present for CELT. Please send us your ideas.

Please let us know how CELT can help you with learning and teaching. We are here to support you!

Regards, Susan

Please join us for the following November events:

Thursday, November 10 at 2 PM: Next Level Tech: Game Play

Join us to discuss game play and technology to use in our classes.

Wednesday, November 30 at 4:30 p.m. on ZOOM Conversations in Teaching: Finishing up the semester

This session is specifically for adjunct faculty and an opportunity to talk about teaching, share challenges in your courses, and learn new strategies to bring back to your classroom.

Tuesday, November 29 at 2 PM: Radical Allyship: Acknowledging our Biases to Center Unheard Voices *Denise Rompilla*

When faculty are asked whose responsibility it is to take on or address questions of bias, most will respond with the emphatic declaration that it is “everybody’s responsibility.” However, oftentimes faculty themselves may not be aware of the subtle biases that they bring to their classroom and their curriculum. While many would consider themselves good allies, sometimes being a good ally means getting out of the way and letting other people speak. In this workshop, we will learn how to examine our own biases by writing positionality statements - a reflection of the author’s racial, gender, social, political, and economic background - and compare writing examples that demonstrate the need to center unheard voices.



Upcoming Events

November 10: Next Level Tech

November 29: Radical Allyship: Acknowledging our Biases to Center Unheard Voices

November 30: Conversations in Teaching: Finishing up the Semester (this session is specifically for adjunct faculty and held on ZOOM)

December 9: Deadline to register for Temple Teaching Conference (limited number, first come, first served)

December 9: Deadline for nominations for the Middlesex College Faculty Excellence in Teaching and Scholarship Awards

Helpful Articles

As we head into the end of the semester, think about [How to Design Better Tests, Based on Research](#) from *Edutopia*.

If you are thinking about OER for the spring semester, read, [How and Why to Evaluate Open Educational Resources \(OERs\)](#)

Deadline: December 9: Opportunity for Professional Development: 21th Annual Faculty Conference on Teaching Excellence, Temple University

Middlesex will send a limited number of faculty (first come, first serve, to those who sign up on Eventbrite by December 9) to the in person 21th Annual Faculty Conference on Teaching Excellence at Temple University. This year's theme is **Achieving Rigor Without the Mortis: Keeping High Standards While Rejuvenating Our Students, Ourselves, and Our Communities**. The conference is in person and you can attend on both January 11 and January 12, 2023. Once you register, you will receive an email with details for the event. CELT is only providing registration. Transportation and parking are the responsibility of the attendee.

Deadline: December 9: Nominations for Annual Middlesex Faculty Teaching Awards and Scholar Award

Please [nominate](#) your Middlesex College Full-time and Adjunct Teaching colleagues for the Middlesex Faculty Teaching Awards by December 9 at 12 noon. The Middlesex College Faculty Scholar award will be awarded to a full-time faculty member. All nominated faculty will be required to submit their support materials by Friday, February 3, 2023 at 12 noon.

New Ideas/New Pedagogy

As we head into the end of the semester, how many of us wonder whether or not students are reading our feedback? In the article, [“They Don’t read my Feedback” Strategies to Encourage Reception and Application of Course Feedback](#), the author discusses the four aspects of effective feedback. Trust, Communication, Consistency and Authenticity all help students to accept feedback and use it effectively to improve learning. What techniques have you found to help your students accept and use feedback?

[Why won’t they ask us for help?](#) From *Faculty Focus*, offers insight into why students don’t reach out to their professors for help. The author gives several ideas to help students be more willing to ask for help and not be embarrassed. How can faculty use their office hours (or maybe change them to student hours) to help students reach out?

As we start to reflect upon the end of the semester, and think about our classes, it is time to plan for the spring. [Cultivating Connection in a Course Setting](#), has suggestions to create significant connection in your courses. Being intentional in course assignments, feedback and reflection all help both faculty and students see their learning process. A willingness to change things as needed will help your students throughout the semester.

After the pandemic, mental health and mindfulness are part of a greater discussion on how to help both our students and ourselves. Interested in bringing more mindfulness into your classes? [Everybody Present: Mindfulness in the Classroom](#) is a place to start. Do you want more resources? *The Center for Teaching* at Vanderbilt University has numerous [resources](#) on mindfulness and how to bring a more contemplative pedagogy into your classroom. Research shows that these practices can help students avoid distractions and focus on learning. [Hawai’i Community College](#) shares several different techniques to bring to your classes. [Bowdoin College](#) suggests that mindfulness can help your classroom be a more inclusive place and help students feel part of the community. A new study from the [Harvard Graduate School of Education](#) suggests that mindfulness education in the classroom reduces student stress and can increase students ability to stay engaged with material. Interested in reading the entire study? [Mindfulness in the Classroom: Learning from a School-Based Mindfulness Intervention](#) has the information from their research. While not everyone is comfortable with bringing mindfulness into their classrooms, a few simple exercises can help your students and help them focus on their learning. Southern Utah University has [Seven Mindfulness Techniques for College Students](#).