

CELT Newsletter: April 2023

Dear CELT Colleagues:

As we finish up the academic year with our final CELT activities this April, please let us know what worked for you this past year. Did you bring games into your classroom? Did you build an escape room related to class content? Did you reconsider how you use rubrics to assess knowledge? Did you deconstruct your syllabus or create a liquid syllabus? As we reflect on the past year, what new pedagogical strategies did you bring to your teaching?

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.

We start out the month with **Podcasts and Coffee** on **Monday, April 3 at 4:30 PM** on Zoom. This month we will be discussing Season 6, Episode 2, [How the Science of Learning Can be Leveraged for Change](#), from the series, *Dead Ideas in Teaching and Learning*, Columbia University. Listen to the podcast or read the transcript, grab a cup of coffee, and join us on Zoom!

This will be followed on **April 12** by **Conversations in Teaching** at 4:30 on Zoom. These Zoom discussions are specifically for adjunct faculty, and we will be discussing **Reflections on Teaching: Finishing up the Semester**.

On **April 13**, join our CELT Tech Session, **Rubrics 2.0** with Shannon Osborn-Jones of eLearning. On **April 25**, we finish off the semester with **Walkabout: Reflections on the Semester**. Wear comfortable shoes and walk around campus followed by refreshments to celebrate the end of a successful year of learning and teaching at Middlesex College.

CELT is by the faculty, for the faculty. If you have not yet voted in the **CELT elections**, please vote for your faculty colleagues. Full-time faculty vote for full-time faculty, and adjunct faculty vote for their adjunct peers. The deadline for voting is **Monday, April 3** and you should have received the ballot by email. Even if you did not run for a board position, we welcome everyone to contribute to CELT by sending us suggestions for workshops, or by leading one. Do you have an idea for a workshop or a specific topic that you want to know more about? Please get involved!

The CELT Board is busy planning our Fall events, including our Fall Keynote. Watch the May newsletter for more information on our Fall events. Have a good end to the semester.

Best regards, Susan

Register for our Spring 2023 CELT Workshops on [Eventbrite](#)

To help us keep track of attendance and facilitate sending reminders to registered faculty, please sign up in advance with your Middlesex email on [Eventbrite](#) to join us! *This is especially important for our Zoom events since the*



Upcoming April Events

April 3: Deadline to vote in CELT Election

April 3: Podcasts and Coffee

April 12: Conversations in Teaching

April 13: Tech Thursday: Rubrics 2.0

April 25: Walkabout: Reflections on the Semester (followed by refreshments)

Helpful Articles

Edutopia shares [13 Formative Assessments that Inspire Creativity](#).

Another *Edutopia* article talks about teacher wellness and how to cope in [When Students are Traumatized, Teachers are Too](#).

Faculty Focus offers [Three Strategies that Support Student Well-being and Mental Health](#).

As we reflect on the semester, [Begin the Semester with Classroom Community Building Activities to Increase Student Engagement](#).

Read [We're Distracted. That's Nothing New](#) from the *Chronicle of Higher Education*.

link is sent the evening before the event. Miss registering? You are also welcome to just show up!

New Ideas/New Pedagogy

ChatGPT is still a hot topic in Higher Ed and new changes are happening every day. Have you experimented with it to achieve your course learning objectives? There are still many questions as to the role it can play for faculty and students. *EduTopia* suggests [6 Ways to Use ChatGPT to Save Time](#). The author states, “without clear directions from the user, it comes off as canned, like it was written by an algorithm, when a prerequisite for uplifting informing, and empowering students and school stakeholders is correspondence that sounds like you, not Wikipedia. Using ChatGPT responsibly means always viewing its compositions and curricula as first drafts”. What do you think about using it for our work?

As we near the end of the semester, you may want to try [Having Students Learn By Teaching](#). Research shows that having students [present information](#) to their peers, helps them to solidify knowledge. [Collaborative Learning](#) increases student motivation, and helps them take responsibility for learning for themselves and their peers. One idea that can help students, is to have your students responsible for exam reviews, with students presenting information to their peers. As a group, you and your students can fill in any gaps in knowledge as everyone works to clarify and confirm the accuracy of the presented content.

Meet your new faculty colleagues

We welcome Mary Casey-Gifford, from Radiography to the full-time faculty!



What do you enjoy about teaching? It is very gratifying to see how students grow and learn a whole new career, and the breadth of knowledge that expands over two years. Witnessing those moments when a student transforms from trying to learn and watching them experience the ‘I got it!’ moment where they understand how it applies to their clinical practice is very rewarding. Teaching radiography students brings those connections all of the time! Even better still, is watching students reach their education goals and seeing them succeed as working technologists in the field is the ultimate reward. I believe that the learning environment should be equitable for all students. This doesn’t always mean that everyone is treated exactly the same, more that each student should be provided with tools and opportunities that they need to keep the playing field even to succeed. Knowing that I have an opportunity to make a positive difference for students is what inspires me; I consider it a privilege!

Describe a favorite assignment that you have in class. In the fall semester, I challenged second year students to design an experiment that explored a topic in radiography that they were curious about. It took some time for them to generate their own ideas, but in the end, there were so many great experiments. Students directed their own learning, shared their new-found knowledge with their peers, and learned about something in-depth that they may never have experienced otherwise.

What is something that your students or colleagues would be surprised to learn about you? I worked in the fashion industry in sales and management for several years. I didn’t decide to go back to school to finally earn a degree and enter healthcare until I was in my 40’s. It was one of the hardest things that I ever did and the most rewarding.