

Subject: [Test] Untitled

Date: Tuesday, February 10, 2026 at 1:19:38 PM Eastern Standard Time

From: CATL

To: Jill McSweeney



Happy November!

As we enter the final stretch of the semester, CATL is here to help you finish strong! This month's updates include opportunities to reflect on teaching, apply for travel grants, and a call to encourage students to join our team.

CATL November Updates

Upcoming Events and Opportunities

SoTL'oquium

Thursday, November 13 | 10:30am-11:30am | Belk Pavilion 200 | [Register](#)

Join us for our final SoTL'oquium of the semester—a monthly, informal gathering dedicated to exploring and sharing Scholarship of Teaching and Learning (SoTL) projects in progress. The SoTL'oquium provides a supportive space for faculty to discuss ideas, receive feedback, and engage with colleagues who are investigating

questions about teaching and learning. Projects at any stage are welcome, from early ideas to nearly complete studies.

This month, **Steve Friedland** (Professor of Law and Senior Scholar/Director of the Center for Engaged Learning in the Law) will share his work and invite discussion around his current research. Whether you're new to SoTL or an experienced scholar, this is a great opportunity to connect, reflect, and gather inspiration for your own work. Interested in presenting your work? Contact catl@elon.edu

Three Weeks, Big Impact: Building Engaging Winter Term Classes

Thursday, November 13 | 4:00pm-5:15pm | Belk Pavilion 208 | [Register](#)

Kickstart planning for your winter term course. In this session, we'll explore how to set meaningful goals, plan assessments that matter, and use efficient feedback strategies that fit the condensed schedule. Together we will brainstorm ways to utilize the 3-hour meeting time and tackle common challenges like workload balance and grading efficiency. Faculty will leave with practical tools, sample structures, and fresh ideas to make their Winter Term courses both rigorous and rewarding.

Representing your Teaching: Telling your Story

Wednesday, November 19 | 4:15pm-5:15pm | Belk Pavilion 208 | [Register](#)

How do you turn evidence of teaching effectiveness into a compelling teaching narrative? This final workshop focuses on synthesizing evidence and values into a reflective, evidence-based story. You'll learn how to write about your teaching in ways that communicate your philosophy, showcase your practices, and highlight your impact. We'll discuss strategies for crafting narratives that are both authentic and aligned with your professional identity.

Listening Session: Teaching Challenges in the Age of AI

Thursday, November 20 | 4:15pm-5:15pm | Belk Pavilion 208 | [Register](#)

Please join us for a listening session intended to surface pedagogical challenges you may be navigating in response to the rise of AI, as well as the supports and

resources that would be helpful moving forward. We will use the insights gained from this session to inform future programming, communities of practice, and/or other professional development offerings in Spring 2026 and beyond. If you are unable to attend this session but would like to share your perspective, [please do so here.](#)

Wellness by Design: The Wellness Pedagogy Lab

Wednesday, December 3 | 3:45pm-5:15pm | Center for Design Thinking |

[Register](#)

As we finish off the semester, we invite you to take time to reflect on how your semester has nurtured students and your own well-being. In this session, we will work through the **framing**, **exploring**, and **generating** stages of design thinking, with an opportunity to look ahead to 2026 and consider how your teaching could support wellness and well-being for you and your students. During our session, we will debrief on the semester with colleagues, reflect on our own teaching, and collaborate together so that you can leave with 1–2 concrete goals and next steps for infusing wellness into your teaching.

This session is co-facilitated by [Svetlana Nepocatych](#) (Professor of Exercise Science and Wellness and Well-being Faculty Fellow) and [Danielle Lake](#) (Director of Design Thinking and Associate Professor of Human Service Studies).

Grade-a-thon

Monday, December 15 | 9:00am-3:00pm | Belk Pavilion 208 | [Register](#)

Ready to tackle the semester end grading period? Don't do it alone! Join colleagues for a day of working through the finishing ends of the semester grades. Quiet space, peer support, highlighters, pens, tissues (for tears of joy), and snacks will be provided. Celebrate finishing off the semester in community!

Spring Course Refresh

Wednesday, January 14 & Thursday, January 15 | 9:00am-3:00pm | Belk Library 113 | [Register](#)

Start the new semester with fresh ideas and renewed focus. Join Becky Kloepfer (Teaching and Learning Technologies) and Marna Winter (Center for the Advancement of Teaching and Learning) for a two-day Course Refresh designed to

help you prepare and enhance your Spring 2026 courses.

Each day includes morning and afternoon sessions featuring a brief grounding presentation on the session topic, followed by dedicated time to apply new strategies, revise materials, and receive feedback and consultation.

Whether you're updating your course design, refining assignments, or curious about a new tech tool, our goal is to help you start the semester strong.

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GRANTS

Mini Grants (up to \$500)

Deadline: December 1, 2025, by 5pm

Now is the time to apply for Winter Term courses!

Supports course-related student engagement, and can be used to fund materials or experiences for innovative, active or engaged learning.

Scholarly Teaching & SoTL Professional Development

(up to \$1,500)

Deadline: December 1, 2025, by 5pm

Supplements travel costs associated with attending conferences or workshops aimed at developing pedagogical skills or capacity to engage in SoTL.

SoTL Dissemination Grant

(up to \$1,500)

Deadline: December 1, 2025, by 5pm

Supplement fund travel costs associated with presenting research on SoTL.

To learn more about these opportunities, including the link to submit your application, please see [here](#).

Encourage Students to Apply for Pedagogical Partnership Program (EP3)

The Center for the Advancement of Teaching and Learning and the Koenigsberger Learning Center are seeking students for the Elon Pedagogical Partnership Program (EP3), where students collaborate with faculty to reflect on and enhance teaching and learning. EP3 partners complete Winter Term 2026 training and work 4–6 hours per week in Spring 2026 (\$13/hour) observing classes, meeting

with their faculty partners, and joining a supportive cohort. Please encourage curious, reflective, and collaborative students to apply by 5pm. on Tuesday, December 2, 2025.

Questions? Contact catl@elon.edu.



Announcement: Launching the Research Methods Community of Practice in Spring 2026!

Though many of us across disciplines who teach research methods face similar pedagogical questions and challenges, we rarely come together to discuss and explore our shared and unique experiences. To build community and exchange ideas, we're launching a Research Methods Community of Practice (RM CoP) for anyone who teaches or mentors students in research methods, in any discipline or format.

The RM CoP will include a mix of structured presentations and workshops, alongside ample opportunities to connect, network, and learn from one another. Together, we'll share resources and assignments, discuss pedagogy and tools, and support each other as we continue to strengthen how we teach research.

We plan to meet five to six times during Spring 2026, with meeting times determined by participant availability. Space will be limited to 12 participants to keep the group engaging and interactive. If you're interested, please complete [this form](#) to share your availability and areas of focus.

For questions or more information, contact Ellen Cline (ecline5@elon.edu), Jesse Akman (jakman2@elon.edu), or Jessica Navarro (jnavarro2@elon.edu).



catl's top picks



The Importance of Connection in the Age of AI

This month's resource encourages us to consider how sustaining rich, human-centered connections in our teaching matters now more than ever as AI becomes part of the educational landscape.



Teaching for Equity & Inclusion
Course and Program Design
Assessing Student Learning

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