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## CATL April Newsletter

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From Center for Advancement of Teaching and Learning <catl@elon.edu>

Date Wed 4/8/2026 3:28 PM

To announcements <announcements@elon.edu>



**ELON**  
UNIVERSITY

CENTER FOR THE  
*Advancement of*  
Teaching and Learning

Happy April! As we move toward the end of the semester, CATL is here to support you in finishing strong and looking ahead. From upcoming conversations and application opportunities to summer writing, reading, and collaboration, we invite you to engage in ways that sustain and inspire your teaching.

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## **CATL April Updates**

### **Upcoming Events and Opportunities**

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### **Transatlantic Teaching Exchange Sessions**

*Next Session Wednesday, April 15 | 11:00am-12:00pm | Teams Call | [Register](#)*

This spring, faculty, staff, students, and educational developers from Elon University, University of Warwick, University of Leeds, and partner institutions are hosting a six-session virtual collaboration to explore critical questions in higher education teaching. Learn more about the previous and upcoming sessions [here](#).

Upcoming sessions:

- April 15: Teaching in the age of AI – opportunities and boundaries
- April 29: Writing as Excavation: teaching writing with (not against) AI
- May 6: How can assessment drive learning – not just measure it?
- May 20: Building transatlantic partnerships – what could we create together?

Register for sessions [here](#).



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## Accepting Applications: CATL Pedagogy Fellow for Teaching and Learning in Graduate in Professional Programs

CATL invites applications for this **new** faculty role focused on enhancing teaching and learning in graduate and professional programs at Elon. Collaborating with CATL from August 2026-May 2028, the Fellow will develop programming, consultations, and resources to support effective and inclusive teaching within graduate and professional programs.

**Applications are due by 5pm on May 1st** to [catl@elon.edu](mailto:catl@elon.edu).

Visit the call on our [website](#) for full details, qualifications, and application instructions.

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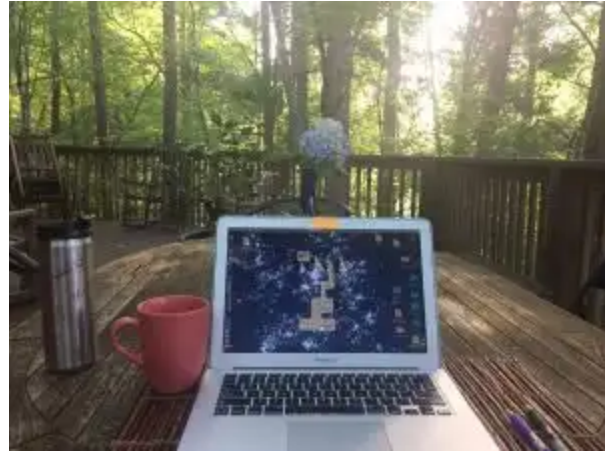
## Faculty Writing Residency

*Applications due Monday, April 20th at 5pm* | [Apply here](#)

The [CATL Writing Residency](#) is a four-day, in-person writing retreat (hosted on Elon's campus) intended to catalyze faculty writing about the Scholarship of Teaching and Learning. We encourage proposals at **any stage** in the writing process, from

embryonic to well underway. By submitting this application, you are indicating a willingness to devote five days (June 8 - 12th Monday- Friday) to your writing project and the support of others in their writing process as well.

Please submit your completed application by **5:00 PM on Monday, April 20, 2026**. Individuals will be **notified of acceptance by Monday, May 4th**.



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## Indigenous Learning Survey

Have you ever wondered how your teaching might connect with Indigenous histories, frameworks, or perspectives? As part of Elon's ongoing commitment to deepening campus-wide understanding of local Indigenous communities, we invite you to share your insights in this [short \(10-minute\) survey](#).

Your answers will help guide the development of inclusive, Indigenous-centered educational materials for the Elon community. This work is supported by a CATL SoTL Grant.

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## Apply for the Pedagogical Partnership Program (EP3) for Fall 2026 Cohort

Following the launch of EP3 this Winter Term, CATL and the [Koenigsberger Learning Center](#) invite applications for the Fall 2026 cohort. This program brings faculty and students together as partners to reflect on and enhance teaching and learning through classroom observation, structured dialogue, and ongoing collaboration.

Through EP3, students serve as pedagogical consultants, offering insight into the learning experience, while faculty engage in reflective, inquiry-driven exploration of their teaching. The program fosters meaningful partnership, mutual learning, and the co-creation of more inclusive and effective educational practices.

Faculty are invited to apply using this [link](#).

We encourage you to **share this opportunity with students** who would be thoughtful, engaged partners in this work. Students can apply through the Elon Job Network by April 24 (Job ID: 205478).

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## CATL Summer Read



Join CATL faculty and colleagues this summer in reading Dr. Catherine Denile's *Pedagogy of Kindness*. Denile argues that higher education should be rooted in empathy, flexibility, and genuine care for students as whole people rather than rigid adherence to traditional authority and assessment practices. She shows how small, intentional shifts, such as like transparent policies, compassionate communication, and equitable classroom structures can create more inclusive and effective learning environments.

We will be meeting twice this summer, first on **Friday June 5th from 10am – 11:30am via Zoom** to discuss the introduction and Chapter 1, and then again on **Friday August 14th from 10am – 11:30am** via Zoom to discuss Chapters 2 – 4. Limited physical copies of the book are available and will be prioritized to individuals signing up before May 30th and who commit to attending the Zoom discussion.

[Sign-up here!](#)

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## First-Year Experience (FYE) Community of Practice 2026-2027

Do you teach courses with all or almost all first-year students? Did you know that there are pedagogies and research specifically about teaching first-year students? Want to learn about them? Want to connect with others? Want to improve your teaching effectiveness and first-year students' learning? If so, join us for an FYE Community of Practice cohort for the 2026-27 academic year!

**Applications are due June 1, 2026** and open to faculty/staff, of any rank, who teach COR 1100, Elon 1010, ENG 1100, STS 1100, and any “gateway” courses (Introduction courses that attract primarily first-year students).

Once accepted to the program, we'll find dates and times each semester that work for the whole group and smaller sub-groups. During the first formal meeting of the year (Planning Week), we'll generate ideas on what needs the group has (topics, targeted readings, guest speakers, frequency of sessions, etc.).

Please submit your application [here](#).

## CATL & TLT Summer Teaching Office Hours

Join us through May, June and July to support your summer teaching and/or Fall teaching preparation. CATL and TLT will be holding open office hours in Lindner 206 where you can drop in and get support for your teaching, course preparation, learning management utilization, tools for engaging students, and much more!

Please use this [link](#) to share your interest in participating in the two upcoming May sessions on **May 13 (9am - 12pm)** and **May 14 (1pm - 4pm)**.

Dates for June and July are: 2 - 4pm on June 16, July 7, and July 28.



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## Advance HE Fellowship Writing Group Opportunity

[Advance HE Fellowship](#) is an internationally recognized credential for teaching in higher education, widely used in the UK, Australia, and beyond. The Duke Graduate School will host a summer writing group to support PhD students, faculty, and staff in preparing Fellowship applications through structured drafting and peer feedback. An April 23 info session will cover the process, expectations, and timeline.

Register [here](#).

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## Update on the AI Journal Club

[Brandon Sheridan](#), CATL's Pedagogy Fellow, shared the following update from the first meeting of the AI Journal Club:

At the most recent session, participants discussed a meta-analysis of 66 studies on ChatGPT's impact on undergraduate learning (Mo et al., 2026), which reported an overall positive effect on student outcomes. However, attendees raised important questions about the strength of these findings, noting limitations in study design and variation in how "learning" was defined and measured.



The conversation focused on the distinction between short-term performance gains and deeper learning outcomes, including reasoning, transfer, self-efficacy, and long-term retention. Participants also explored concerns that AI may reduce productive struggle, potentially limiting the development of durable expertise. While structured and guided uses of AI appeared most effective, it remains unclear whether these benefits stem from the technology itself or from strong pedagogical design.

The discussion concluded with a call for more rigorous research, clearer institutional approaches to AI integration, and a shared emphasis on fostering students' intrinsic motivation as a foundation for meaningful learning with AI.

*Interested in the study? See below.*

- Mo, F., Huang, J., Yang, Y., Özen, Z., Maeda, Y., & Olenchak, F. R. (2026). *Undergraduate students' learning outcomes with ChatGPT: A meta-analytic study*. *Computers and Education: Artificial Intelligence*, 10, 100536. <https://doi.org/10.1016/j.caeai.2025.100536>

Join the next meeting on **Thursday, April 9 at 9 AM at the Oak House**. If you are interested, you can join [here](#) and participate either synchronously or asynchronously.



## Celebrating Jen Uno: Share a Reflection

Since joining the CATL team in 2022, Jen has shaped our work and community in meaningful ways. As she transitions from her role with CATL, we'd love to gather reflections, memories, and messages of gratitude. Please consider sharing a note of appreciation [here](#).

# CATL

GRANTS

**SoTL Project Grant** (up to \$5000)  
**Deadline:** April 10, 2026 by 5PM

These grants are designed to support faculty in piloting innovative research-based teaching and learning projects.

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**SoTL Dissemination Grant**  
(up to \$1,500)  
**Deadline:** June 1, 2026, by 5pm

Supplement fund travel costs associated with presenting research on SoTL.

**Scholarly Teaching & SoTL Professional Development**  
(up to \$1,500)  
**Deadline:** June 1, 2026, by 5pm

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

**Mini Grants (up to \$500)**  
**Deadline:** June 1, 2026, by 5pm

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

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

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## CATL 20th Anniversary

We invite you to share a brief reflection on your experiences with CATL, whether through programming, consultations, collaborative initiatives, or leadership roles, and the ways those experiences may have influenced your teaching, scholarship, or professional work. Your insights will help us better understand and celebrate CATL's impact across the university community.

Share your thoughts [here](#).

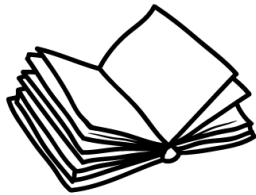


## Celebrate with us!

Join us **May 1st at 4:30pm** (or after the Faculty Meeting concludes) in Sato Commons for a food, drink, stickers, posters, speakers, and celebration of 20 years of teaching and learning at Elon.

Please **RSVP [here](#)**

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# catl's top picks



As we finish the semester, student stress can significantly impact learning, reminding us of the important role teaching plays in shaping a supportive campus climate. CATL's [\*Supporting Student Mental Wellness in Our Faculty Roles\*](#) resource offers practical strategies for fostering well-being in the classroom. We also recommend this recent post from the [\*Learning Scientists\*](#) on how stress affects learning.



[Teaching for Equity & Inclusion](#)  
[Course and Program Design](#)  
[Assessing Student Learning](#)



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