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CENTER FOR THE
Advancement of
Teaching and Learning

Happy May! As we approach the summer, CATL is here to support you in finishing the semester strong and looking ahead. We invite you to engage in ways that sustain and inspire your teaching.

CATL May Updates

Upcoming Events and Opportunities

Transatlantic Teaching Exchange Sessions

Next Session Wednesday, May 6 | 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:

- 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](#).



CATL Summer Read



Join CATL faculty and colleagues this summer in reading Dr. Catherine Denial's [*Pedagogy of Kindness*](#). Denial 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 discussions.

[Sign-up here!](#)

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](#).



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 upcoming sessions, the dates are as follows:

- **May 13 (9am - 12pm) and May 14 (1pm - 4pm).**
 - **June 16 (2pm - 4pm)**
 - **July 7 (2pm - 4pm) and July 28 (2pm - 4pm)**
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Update on the AI Journal Club

Brandon Sheridan, CATL's Pedagogy Fellow, shared the following update from the previous meeting of the AI Journal Club: At the most recent session, the AI Journal Club met on Thursday, April 23 to discuss two recently published papers



with contradictory findings. Research by Kestin et al. (2025) finds that a personalized AI tutor leads to learning gains and improvements in motivation for students when compared with an active learning pedagogy on the same topic.

These students also felt more engaged and motivated to learn. Conversely, Bastani et al. (2025) find that students perform better on an assessment when they are allowed to use AI or an AI tutor, compared to a group not using AI. When the AI was taken away, the AI-use group scored significantly lower compared to the group that never used AI.

This paradox highlights the challenges that educators face when deciding when, where, and how much (if at all) to use AI in the courses. The discussion focused heavily on how we might redesign our courses and curriculum to meet this critical moment

Interested in these studies? See below.

- Kestin, G., Miller, K., Klales, A., Milbourne, T., & Ponti, G. (2025). *AI tutoring outperforms in-class active learning: an RCT introducing a novel research-based design in an authentic educational setting*. Scientific reports, 15(1), 17458. <https://doi.org/10.1038/s41598-025-97652-6>
- Bastani, H., Bastani, O., Sungu, A., Haosen, G., Kabakci, O., & Mariman, R., (2025). *Generative AI without guardrails can harm learning: Evidence from high school mathematics*. Proc Natl Acad Sci, 12(26). <https://doi.org/10.1073/pnas.2422633122>

Join the last meeting on **Thursday, May 7 at 9 AM at the Oak House**. If you are interested, you can sign up [here](#) and participate either synchronously or asynchronously.

The Faculty Initiative for Evolving Learning at Departmental Scale (FIELDS)

CATL is excited to welcome applications for a new project, The Faculty Initiative for Evolving Learning at Departmental Scale (FIELDS)!

FIELDS is a year-long, mentored, cohort-based program which will support departments in reimaging courses, policies, pedagogies and practices to create durable and meaningful learning in a changing environment. This program is designed in response to the growing impact of AI on higher education and will provide participating faculty with the opportunity to clarify goals and questions in their work, develop ongoing assessment plans, and reflect on how their projects impact students learning, pedagogy and connections in the classroom.

Departmental teams will work together to explore approaches specific to their disciplinary values and Elon's commitment to engaged learning, while building a cross-departmental community of practice supported by CATL throughout the year.

If you are interested, you can find more information and submit your application [here](#), due **June 1, 2026**.

Please reach out to Brandon Sheridan (bsheridan4@elon.edu) with any questions.



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 Dissemination Grant
(up to \$1,500)

Deadline: June 1, 2026, by 5pm

Supplements 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](#).



As we approach the end of the semester, gathering meaningful and representative student feedback has become especially important for informing future course design and teaching practices. CATL's [Enhancing Response Rates and Personalizing Questions on End-of-Course Feedback](#) resource offers practical ways to personalize questions and increase participation in end-of-year evaluations.

We also recommend this recent article from [Faculty Focus](#) highlighting the different factors which shape the usefulness of student feedback and offers solutions to make it more actionable.



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



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