

# FDC HAPPENINGS

January 30, 2023



Green background with multi-colored circles and a red logo reading "2023 Connect Teaching Conference".

## CONNECT Registration

**February 9:** Keynote Address @ 5 PM (Halle 300)

**February 10:** Panels, Presentations, & Workshops from 8:30 AM - 3 PM (Halle Library)

The Bruce K. Nelson Faculty Development Center is proud to host the CONNECT Teaching Conference. The CONNECT Conference serves as an opportunity for educators to come together to learn about and reflect on effective and innovative teaching practices, and begin to develop ideas about how to integrate new practices into their own classrooms. Programs presented and conversations started at the CONNECT Conference are additionally important for developing teaching practices that encourage student-faculty collaboration and partnerships, which the FDC is increasingly committed to supporting. Please join us to take part in these exciting discussions and to share ideas about teaching and learning. The event will begin on Thursday, February 9, with a keynote address by Dr. Alison Cook-Sather and continue on Friday, February 10, with a day of panels, presentations, and networking. We hope you can join us!

**To register for CONNECT, [click here.](#)**

If you have any questions please email: [facutly\\_development@emich.edu](mailto:facutly_development@emich.edu)

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# CAMPUS HIGHLIGHTS: CONGRATS TO OUR eFELLOWS RECIPIENTS

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The eFellows program supports faculty and full-time lecturers in obtaining the resources needed to successfully pilot innovative technology-based projects that enhance student-focused instruction in courses and curriculum.

*From eFellows*

**The Faculty Development Center, in partnership with the Faculty Senate and the Division of IT, is proud to announce our 2022-2023 eFellows Classroom Technology Grant recipients!**

## **"Integrating 3D Printing Technology into EMU Classroom and Student Learning"**

Ovidiu Calin

This project aims to integrate 3D-printing technology into the classroom to enhance student learning and engagement by allowing them to use critical thinking skills in creating custom-made manipulatives in mathematical courses.

## **"Enhancing Student Experience with Collaboration and Presentation in the APC"**

Sarah Fabian

This project will update the technology in the Academic Project Center's Presentation Rehearsal Space, in order to improve the functionality and flexibility of this space.

## **"Immersive Simulation Technologies in EMU's Aviation Program"**

Chuyang Yang, Jason Vosburgh, Phil Guerra, and Kenneth Szymanski

This project is to set up a high-performance Virtual Reality (VR) Flight Simulation System for the EMU Aviation Program and investigate how flight students reflect on this state-of-art technology.

## **"Creating a Hyflex Conference Seminar Room"**

Devika Choudhuri, David Anderson, and Ron Flowers

This technology supports a flexible teaching and learning environment that can include video conferencing, lecture recording, and a variety of screen-sharing options to deliver a high-quality experience for students, both virtually and in person.

# UPCOMING EVENTS

READING IN  
PRINT?  
scan the QR code to  
access the links in  
this issue



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## APPLY NOW

### Navigating Sexual Violence

*Applications are due at 5 PM on Thursday, February 2. See [website](#) for more details.*

This is for faculty who want to meaningfully challenge the culture of sexual violence. We will offer hands-on, scenario-based, and evidence-driven best practices for addressing sexual violence in the classroom, including creating a trauma-informed syllabus, using (or not using) trigger warnings, handling offensive comments and common myths, facilitating difficult discussions, responding to disclosures, and offering students a hopeful way forward. This seminar is facilitated by Marilyn Corsianos and Christine Hume.

The first meeting will be on Friday, February 3, at 3:30 PM over Zoom. (Link to be provided.)

## THIS WEEK'S EVENTS

Join us this week for part one of a two-part workshop with faculty and students where we will offer resources and ideas on how to approach hard conversations that may arise naturally in our classrooms and in our students' lives. We serve our students best when we provide a space for these discussions to occur; this session will help us all do this more effectively. Click [here](#) to register and for more details. We encourage faculty to invite students to register and attend.

### Controversial Discussions

*January 31 &  
February 21, 2023  
3:30 pm - 5:00 pm*

*Date: February 3*

*Time: 12:30 - 1:30 PM*

*Location: Halle 217 & [Zoom](#)*

### The New Tradition of the Non-Traditional Student (1st Session)

**Topic: Caregiving**

## NEXT WEEK'S EVENTS

### LGBTQ+ Programming

*First Session:  
February 6, 2023  
3:30 - 4:45 PM  
109B Halle Library &  
[Zoom](#)*

The FDC is hosting a three-part workshop addressing LGBTQ+ issues in education programming. The first workshop, "LGBTQ 101: Queer Issues in Higher Ed," will broadly introduce everyone to the basics of these issues. The second workshop, "Infusing LGBTQ+ Issues and Content Across the Curriculum," will explore the implementation of these topics across all educational disciplines. The third workshop, "Faculty-Student Interactions," will gather insight from students and faculty on how we can better create inclusive spaces. Click [here](#) to learn more.

# UPCOMING EVENTS

## UPCOMING EVENTS (cont.)

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### Research Writers Collaborative

See [website](#) for  
more  
information

Please consider signing up for the Research Writer's Collaborative this semester. The Writers' Collaborative is an opportunity for EMU faculty to support each other while achieving realistic writing goals (i.e. developing a conference paper, drafting an article, revising a book chapter, etc.). There will be two groups, meeting virtually. Click [here](#) to join the Tuesday group (10 AM - 12 PM). Click [here](#) to join the Thursday group (1:30 PM - 3:30 PM). Please email Dr. Sarah Walsh (swalsh8@emich.edu) if you are interested in participating in the RWC this semester.

### Faculty Scholarly and Creative Activity Showcase

Thursday, March 23  
4-6 PM

See [website](#) for details

We invite you to submit work that highlights scholarly activities that were disseminated/completed during 2022. Space for displays and videos will be provided. Click [here](#) to register.

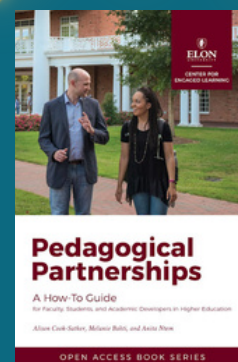
Join us for the second and third parts of this series. The second session, on February 15, will focus on apologies and excuses. The third, on March 8, will focus on a work life balance. Click [here](#) to register.

### The New Tradition of the Non- Traditional Student

See [website](#) for  
dates and times

## SPOTLIGHTS

This week's book spotlight is *Pedagogical Partnerships: A How-To Guide for Faculty, Students and Academic Developers in Higher Education* by CONNECT keynote speaker Alison Cook-Sather, Melanie Mahti, and Anita Ntem. This book provides step-by-step guidance to support the conceptualization, development, launch, and sustainability of pedagogical partnership programs in the classroom and curriculum. Click [here](#) to read the full spotlight or to see other books in our library.



This week we are spotlighting Dr. Steven LoDuca. Dr. LoDuca shared with us his research work with early plant fossils, his experience helping to design EMU's science complex, and his love for the geology program. Congratulations to him for his recent Outstanding Educator award from the American Institute for Professional Geologists. To read the full story, click [here](#).

**Dr. Steven LoDuca**  
Professor  
Geography & Geology

# TEACHING BLOG: WHY TEACHING WRITING WELL MATTERS NOW MORE THAN EVER

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A few days ago, I (Ann) heard an NPR reporter say, in talking about ChatGPT, that maybe we won't need to teach students to write anymore. We suspect that if that was suddenly the case, there might be a few "Hurrahs" and a fair amount of relief. There goes that problem of grading student writing and all that time we have to spend on it. We also suspect some of our students might also be happy, but for different reasons - lots of them.

But this blog post isn't about ChatGPT and whether it will lead to the downfall of writing. (If you want our honest opinion - and not to rain on anyone's parade - we don't believe it will. Why would we want to give up on writing, one of the best pedagogical tools we have for teaching and supporting our students' thinking, especially their critical thinking?)

Can we really imagine a world where we don't write? Writing and communicating are at the center of so much of what we do, personally and professionally, every single day. They're things we want our students to be able to do well and that we know they'll have to do well to succeed in the workplace, even in a world infused with AI. At EMU, we have a long history of encouraging and supporting our students in learning how to write. Our consultants in the University Writing Center work hard to help students in any class and subject area in which they're assigned writing. We also have a long history of offering support to all of you for teaching and supporting student writing. Did you know that EMU's Writing Across the Curriculum (WAC) program is now in its 23rd year? There are even still a few of us around who participated in that very first WAC Institute in 2000. Since then, many EMU faculty and lecturers have participated in a WAC Spring Institute, a WAC Advanced Institute, or one of our Dialogues, Spotlight Speaker Series, or Book Groups. If you're someone who has, you hopefully have ben-

*By Ann Blakeslee & Beth Sabo*

efited from the collegiality and camaraderie that occurs in WAC events (we've been very fortunate that way!). If you have not ever participated in a WAC event, we invite you to do so. Now, we would argue, would be a great time for that.

Perhaps more than ever, the quality and meaningfulness of the assignments we give our students truly matter, whether we're teaching a General Education course or an advanced course in our program. Students enjoy assignments that engage and challenge them; research in writing supports this strongly (see *The Meaningful Writing Project: Learning, Teaching, and Writing in Higher Education*, 2016, and *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking and Active Learning in the Classroom*, 2021). As faculty, most of us enjoy reading the writing that our students produce when they're engaged and challenged. Writing then becomes more of an exchange and a dialogue, and our students have the opportunity to have their voices heard and to receive meaningful responses to their writing.

*SUBMIT A BLOG POST*

*We welcome blog posts from faculty, lecturers, staff, and students on teaching and learning topics. Email us at [faculty\\_development@emich.edu](mailto:faculty_development@emich.edu) with your blog post idea for the opportunity to be featured in future newsletters!*

WAC provides a space and opportunity for any EMU faculty member and lecturer (it's open to anyone who teaches) to dedicate time, not only to thinking about writing but also to thinking about their pedagogy. It is also

a space to meet similar-minded colleagues from across the university and to engage in thoughtful exchanges about the work we do in our classrooms. You'll leave WAC energized and excited about your teaching and with many new ideas about ways to assign meaningful writing and to support your students as developing writers.

Here are a few comments some of our colleagues have made about WAC in the past:

- This is the single best teaching and learning event on campus. It is well organized, covers a lot of ground, and celebrates the successful teachers on campus. We need more WAC!
- The presentations were some of the highlights, in my opinion. It was very helpful to hear, see, and experience how various concepts from previous WAC Institutes got put into application all across the disciplines. It was really helpful to see those concrete realizations, and also to get examples spanning the entire spectrum, from creating more informal, short writing assignments to breaking up one big academic paper over one semester. I also found the presentation about how to better support students with learning disabilities very informative.
- Every session was well paced to allow fast capturing of the new ideas and "teaching the teachers" business. I learned a lot in every session and the content . . . made a lot of impact on my future plans for my students and my career.
- I really liked the opportunity to meet so many colleagues from different departments, which seems rare in our daily teaching life.

Whether you're new(er) to EMU and/or to teaching, or whether you have been at EMU and/or teaching for many years, there's some-

thing for everyone at the WAC Institute. Please consider joining us this year as we explore the many considerations involved in assigning and responding to student writing - including planning and developing assignments; supporting students through instruction, feedback, and staged activities; using both formal and informal writing (higher- and lower-stakes assignments); responding to and assessing student writing, particularly in ways that are equitable; and much more, including ways to think about and incorporate technology like ChatGPT. If this interests you, and if you're with us on the importance of continuing to teach writing, you can complete [this form](#) to apply (the deadline to apply is February 24). See you in May!

## ABOUT THE AUTHORS



**Ann Blakeslee, PhD**, is Professor of English and Director of the [Office of Campus & Community Writing](#) and of the [Writing Across the Curriculum program](#) at EMU. She is also outgoing chair of the [Association for Writing Across the Curriculum \(AWAC\)](#); Associate Publisher for Monographs, Collections, and Conference Proceedings for [The WAC Clearinghouse](#); and co-founder of the community writing resource, [YpsiWrites](#).



**Beth Sabo** is the Associate Director of EMU's WAC program as well as the coordinator of the [University Writing Center for Graduate Studies](#), which supports all graduate and faculty writers at EMU, and the Science Success Center, which supports all science writing at EMU. She also serves on the board of the [East Central Writing Centers Association](#) and volunteers for [YpsiWrites](#).