FDC HAPPENINGS

*Group of individuals sitting in a room looking at something

Flipping the Script: Student-Led Teaching Conference

The Faculty Development Center is excited to present "Flipping the Script," a student-led teaching and learning conference, hosted by the FDC and generously supported by Kirk Profit. This conference will "Flip the Script" to empower the learners to become the teachers, and the teachers to become the learners. When we consider how to most effectively teach and support students, it behooves us to listen to the learners, so we can learn from them and their expertise. This conference offers you the chance to do that.

We invite you to gather with your fellow faculty members and attend this amazing opportunity! Come for the food (we are offering breakfast, lunch, and a snack), and stay for a presentation or two! We greatly appreciate any length of time you can give to attending this conference. Please register so we will be sure to have enough food for you.

Stay tuned for more information regarding the schedule and presenters. We will have a program for you all very soon!

Click here to access our website for more information and updates.

Click here to access our registration form!

MINI-GRANTS
to Support Student Wellness

THE FACULTY DEVELOPMENT CENTER AND THE DEAN OF STUDENTS OFFICE INVITE FACULTY, LECTURERS, AND GRADUATE TEACHING FELLOWS TO APPLY FOR THE THIRD ROUND OF MINI-GRANTS (UP TO $250) TO SUPPORT STUDENT WELLNESS IN THEIR CLASSROOMS. IMPLEMENTATION OF PROJECTS SHOULD TAKE PLACE DURING THE WINTER 2024 SEMESTER

Applications will be evaluated based upon:

- the quality of the idea
- the proposal's plan to evaluate the impact of the innovation
- the ability of the idea to be scaled up to work for larger numbers of students in different classes

We thank Rec/IM and E|Dining for their support of these mini-grants.

APPLICATIONS ARE DUE BY 5 PM ON NOVEMBER 3.

CLICK <u>HERE</u> TO APPLY!

CLICK <u>HERE</u> TO VISIT OUR WEBSITE FOR MORE INFORMATION.

PREGNANT OR PARENTING: TITLE IX SUPPORT GUIDANCE

November 10 @ 10-11:15 AM
109B Halle or Zoom
Click here to register

Title IX protects pregnant and parenting student; however, many programs and faculty are unsure how to provide reasonable accommodations and aid. Join us for a session that focuses on supporting pregnant or parenting students in the classroom setting. There will be a short presentation with crucial information about Title IX provisions, followed by an opportunity to work through and get advice on individual questions and/or specific cases. Please bring any concerns to this session and get answers! Together, let's work to create an inclusive learning environment that empowers and supports every student on their educational journey.

CHATGPT PROGRAMMING

Next session: November 14 @ 2:30 PM
109B Halle or Zoom
Click here to register

For the fall 2023 semester, WAC and the FDC are convening a group of us to have conversations about generative AI, particularly in relation to teaching and assigning writing. This will be a think tank of sorts -- an opportunity for those of us interested in the topic to come together, read, and discuss developments in this fast-growing and ever-changing area of the academy. Click here to see our website for more information.

INTERNATIONAL VIRTUAL GLOBAL LEARNING WORKSHOP

November 17th @ 8:30 AM-3:30 PM
109B Halle

This international workshop will a) introduce new strategies and tools for virtual global learning; and b) give EMU faculty access to networks of international faculty with whom they could collaborate to integrate global exchanges and learning in their courses. Using a hyflex format, we are inviting 20 EMU faculty (Global Learning Seminar alumni and other EMU faculty) for an in-person, one-day workshop, as well as virtual faculty participants from international virtual global learning networks (10 participants). Click here to apply. Applications are due by 5 PM on **November 8th.**

TEACHING AND HIRING PROCESS

November 15 @ 3:30
109B Halle and Zoom

Whenever we hire a new faculty member, we necessarily place much stock in our ability to predict if they will be an effective teacher. This workshop will explore various means of assessing the teaching potential of a job candidate, including guest lecturing in classes, teaching mock classes, pedagogical colloquia, and others. No method is perfect, but we will explore the benefits and drawbacks of each, and help participants to determine which approaches will work based upon what they wish to learn about their candidates. Click here to register.

upcoming EVENTS

FUNDING OPPORTUNITIES:

WINTER 2024 PROGRAM PROPOSALS

Click here to apply
Applications due November 14

We are seeking proposals for our Winter 2024 programming. We award up to $5000 per program, which can include an honorarium for a facilitator or speaker, honoraria for participants, supplies, travel expenses, etc. This funding can enable you to make a meaningful commitment of time and resources, enabling participants to learn together, develop new skills, collaborate, and innovate. We welcome the opportunity to learn from your ideas. If you have an idea, or even the smallest kernel of an idea, we'd love to talk to you about it and help you create a great proposal. Reach out to Jeffrey Bernstein, FDC Director, at jbernstei@emich.edu to schedule a time to talk.

eFELLOWS GRANT

Applications are due November 27
Click here to apply

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. The overall outcome of this program is to improve and enhance student learning and the scholarship of teaching through the integration of appropriate technology. The eFellows program is available through the collaboration between the Bruce K. Nelson Faculty Development Center, Faculty Senate, and the Division of IT. The program funding and coordination is administered by the Faculty Development Center. To learn more about the Grant Application Process, view the eFellows Proposal Instructions.

Teaching Spotlight

Dr. You Li

Associate Professor
School of Communication, Media & Theatre Arts

In this spotlight, Dr. You Li shares with us her how rewarding the two-way learning process is for her, the impact of hands-on experience, and the new perspectives she adds to the journalism curriculum. Click here to read the full spotlight.

Teaching BLOG

AI in the Classroom

By Dr. Michael McVey

My Teacher Candidates in LTEC 330 (Learning Technology and Design), *Teaching and Learning in the Digital Age*, are leaning into the challenges of partnering with generative AI tools as an intentional, safe, and equitable partner in teaching.

Last winter, when ChatGPT was still only just emerging as a potentially disruptive technological affordance, especially for my teacher candidates, I was fairly calm. I thought my own course assignments would be, for the most part, immune from the influence of this tool since so many of the tasks in my class were iterative and part of a piece-by-piece stack leading toward a final project.

I quickly learned that my complacent attitude and efforts to sidestep generative AI were going to shortchange my students when they found themselves in the reality of daily life as a teacher in an information-rich, digitally-engaged, and rapidly-changing environment.

There were a few early adopters the first semester ChatGPT arrived. One of my students took on a free writing activity that, if sufficiently interesting and thoughtful, would be deemed blog worthy and end up in the class blog, Ed Tech in Our Classrooms. Her post immediately set off alarms, though, because of its length, clarity of writing, and its five roughly equally-sized paragraphs.

We gratefully used her submission as fodder for an extended class conversation about the differences between plagiarism and inspiration. But now, months later, we find ourselves needing to further examine the potential of generative tools like ChatGPT, Claude, Bard, Poe, and even Bing. Perhaps as early as this winter, we will be able to examine other helpful tools such as StretchAI for educational scholarship, for which I am a beta tester. Not only will this tool answer research-oriented questions but it will provide actual sources. We have reached a new phase for how the tools will enhance our work as teachers and educational scholars and we are leaning deep into its potential to save time in our lesson planning.

One of the main activities in my course for Teacher Candidates is the development of a fully fleshed out online learning experience using Google Classroom as our learning management system – as ill-suited as it is to that task. As an LMS it was not originally designed to be a full-featured learning system so students in my class need to figure out a number of workarounds using technology.

We approach the online learning experience carefully, intentionally, and equitably in small increments. For example, early in the process, Candidates develop an anticipatory set of activities that might include links to websites and vetted videos. This task provides them a chance to develop their own unique online voice and teaching strategies.

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 with your blog post idea for the opportunity to be featured in future newsletters!

As we work toward the creation of their online learning experience, we begin using ChatGPT to start the process of outlining ordinary tasks such as writing letters to parents, developing overviews of lessons for administrators and, a class favorite, the developing an age-appropriate short story following a complicated AI prompt that covers essential parameters. Some of the students who work with the youngest learners actually take the next step by developing small booklets for their students using Book Creator, which they can share either as a paper copy or a digital resource.

Generative AI tools can offer help in figuring out how to create manipulatives, either digital or ones we can build in the physical world. Generative image generators such as Ideogram can even create illustrations for their digital artifacts or even design logos.

Using ChatGPT, they have the potential to create a digital artifact uniquely designed for each student that modifies the lexical set, the reading level, or blend in occasional phrases in the students' home language. The power this tool has for differentiating lessons cannot be overlooked.

I am still waiting for my teacher candidates to find out how tools like ChatGPT can lighten their workload. Let me share a final case that speaks to this point.

Earlier this month, Google announced it was going to phase out its popular collaborative whiteboard application Jamboard by this time next year. I know of some colleagues who use it almost daily for all manner of collaborative tasks, both at the classroom level and school-wide.

Finding technological alternatives under the pressure of time and budget is a task teachers encounter regularly since sometimes their schools will not allow certain tools for budgetary or data security reasons. I asked my students to do a deep dive into a handful of alternatives to Jamboard discussed in my various teacher discussion groups. They went into a rapid fire huddle to review Figjam, Miro, and Padlet as well as workarounds using Google Slides. While they huddled, discussed, and shared, I quietly asked ChatGPT to do the same task, which it completed adequately well in just shy of 10 seconds.

When my future teachers find themselves up against a teaching challenge, I know they will turn to tools like ChatGPT as the first step in the journey toward a solution. And when their own students try to cut corners or present the output of an AI as evidence of their own intellect, I know these teachers will use those situations as a starting point in a longer conversation of how to work intentionally, ethically, and equitably with AI because it is here to stay.

Including an AI-Generated Michael McVey seemed to be an appropriate addition to his post!

About the Author

Michael McVey is a full professor in the Teacher Education Department and has extensive experience in K12 teaching and primarily focuses on technology infusion, the use of emerging technologies in the classroom, and instructional design. He recently authored a chapter in Championing Technology Infusion in Teacher Preparation (ISTE, 2020) and is wrapping up his sixth year on the board of directors for the International Society for Technology in Education.