

FDC HAPPENINGS



*Five individuals sitting and talking in a library

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Mini-Grants Crowdfunding Appeal

Increasingly, supporting student wellbeing is a vitally important part of teaching and learning. At the Bruce K. Nelson Faculty Development Center, we instituted Mini-Grants to Support Student Wellness a little over a year ago. Twice a year, we accept applications to fund new ideas focused on supporting our students.

We are reaching out to all of you today in hopes that you may be able to financially support these efforts. For \$250, you can support one of these mini-grants and help faculty members try out innovative ideas in the classroom, and beyond. We would be grateful for donations of this amount, or for any amount you can give to this cause. Your support enables us to sustain this important project at the FDC. You can learn more about this crowdfunding campaign [here](#).

Click [here](#) to visit the crowdfunding campaign.

We hope you will give to this, and to other important programs at Eastern Michigan University, on #GivingTrueDay, Tuesday, November 28, 2023. Thank you for considering this!

CAMPUS HIGHLIGHTS

2

From the FDC and Dean of Students Office

The Bruce K. Nelson Faculty Development Center and the Dean of Students Office, with support from the Department of Recreation and Intramurals (Rec/IM) and E|Dining, are pleased to announce recipients of Mini-Grants for the 2024 winter semester!

John Sonnega

“Thankful Slumber: Gratitude Practice for Sleep and Well Being”

Kathryn Hughesdon

“Mindfulness Meditation Journaling to Support Nursing Students’ Mental Health”

Jayne Yaczak

“What’s Strong with Students”

Sarah M. Ginsberg, Lidia Lee & Leslie Blome

“Creating Academic Department Inclusive Space for Students”

Aesha Mustafa

“Fostering a Resilient Nervous System: Embodying Somatic Practices Toward Strengthening Leadership Skills”

Lindsay Kalinowski & Jessica Stamatis

“Quality Assessment of Wellness Practices in Graduate Professional Students”

Meriah Sage, Emily Levickas & Jen Felts

“Sensory Kits for Judy Sturgis Hill Building”



upcoming

EVENTS

3

December 1 @ 8:15 AM in the Student Center
Click [here](#) to register

FLIPPING THE SCRIPT

While faculty are clearly the content experts regarding what they teach, students have a unique perspective on their own learning. As such, when we consider how to most effectively teach, it behooves us to listen to the learners, so we can learn from them about how to teach more effectively. This conference, hosted by the Faculty Development Center, will “Flip the Script” to empower the learners to become the teachers, and the teachers to become the learners. It offers all of us an opportunity to straddle both worlds, and to grow through that opportunity. Click [here](#) to view the conference program.

eFELLOWS GRANT

Applications are due TODAY!!
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](#).

November 30 @ 2:00 PM
109B Halle
Click [here](#) to sign up

GEN ED COURSE PROPOSALS

At the FDC, we often hear from faculty that they would like their courses to become part of the General Education program, but are unsure how to make that happen. Join us for this workshop, which will offer insights and instruction on the process of developing and proposing courses with general education designations. Participants will learn about the expectations and requirements for Gen Ed proposals and can workshop ideas for creating new courses or revising existing ones. The session will be facilitated by John Koolage, Gen Ed Director, and will also feature faculty who have successfully navigated this process.

upcoming EVENTS

scan the QR code to
access the links in
this issue



SMART CONNECTIONS INITIATIVE

November 30 @ 2:30 PM
109B Halle

Our new College of Business Faculty Fellows, Shiri Vivek and Morgan Milner, are piloting their initiative entitled Smart Connections. As the College of Business moves towards its new main campus home of Pierce Hall, this initiative aims to positively impact the COB community, fostering a sense of awareness through technology education and a sense of togetherness through connection. Shiri Vivek and Morgan Milner invite stakeholders from the College of Business to meet with them on November 30, from 12-2:30 PM, at the FDC, to discuss ideas for their work. Stay tuned for opportunities to participate in Smart Connections!

Tuesday, December 5 @ 2:30 PM
109B Halle or Zoom
Click here to register

Lots of us have been wondering how the emergence of generative AI tools will affect our teaching going forward. A first step in thinking through this question is trying out a generative AI program, such as ChatGPT. What can it do? What can it not do? How can you work with it to enhance what you do in the classroom? Join Professors Raed El-Jarrah and Christine Clark for a hands-on session to explore generative AI and reach your own conclusions about its affordances and constraints.

PLAYING AROUND WITH GENERATIVE AI

CONNECT PROGRAM PROPOSALS

Proposals due January 12 @ 5 PM
Click here to apply

We encourage you to consider submitting a proposal to present at the 2024 CONNECT Conference. We are seeking workshops, presentations, or sandbox sessions that can focus on a multitude of teaching and learning topics. Please click [here](#) to view the Call for Proposals for more information regarding presentation opportunities and topic ideas. This year's Keynote Speaker will be Peter Felten from Elon University. Click [here](#) to register.

Teaching Spotlight



Maria Goodrich

Lecturer
Department of Biology

In this spotlight, Maria Goodrich talks about her collaborative classroom techniques, her view on grading student work, and the unique research opportunities she provides for her students. Click [here](#) to read the full spotlight.

By Matt J Schumann

When I was invited to write a post on ChatGPT, I considered revising my presentation on student motivations from the New Beginnings conference in August. Now, nearing the end of a semester teaching about 100 students across five classes in three disciplines (History, Political Science, Academic Writing), I remain interested in student motivations, but my thesis has changed: echoing Ernest Boyer's missive [from 1990](#), faculty urgently need to turn their training and talents for research toward their classrooms.

Boyer's "scholarship of teaching," what we now call Scholarship of Teaching and Learning (SoTL), takes the questions that scholars ask in their respective academic disciplines and applies them to how faculty teach, how students learn, and some tools and technologies in between. While SoTL now uses a range of data to inform best practices, a more anecdotal, situational, idiosyncratic approach may suffice: we could certainly inform our teaching from a series of large studies, but we might also apply our own individual skills and instincts as researchers to the students we actually teach!

What do they say about generative AI? Many say nothing, but among those who use it and speak about it, it's not just ChatGPT: they also use QuillBot, Scribbr, and Grammarly. Their use is uneven and highly situational, yet all seem to focus on the instruction they want, need, and are or are not receiving as they transition between k12 and college.

I'll begin with [QuillBot](#), which seems the simplest and most directly on a road to academic dishonesty and poor student learning. Apparently developed with the noble intention of rephrasing or summarizing hard readings, I see my lower achievers using it most—and I thank them for

Generative AI and Anecdotal SoTL

admitting this—to rephrase from their sources, paste in their assignments, and thus avoid the challenge of research-writing from scratch.

Plagiarism seems to be a secondary concern, next to a lack of confidence and perhaps instruction about the other purpose of paraphrasing, summarizing, and similar essential practices in English Language Arts: wrestling with a text in order to understand it. Since my higher achievers tend to wrestle, rephrase, reframe, etc., almost instinctively, they generally do not use QuillBot.

They do, however, use [Scribbr](#) as an easy-access citation machine. As my classes typically range from 9th grade (honors and dual-enrollment) through the 200-level, my assignments may contain students' first contact with the practice of citation. I suspect that most of us, at their stage, received our analog citation education as a kind of academic hazing, and that we, like my students, now prefer to click "cite" links when available instead of typing our citations keystroke by keystroke. I often see students using Scribbr along these lines, helping them adapt to this arcane yet necessary practice. Even then, certainly in writing-intensive classes, my students' most frequent question remains: "Dr. Schumann, how do I cite this?"

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!

Then comes [Grammarly](#), which I believe to be the most common AI, again due to lack of instruction and lack of confidence. Whether in practice, or in feedback when I ask for it, my students consistently want to “write like adults,” “write more formally,” or just not make mistakes, while also using elevated vocabulary and complex grammar. Some of my highest achievers showed me how to type directly into Grammarly and let the AI function like an essay-level autocorrect feature.

In the background of this practice, I feel like I hear [Rousseau](#), [Piaget](#), and others like them shouting that these are developmental issues. Faculty cannot address this with rules or syllabus language, nor with punitive measures and assuming academic dishonesty. Instead, humanizing our students, we should try our best to discover and then address their actual motivations, insecurities, and educational lacunae.

As I describe this humanization, let me return to anecdotal SoTL. As we adapt to disruptive technologies, we must consult our inclinations and priorities as instructors, and dig deeply into our students’ drives, anxieties, and learning gaps. These data probably represent our best bet for adapting to generative AI and other new tools.

Incidentally, the assignments for which students used these programs involved essays. To counter them, we might use [Turn-it-in](#) or [CopyLeaks](#), but we could also direct them to other media. They can dress up their slides in [Canva](#) or [Slidesgo](#), or present a screencast on [Loom](#) or [Bandicam](#).

So now I come to [ChatGPT](#), the only one of the AI tools that I would use myself. True to my presentation at New Beginnings, I have instructed my students how to use it—as a digital study-buddy, comparing against other sources like Wikipedia, [Google Scholar](#) and [JSTOR](#)—and how to cite it. In response...

- Those who received my instruction imperfectly used the technology imperfectly,

yet predictably. They cited “ChatGPT” without noting the conversation title or their prompts, and often copy-pasted uncritically.

They also used other sources poorly, indicating bigger problems than misuse of AI.

- Those who received my instruction well, however, used and cited ChatGPT adroitly. A U.S. History student (9th grade) played with counterfactuals, another in American Government (10th grade) ran abstract scenarios, and several in World History (11th grade) have used it in the best Quillbot style: trying to bring scholarship on esoteric subjects from the deep past down to their reading level.

What have I learned? Personally, I continue to struggle with how much instruction to give up-front, and yet...

1. Especially with ChatGPT, I see value in using the technology and setting guidelines from my experience.
2. Even more, I see value in walking with students through the technologies’ best uses as I understand them.
3. Finally, in the best spirit of anecdotal SoTL, I see the most value in asking students how and why they use generative AI, and how to develop my teaching to better address their felt needs.

About the Author



Dr. Matt J. Schumann has taught at Eastern Michigan since 2005. Since taking the FDC part-time lecturer summer seminar in 2014, he has pursued Scholarship of Teaching and Learning as a second discipline, and he earned a graduate certificate in Instructional Design from Bowling Green in 2022. He currently teaches dual-enrolled courses through the Eagle Scholars program at Michigan Islamic Academy.