# FDC HAPPENINGS



*A brown table with computers, tablets, and notebooks. Two individuals shake hands.

## IN THIS ISSUE

Click here to visit our webpage with more information on each program.

## Summer/Fall 2024 Program Proposal Winners

We are excited to announce our Summer/Fall 2024 Program Proposal recipients. Please stay tuned for more information about their programs!

**Matthew Kautz & Peter Blackmer** - Digital Humanities Learning Community

**You Li & W. John Koolage** - Creating Impactful and Outcome-Driven Learning Activities in General Education

**Christina Mirtes, Jessica Grimone-Hopkins & Martha Baiyee** - EMU-UP! "University Prepared": Creating Innovative, Community-Based Programs that Showcase the Value in Earning a University Degree

**Julia Nims & Kate Pittsley-Sousa** - Textbook Affordability Workshop

**Renuka Roche** - Framework for Curriculum Design

**Zuzana Tomas & Decky Alexander** - Reflect, Revamp, Reenergize: Summer Institute on Assessing AS-L Learning Outcomes

Congratulations to everyone above! We look forward to working with you and experiencing your programs.

**From the FDC and GameAbove**

The FDC, with the generous support of GameAbove, is pleased to request proposals for **Faculty-Student Research Fellowships**, with the aim of studying how student-faculty partnerships can effectively proliferate on campus and lead to enhanced learning opportunities for students and faculty.

**In essence, we are seeking partnerships to study partnerships.**

We anticipate that these projects will be data-driven and will engage the relevant literature to help reach informed conclusions. Our hope is that these projects can lead to (1) publishable work within academic disciplines or in general higher education journals; and/or (2) policy papers that will inform future work and planning at EMU. As you work through the application process, we encourage you to think about how you will collect and use data to inform the questions you ask and the conclusions you might reach.

We are pleased to offer up to four grants for projects to take place during the 2024-25 academic year. Each project team must have at least one faculty member or lecturer and at least one student member on it; we are open to funding larger teams as well, albeit for the same budget. The projects can be funded for up to $3000.

Click here to see our Call for Proposals.

Applications are due on Friday, April 12, 2024, by 3 PM.

To read more about the motivation behind this project, please visit our Teaching Blog.

To apply, click here.

## COLLABORATIVE COURSE (RE)DESIGN

*Click here to view the Call for Applications.*
*Click here to apply.*
*Applications are due April 22 @ 8 PM.*

We are excited to announce our call for applications for the Collaborative Course (Re)Design Learning Community, running for the second time during the fall 2024 semester. Collaborative Course (Re)Design (CCRD) is an approach to redesigning a course that you have taught previously. In CCRD, you and one of your former students work together collaboratively to redesign portions of a course that you want to update and improve. If you wish to discuss this opportunity further, please contact Sarah Ginsberg, Lead Faculty Member for the CCRD Learning Community, at sginsberg@emich.edu

*April 17 @ 10 AM*
*109B Halle or on Zoom*
*Click here to register.*

## ACHIEVING YOUR SUMMER WRITING GOALS: A HOW-TO WORKSHOP

The end of the semester is a hectic time for us all, and our scholarship often gets pushed to the back burner. We tell ourselves, "I'll catch up on research over the summer." But family obligations, travel plans, and summer teaching can make those precious weeks fly by. How can you advance your scholarly agenda over the summer while still taking that much-needed break? Join Sarah Walsh for this workshop that provides an hour to plan your scholarly agenda for the summer. We'll work together to set humane goals for ourselves and make a realistic plan for the next few months.

## FULBRIGHT WORKSHOP

*May 3 @ 11 AM*
*Room 140BB Strong Hall and Zoom*

The Fulbright Scholar Program is a life-changing opportunity for faculty, staff, and administrators to teach, conduct research, and carry out professional projects in over 135 countries. Previous Fulbrighters report that the experience has been one of the most fulfilling in their careers, with profound effects on how they approach their teaching and scholarship in years to come. Please join Carla Damiano and others for this informational workshop. Participants will hear several experts talk about the various types of Fulbright grants and how to navigate the application process through EMU, as well as personal success stories of recent EMU faculty Fulbright grantees. Click here to register.

*May 9 @ 10*
*McKenny Ballroom*
*First Session: 10 AM | Last Session: 3:30 PM*

## MAY PLANNING SUMMIT

The Student Life Programming Committee invites you to consider attending the May Event Planning summit, an opportunity to support one another in the development of our programs. They aim to use this time to collaborate now so we can avoid competition in the future! Attend as much or as little as you like. You are strongly encouraged to attend the free lunch and 1:00 PM calendaring session where a collective events calendar for the 2024-25 year will be created. For the schedule, contact Sara Bamrick, Engagement & Activities Coordinator for Campus Life, at sbamrick@emich.edu.

# *upcoming* EVENTS
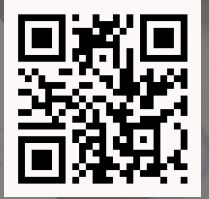
## SUMMER RESEARCH WRITING SPRINT

**May 22 & 23**
**9 AM - 3:30 PM**
**Student Center**

Are you ready to kickstart your summer research agenda? Join Sarah Walsh for a two-day writing retreat on Wednesday, May 22nd, and Thursday, May 23rd. You bring your laptop and your works in progress. We'll bring the snacks and the supportive environment to keep you focused and productive. Take two days away from the usual distractions and demands on your time. Reconnect with your writing practice and finally finish that manuscript (or book proposal or grant application or…)! Click here to register.

## THE AS-L SUMMER INSTITUTE

*We will meet from 9:30am-2pm on Monday, May 20 (on campus), Tuesday, May 21 (online) & Wednesday, May 22 (on campus)*

The AS-L Summer Institute is an opportunity for faculty and lecturers to reflect on prior AS-L courses and think deeply about the value of community engagement. We will revisit student coursework with AS-L outcomes in mind, engage in revising course assessments, and otherwise work to improve AS-L courses we teach. Participating faculty may also be invited to provide input on the upcoming Carnegie Classification application. The facilitators for this program will be Zuzana Tomas, Professor of ESL/TESOL/Fulbright Scholar, Dept. of World Languages & Jessica (Decky) Alexander, Professor of Theatre and Director, Academic Engagement Programs, Engage @ EMU. Faculty who participate in all three sessions will receive a $375 honoraria. If you are interested in this opportunity, please complete this short form here by April 18. Participants will be notified by April 25. Click here to register.

## *Partnership Spotlight*



### Dr. Christopher Gellasch & Rose Allen

**Department of Geography & Geology**

In this partnership spotlight, Dr. Christopher Gellasch (L) and Rose Allen (R) discuss their research at EMU Fish Lake Environmental Education Center and how their partnership has evolved through setbacks and many memorable moments as Rose finishes her degree. Click here to read the full spotlight.

# Teaching BLOG

## Collaborative Course (Re)Design: Working Together to Make it Better

### By Sondos Jaber and Jayne Yatczak

Dr. Jayne Yatczak and I participated in the Collaborative Course (Re)Design (CCRD) Learning Community to redesign the course OCTH 412/512: Models of Practice in Occupational Therapy. This course is one of four in the first semester of the occupational therapy (OT) program, and provides foundational knowledge about theory ("models") in OT for use in subsequent courses, and in practice. The goal of this course is to introduce students to abstract theoretical principles and link them to concrete intervention planning. Each model has its own glossary of terms, assumptions and principles, assessments, and intervention approaches or guidelines which are all based on the model's focus and theoretical foundation.

Historically, OCTH 412/512 has been the course that creates the most stress for students due to the different types of learning and content required to be successful. Transitioning from memory-based content acquisition to free-range theory application leads to a lot of discomfort. Students have a strong desire to not be wrong when choosing and applying a model. However, there is no right answer to models! Students' angst comes from no longer operating in an environment where answers are either right or wrong; where things are black or white. They are now operating in the "gray area."

Working together, we discussed how we could improve this course. Dr. Yatczak and I both agreed that lecture-style education for this content (the traditional PowerPoint and multiple choice exam method) was not the most effective in helping students learn to apply models. The ability to justify, apply, and create the most beneficial plan for a client comes as a direct result of plugging in and attempting to apply models to case studies. So we focused our efforts on how to more effectively share content about the models and how to make better use of case studies.

We discussed how students learn differently and had them take the Felder-Soloman Learning Styles Inventory. We discussed how learning is multimodal and how Multimodal Learning caters to various learning styles. Multiple learning activities were designed to meet the preferred learning styles of students and included readings from textbooks and articles, knowledge checks to ensure understanding of content, mini-lectures on key ideas of the models, worksheets on the models, individual case work with instructor feedback, group case work with instructor feedback, and large class debriefs. We also discussed how case work creates multiple opportunities for students to read, write, speak and listen like an OT, an important transition for students to make.

There was a flip from content exploration in class to content exploration at home. A great deal of responsibility was put on students and their ability to actively attend to the readings, complete individual pre-work, actively participate in group work, and create a learning aid they can use later in the program. One way we approached this was having students work on cases at home, providing their rationale for why they chose the model and applying the model to the case. Class time was devoted entirely to working in groups on cases to give students the confidence to apply models that will translate into real-life application. Students used a jumbo sticky note to work through the case and

capture their collective thinking. The aim is for students to support each other's learning, as they think through the process of choosing a model and applying it to practice.

The 'Models Worksheet' students create is a specific example of how one assignment can support individual student needs. Students are assigned articles/textbook chapters for each model, and are required to create a model worksheet. These worksheets are designed to act as mind maps, and funnel information and thoughts related to a case into a model using its terms and concepts. To build habits, these worksheets are used and expanded upon as the program progresses, acting as an individual study guide and learning aid. Students are told and understand that it is important they create these worksheets and apply the models on their own, so they are prepared to participate in group discussions. I created three different templates for how to organize the content for each model. This worksheet is designed to be customizable for each learning type. I created a blank chart, a fillable outline, and a flowchart format of how to take notes about models. This one assignment showcases the unique ways studying and understanding models can be done.

Although we are still in the process of data collection to see if there is a change in student performance in the application of models, anecdotal evidence supports the benefits of the redesigned course. Students have expressed feelings of comfort and confidence in this class. From a course students feared to a student fav, the attitude shift brought on by this new design is vivid!

[Comment from Dr. Yatczak]: As the instructor of this course, I was able to get the student's perspective, which is different from taking the students perspective. Taking the students perspective implies action on the part of the instructor but excludes the student. Getting perspective implies the willingness of a student

to give and an openness of the instructor to invite the voices of students and to receive, creating a space for a more egalitarian relationship. So often the process of receiving feedback about a course, making changes and evaluating those changes, is done within a vacuum. There is no dialogue about why a learning activity did not support students' learning, no discussion about what the learning activity was intended to do. Collaborative course redesign offers students and instructors a unique opportunity to work together in depth to improve a course, to break the seal so that thoughts and ideas can flow freely between students and instructors.

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We are accepting applications for the second group of CCRD participants for the fall. Click here to view the Call for Applications. Applications are due April 22 @ 8 PM.

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## About the Author

**Sondos Jaber** is a graduate student in the Occupational Therapy program (OT). She is the president of the Student Occupational Therapy Association (SOTA), is a mentor to students in the incoming OT cohort, and is a graduate assistant for the Holman Success Center. She is working with Dr. Jayne Yatczak to redesign a course in the OT program. She hopes to create a classroom environment that fosters education in comfort, transferability, and application to set future OT students on a seamless path to success.

**Dr. Jayne Yatczak** is an associate professor in the occupational therapy program. She has been involved in multiple scholarship of teaching and learning projects at EMU and through the American Occupational Therapy Association. She is passionate about partnering with students.