

APRIL 15, 2024

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FDC HAPPENINGS

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*An individual holds a pen with a notebook in front of them with various items on a table.

Summer Writing Programs

Please join us for two upcoming programs to support your scholarly work:

Achieving Your Summer Writing Goals: A How-To Workshop:

We all know that the end of the semester is a hectic time, which typically pushes scholarship to the back burner. But summer is coming! We invite you to join Sarah Walsh for this workshop to plan your scholarly agenda for the summer. Come set goals and create a realistic plan for yourself. This event will take place on April 17th at 10:00AM in 109B Halle or on [Zoom](#). Click [here](#) to register.

Summer Research Writing Sprint

Join Sarah Walsh once again for a two-day writing retreat on Wednesday, May 22nd, and Thursday, May 23rd. You bring your laptop and your work 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.

Click [here](#) to learn more about **Achieving Your Summer Writing Goals**.

Click [here](#) to learn more about **Summer Research Writing Sprint**.

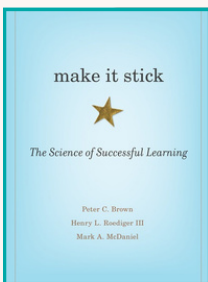
EGGBERT'S SUMMER READING

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Check out Eggbert's summer reading list on the science of learning!

We all wish that you have a great summer. See you in the fall (but don't hesitate to be in touch if you'd like to talk before then)!

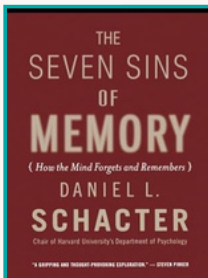
Love,
Jeff, Alivia, Trinity, Liv, Rylin, Elena, and, of course, Eggbert.



Make It Stick: The Science of Successful Learning

By Peter Brown, Henry Roediger III, and Mark McDaniel

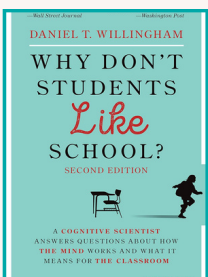
Make It Stick will appeal to all those interested in the challenge of lifelong learning and self-improvement. Drawing on recent discoveries in cognitive psychology and other disciplines, the authors offer concrete techniques for becoming more productive learners.



The Seven Sins of Memory

By Daniel L. Schacter

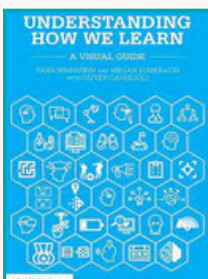
In this fascinating study, Daniel L. Schacter explores instances of what we would consider memory failure and suggests instead that these miscues are actually indications that memory is functioning as designed.



Why Don't Students Like School?

Edited by Mary K. Boyd and Jodi L. Wesemann

This book will help you improve your teaching practice by explaining how you and your students think and learn. It reveals the importance of story, emotion, memory, context, and routine in building knowledge and creating lasting learning experiences.



Understanding How We Learn

By Yana Weinstein, Megan Sumeraki, and Oliver Caviglioli

This accessible guide explores exactly what constitutes good evidence for effective learning and teaching strategies, how to make evidence-based judgments instead of relying on intuition, and how to apply findings from cognitive psychology directly to the classroom.



upcoming

EVENTS

3

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

May 3 @ 11 AM

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 other 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.

FULBRIGHT SERIES

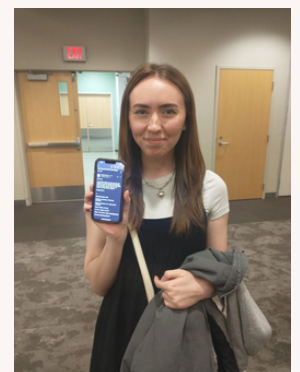
THE AS-L SUMMER INSTITUTE

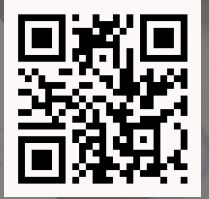
9:30am-2pm on Monday, May 20 (on campus), Tuesday, May 21 (online) & Wednesday, May 22 (on campus)

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. Participating faculty may also be invited to provide input on the upcoming Carnegie Classification application. The facilitators for this program will be Zuzana Tomas & Jessica (Decky) Alexander. Faculty who participate in all three sessions will receive a \$375 honorarium. If you are interested in this opportunity, click [here](#) to register by April 18. Participants will be notified by April 25.



**Congratulations to all of the
EMU winter 2024 graduates,
especially our very own student
worker, Liv Overbee!**





We are proud to announce the recipients of our Mini-Grants to Support Student Wellness.

Congratulations to the recipients! We look forward to the great work you will do in support of your students.

Click [here](#) to view the webpage with more information on each grant.

Title: Two Hours in the Greenhouse: Increasing Student Creativity and Wellness

Team members: Maggie Hanes and Bradley Cross

Title: Using Exercise to Aid Wellness with Dietetic Students During Long Class Days

Team Members: Darlene Bellers and Allison Snyder (student)

Title: Fika... Taking a Break in the Athletic Training Program

Team Members: Courtney Lewis and Jodi Schumacher

Title: Gratitude: A “Token” of Appreciation

Team Members: Jodi Schumacher and Courtney Lewis

Title: Supporting Students in Learning Mindfulness

Team Member: Jennifer Farley

Title: Mindfulness, Movement, and Clay

Team Members: Margeaux Claude and Ricki Kreps (student)

Partnership Spotlight

Dr. John McCurdy and Chris Baker

Department of
History & Philosophy

In this partnership spotlight, Dr. John McCurdy (L) and Chris Baker discuss how a graduate class assignment blossomed into a partnership, which led to presentation opportunities. They also share with us the benefit that being open-minded can have for a partnership. Click [here](#) to read the full spotlight.



I Wish Someone Had Said This to Me

By Christine Cahill

This essay is adapted from a longer essay published in the Journal for Research & Practice in College Teaching.

When I was an undergraduate, I took a high-enrollment course with the following participation requirement: you could only receive an “A” if the professor knew your name by the end of the semester based on your contributions to the class discussions. No other categories of participation were specified. I loved this course. I spent hours each week at the library diligently taking notes on every required reading. I talked about what I was learning with my friends and family. I aced every assignment and exam. But the thought of speaking in front of 75 people terrified me.

I gave myself a pep talk every week: this was the week I would finally speak up. I wrote out a script of what I would contribute to the discussion. I rehearsed it while I was on the treadmill at the gym, on the bus to class, at the grocery store, etc. Every week I was determined that I would find a moment to raise my hand and offer a contribution. Many moments came and went, but I never spoke up. The professor did not know my name by the end of the semester, and I received a “C” in the course.

My fear as a student in the class was twofold. First, I was nervous speaking in front of groups. But second, I often felt that I had nothing interesting to contribute and was often not confident enough in my comprehension of the material. My fear of speaking in class often led to my disengagement with my courses, peers, and my instructors.

Twenty years later, I regularly teach courses with enrollments of 150+ students. My experience as an undergraduate significantly influenced my teaching philosophy. My first day of class always begins with a conversation that goes something like this:

It is exciting to be at a large university with so many opportunities for involvement in campus organizations, cutting-edge research, activism for ideas you are passionate about, and career development. You are surrounded by people with different life experiences and belief systems than your own. What an incredible opportunity! I also want to tell you that at some point during your time here, you are inevitably going to feel like you are not enough. Perhaps you received an unexpected grade in a course, or you did not get the internship you dreamed about, or you have not yet found your people. Everyone talks about their successes, but no one talks about the hardships. I want you to know and remember that you belong here and that you have important things to contribute, even if it does not always feel that way. Your perspective and experience are important, and I am so glad you are here.

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!

I then share a few of my experiences as an undergraduate, graduate student, and a professor. We end the conversation by sharing campus resources, with a strong emphasis on student health and wellness services, particularly counseling services. I return to this conversation in the weeks before the midterm and the final exam.

I wish someone had said this to me when I was a student.

This conversation resonates with many students. A handful thank me after class or by email for discussing mental health resources in class. Many more share their appreciations for talking about personal challenges in their course evaluations. I think the biggest benefit, however, is that students facing hardship are more likely to reach out to me during the semester to advocate for accommodations rather than waiting until the last day of class. I hope that this resource-sharing discussion at the beginning of the semester promotes inclusion and engagement, and potentially lowers the stigma associated with seeking student health and wellness support and services. In this, I echo some of the words [Reese McClelland](#) shared a few weeks ago in this space, in which she talked about the need for faculty to include welcoming language when they discuss campus resources during “syllabus day.”

When I teach online courses, I designate one of the modules as a mental health day. Instead of just giving students the day off, though, I create an online discussion assignment with the following (shortened) prompt:

Some of your classmates are going through really difficult times. Would you like to share something that has helped you cope with a difficult circumstance (either past or present)? Do you have any advice or encouraging words?

The student responses to this discussion post are beautiful. The response rate is nearly 100%, the number of peer-to-peer posts is usually over triple what I normally receive in an online discussion forum, and the length of the responses are also longer than average. Students share excerpts from poems and books that helped them through difficult times, some share details of personal hardships and the resources and strategies (including campus counseling services) that helped them through their hard time, and other students respond to these posts with messages of support and encouragement. The peer-to-peer communication helps foster a strong sense of comradery and community amongst students, and I hope that these conversations help destigmatize the utilization of essential student services and support systems.

About the Author



Dr. Christine Cahill is an Assistant Teaching Professor and Undergraduate Advisor in the Political Science Department at Rutgers University. She regularly teaches a large-enrollment political science research methods course to extremely math-phobic undergraduates and she moonlights as an indoor cycle instructor at a local gym in Princeton.

The FDC is moving for the summer! Due to Halle Library renovations, the FDC staff are relocating to 140 Strong Hall from May until mid-August. You can continue to reach the FDC at faculty_development@emich.edu, or to reach Jeff at jbernstei@emich.edu.