

# FDC HAPPENINGS

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Click [here](#) to view our call for applications.

Click [here](#) to apply or for more information.

\*Individuals are standing in a group

## New Learning Community: Building Department Community through Student Voice

If you're like many of us at EMU, this title made you realize that your department does not always make an effort to hear from students when making decisions that directly affect them (e.g., when to offer certain courses they're required to take, when to schedule an awards ceremony honoring them, etc.). If you're still reading this, you're probably curious to find out how you can change your department culture to one that seeks student input when making these decisions. This learning community aims to help you and a student partner conceptualize how to enhance the role of students as valuable stakeholders and partners in their educational journey. This learning community will focus on helping department address specific opportunities and challenges facing your department when it comes to changing its culture by incorporating student voices.

**Who Can Apply?** Applications are open to faculty members and full-time lecturers. Ideal candidates should partner with a student from their home department to take full advantage of this opportunity.

**Benefits of Participation:** Participants will gain valuable insights into creating a more inviting department community, working closely with student partners to enhance department culture. Both faculty and student partners will receive a \$300 stipend, and the initiative promises to boost satisfaction among educators and students alike.

# CAMPUS HIGHLIGHTS

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## GENERATIVE AI PROGRAMMING

From the FDC & Partners

The Faculty Development Center is excited to co-host multiple upcoming programs on Gen AI in research and teaching. Click [here](#) for more information about all upcoming programming!

All programs will be held in 109B Halle Library and on Zoom.

Generative  
AI and  
Research  
Ethics

November 12 @ 9:30 AM

Developing  
Effective AI-  
Integrated  
Assignments Across  
the Curriculum

November 19 @ 11 AM

Developing  
Your Course  
Policies  
Regarding  
Gen AI

November 21 @ 1 PM

### DROP-IN WORKSHOP INFORMATION

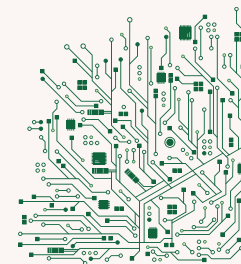
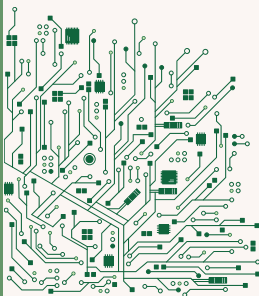
Throughout December, we will also be hosting drop-in workshops for any who wish to gain feedback on their own Gen AI course policies and integrated assignments. Workshops will be held in 109B Halle and [Zoom](#), and will have facilitators from our previous Gen AI programs there to provide insight on your questions or ideas.

GEN-AI COURSE POLICIES  
WORKSHOP

DECEMBER 3 10-11:30 AM  
DECEMBER 10 1-2:30 PM

GEN-AI INTEGRATED  
COURSE ASSIGNMENTS  
WORKSHOP

DECEMBER 5 2:30-4 PM  
DECEMBER 9 12-1:30 PM



# upcoming

# EVENTS

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Click [here](#) for meeting information  
Meetings held on Zoom

## THE RESEARCH WRITERS' COLLABORATIVE

The Research Writers' Collaborative is an opportunity for EMU faculty to support each other while achieving their writing goals (e.g. developing a conference paper, drafting an article, revising a book chapter, etc.) by giving and getting helpful feedback. This program hopes to help faculty develop healthy writing habits, create realistic writing goals, boost writing productivity, and meet potential collaborators and colleagues. Meetings are held on Tuesdays from 11 to 1 pm. To learn more or to register, click [here](#).

## RADICAL HOPE: A TEACHING MANIFESTO BY KEVIN M. GANNON

*First Meeting:*  
*Tuesday, November 5 @ 12:30 PM*

The Faculty Development Center and the Office of Campus & Community Writing invite you to join us for a book discussion. In a world in which higher education finds itself under siege, Radical Hope offers a vision of teaching as an emancipatory practice that spreads hope. This is an important book in higher education at this moment. We have two ebook copies of this title - one through Project Muse and the other through EBSCO. Both copies can be downloaded for unlimited use. Click [here](#) to access both copies. Click [here](#) to register

*January 8, 2025 @ 12:30 - 1:45 PM*  
Click [here](#) to register

## TEACHING & THE HIRING PROCESS

Join us for a workshop hosted by Jeffrey Bernstein that explores 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 discuss the benefits and drawbacks of each, and help participants determine which approaches will work based upon what they wish to learn about their candidates. Click [here](#) for more information.

## FLIPPING THE SCRIPT

*Conference Date: November 22nd*

We are happy to host our second annual Flipping the Script student-led teaching conference to empower the learners to become the teachers, and the teachers to become the learners. Flipping the Script offers all of us an opportunity to straddle both worlds, and to grow together. Why attend? As educators, you are the content experts, but your students bring invaluable insights into their own learning experiences. By attending this conference, you will have the chance to listen to and learn from your students, gaining fresh perspectives on effective teaching methods. Click [here](#) to visit our website for more information, to register to attend, or to contact us!

# upcoming APPLICATIONS

scan the QR code to  
access the links in  
this issue



The FDC wants to draw your attention to two of our upcoming applications for funding. For more information about each application, click the hyperlinked title. Short descriptions of each application are below. For any questions, please contact us at [faculty\\_development@emich.edu](mailto:faculty_development@emich.edu).

## FDC PROGRAM FUNDING PROPOSALS

**Application Due: November 11, 2024**

Each semester, we seek proposals for sustained learning communities or seminars, for a more involved series of workshops, or for hosting a significant one-time event (such as bringing in a prominent speaker). We are able to fund a range of proposals that can make a difference in the teaching and learning environment at EMU. 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 are currently seeking proposals for programs that will occur during the upcoming winter 2025 semester. Click [here](#) for more information or to apply.

## eFELLOWS CLASSROOM TECHNOLOGY GRANT

**Application Due: November 25, 2024**

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 curricula. The overall outcome of this program is to improve and enhance student learning and the scholarship of teaching through the integration of appropriate technology. To learn more about the Grant Application Process, view the [eFellows Proposal Instructions](#). If you have any questions about eFellows, please email [Michael McVey](#) (Professor of Teacher Education and Chair of eFellows Committee) or [Jeffrey Bernstein](#) (Director of the Bruce K. Nelson Faculty Development Center). If you wish to set up a meeting to speak more about your application, please email [Michael McVey](#).

## Spotlights



### Mark Veal

Department of Management

In this teaching spotlight, Mark Veal, a lecturer in the Department of Management, shares with us his love for teaching Eastern students, the real world-experiences he integrates into his classroom, and his experience receiving the 2023 EMUFT Distinguished Teaching Award for Lecturers. Click [here](#) to read the full spotlight.

## Turning AI into an Ally: Adapting Assessment for a Post-COVID, AI-Assisted ESL Writing Classroom

By Ildi Porter-Szucs

Before the COVID-19 pandemic, my ESL students' writing was evaluated through a combination of hand-written in-class essays and take-home essays, consisting of multiple drafts. However, the introduction of ChatGPT and other AI tools has forced a change. We now know, as highlighted by a 2022 *New York Times* investigation, that ChatGPT can generate writing that ranges from flawless to intentionally flawed, making it challenging to determine whether the work is genuinely student-produced. With no reliable way to detect unauthorized AI use, I developed a new assessment approach that recruits AI as personal tutor for the students rather than an adversary that I can only lose to.

**Step 1: Diagnostic Writing Baseline** Each unit begins with a hand-written, timed, in-class diagnostic. This assessment provides a baseline of students' unassisted writing on academic topics, which might include climate change, language and identity, business ethics, or the analysis of an art form. I evaluate this work both on a class-specific rubric and using the Common European Framework of Reference (CEFR), a reputable language proficiency framework, highlighting each student's individual strengths and areas for improvement, such as organization, mechanics, or formulaic sequences.

**Step 2: Guided AI Interaction** Next, students type up their in-class writing, including all the errors, and then use ChatGPT to make corrections. [Before the first assignment, we spend class time learning how to use ChatGPT

for legitimate purposes. For any students who don't yet have an account, we create one together. We then practice giving the chatbot various commands and copy-pasting the results into a Word document.] The first command is to correct grammatical errors; the second is to rewrite at their target CEFR level. By comparing their original writing to AI's corrections, students identify patterns in their errors and compile these learning targets into their personal checklist. This self-analysis deepens their metacognitive skills, helping them see error types and frequency, rather than treating each mistake in isolation. During this stage, I support students in articulating specific learning targets, such as mastering irregular verbs or improving cohesion.

**Step 3: Submission and Instructor Feedback** Students submit their original and chatbot-revised work, along with their checklists, on Canvas. I review whether they are using ChatGPT responsibly, analyzing their errors accurately, and setting realistic learning targets. This ongoing assessment allows me to tailor in-class instruction to address common needs identified in students' self-assessments.

### 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!

**Step 4: Building Skills** Throughout the unit, we focus on topic-related content knowledge, vocabulary, grammar, and core writing skills like paraphrasing, summarizing, and integrating visual data. This phase of the work remains “old school”—without AI—ensuring that students develop essential skills. Once they have accomplished the goals set for the unit, students revise their writing, combining their original drafts with newly acquired knowledge. This intermediate draft is again assessed on completion rather than quality.

**Step 5: Final Draft and AI-Assisted Revision** Students then input this revised draft into ChatGPT for another round of grammar and CEFR-targeted revisions, updating their checklists based on new feedback. As they meet specific goals, they adjust or add new learning targets to their individual checklists.

**Step 6: Post-Test and Instructor Reflection** Finally, students complete a posttest by re-creating their revised essay from memory, by hand, in class, applying all they have learned. This writing takes the place of the former multi-draft take-home essay and is graded once again using both class-specific and CEFR rating scales. As part of my practice of the scholarship of teaching and learning, I evaluate the effectiveness of this new method by comparing pre- and post-tests on entirely new topics to gauge students' ability to transfer skills like cohesive device use and effective paragraph development to unfamiliar content.

In summary, teaching students proper chatbot use and using the chatbot for its strength in providing students with immediate and personalized corrections on their writing have allowed me to focus more on helping students to develop metacognitive skills, monitor their own learning, and write more than in the pre-AI model. Although I am only in my second semester of using this approach, the initial results are promising, as I see improved writing from first draft to first draft.

As an added benefit, rather than battling AI, my students and I have recruited it as a personal tutor to aid in the learning process.

I welcome your questions, comments, or suggestions on this approach.

## About the Author



**Ildi Porter-Szucs** is Professor of ESL/TESOL in the Department of World Languages. She has over 30 years of experience teaching various languages and preparing language educators for careers in teaching, assessment, entrepreneurship, government, and the nonprofit sector. Her scholarship encompasses teacher formation, second language assessment, pronunciation, and pedagogical grammar.

Please check out upcoming  
FDC/Office of Campus &  
Community Writing Programs  
on Generative AI on page 2 of  
this newsletter

Save the Date

Save the Date: Opening Day (of baseball season) Party at the Bruce K. Nelson Faculty Development Center, March 27, 2025, 2:30 PM. Can't wait to see you there - the off-season is already beginning to drag...