

NOVEMBER 18, 2024

1

FDC HAPPENINGS

IN THIS ISSUE

Page 2

- Mini-Grant Recipients

Page 3

- Upcoming Events

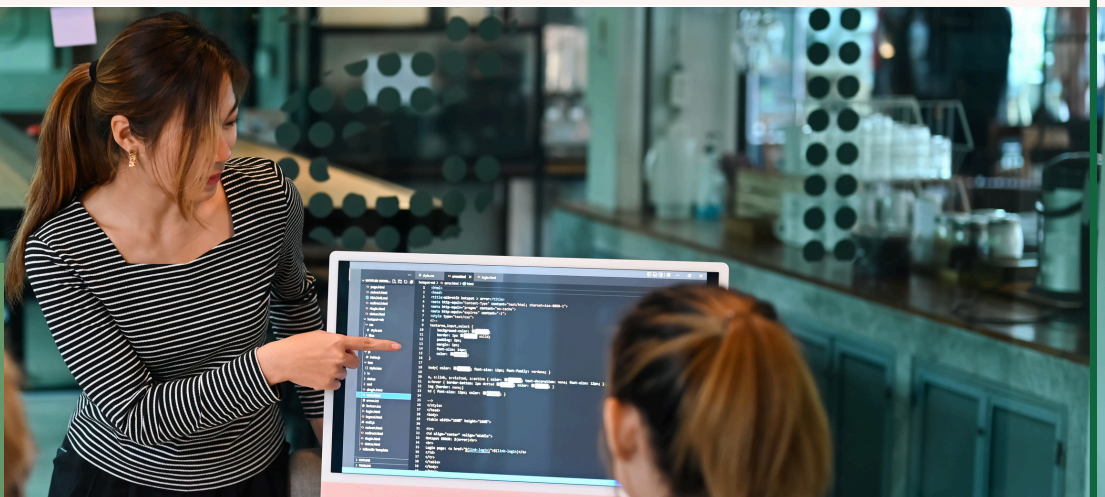
Page 4

- Upcoming Applications
- Teaching Spotlight: Howard Bunsis

Page 5 & 6

- Teaching Blog: Experiences with Gen AI in a Geology Class

Click [here](#) for more information and to view locations for each program.



*An individual is showing other individuals a screen of a computer

Generative AI Programming

The Faculty Development Center, and various campus partners, have worked together to create a series of programming events surrounding Gen AI and its role on our campus.

Tuesday, November 19 @ 11 AM

Developing Effective AI-Integrated Assignments Across the Curriculum: In this workshop, we will highlight effective AI integration in university coursework, shared principles for effective assignment design, and practical examples.

Thursday, November 21 @ 1 PM

Developing Your Course Policies Regarding Gen AI: This session aims to help instructors develop a draft of their own policies. This will give facilitators an opportunity to craft a policy that reflects their own perspectives on Gen AI and its place within their pedagogy.

Drop-In Workshops: Course Policies and Assignments

We will 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. Click [here](#) to view dates and times.

CAMPUS HIGHLIGHTS

2

From the FDC

Mini-Grant Recipients

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 our Mini-Grants.

Aesha Mustafa

“Building Resilient Student Affairs Leaders: Enhancing Emotional Regulation through Interactive Somatic Practice Stations”

Heather Silander

“Bringing the Outdoors In: Exploring the Influence of Nature Sounds and Elements on Student Well-Being in the Classroom”

Cassidy Cartwright

“Inviting Nature to the Clinic”

Monica DeSana

“Fueling Gratitude”

Rachel Robbins-Whited

“The S.U.N. Bucket Project! (Support U Need)”

Unais Ali

“Digital Zen: Enhancing Student Wellness with Technology”

upcoming

3

EVENTS

Conference Date: November 22nd

Click [here](#) to stay up to date with program

FLIPPING THE SCRIPT

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 with more information, to register to attend, or to contact us!

PARDONING AN EMU

**Tuesday, November 19 @ 3:30 - 5 PM
109 Halle**

Come hang out in the FDC and witness the first “**Pardoning of an Emu**” ** with the presidents of AAUP & Student Government. Join us for this fun program, socializing, snacks, and cookie decorating!

**Each year, the U.S. President pardons one or two lucky turkeys for unspecified offenses, sparing them from the Thanksgiving dinner table. Join us for a unique EMU take-off on this tradition

RADICAL HOPE: A TEACHING MANIFESTO BY KEVIN M. GANNON

**Next Meeting: November 19 @ 12:30
109 Halle or [Zoom](#)**

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 particular moment. Please join us for this important conversation. 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.

TEACHING & THE HIRING PROCESS

**January 8th @ 12:30 - 1:45 PM
109B Halle and [Zoom](#)**

In this workshop, we 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 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](#) to register.

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.

Click [here](#) to apply

Application Due: November 18

BUILDING DEPARTMENT COMMUNITY THROUGH STUDENT VOICE

This new TaLT learning community aims to help you and a student partner conceptualize how to change your department's culture to one that sees students as valuable stakeholders and partners in their educational journey. 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. Our learning community aims to recruit faculty-student partners from different departments across EMU's five diverse colleges to participate in a TaLT learning community during the winter 2025 semester. Click [here](#) to view our call for applications.

eFELLOWS CLASSROOM TECHNOLOGY GRANT

Click [here](#) to apply

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



Howard Bunsis

**Department of Accounting, Finance, &
Information Systems**

In this spotlight, Howard Bunsis, Professor of Accounting, shares his extensive teaching experiences and philosophy. Dr. Bunsis emphasizes practical, real-world education, preparing students for professional challenges. He values student success and fairness in grading, and has adapted his methods to meet evolving needs. Beyond teaching, he is actively involved in student organizations, making an impact on the EMU community. Click [here](#) to read the full spotlight.

By Christine Clark

By Summer 2023, I had heard a good amount about GenAI, most of it frightening for an educator. I went to the annual meeting of my professional society that fall, hopeful to find out how others had addressed the myriad of concerns I had. To my surprise, no one was talking about it. I realized that my best option was to just jump in head first, and see what came out of it.

In the fall of 2023, I was teaching the Writing Intensive course in the Geology program, ESSC 466W, Global Tectonics. Throughout the course, we discuss reading scientific, peer-reviewed articles. Students are assigned articles to read which they then have to respond to comprehension questions about. These questions not only assess their understanding of the article, but the methodology the authors used and whether their conclusions are valid based on their observations. I decided to use one of these assignments to have the students assess how well a GenAI could respond to the same questions. After having the students read and respond to a reasonably challenging article (concerning slip lineations in the Sierra Nevada Mountains), the students were then asked to submit a portion of the analysis questions to a GenAI. They were to evaluate how well the GenAI was able to respond to the prompts; we then discussed all the responses in class.

I was pleasantly surprised with how well this

assignment worked. The students were able to see for themselves that the GenAI could provide surficial information about the topic, but could not analyze it at deeper levels. These are some of the student responses to the question about how well GenAI did:

- *The responses provided by chat GPT generally showed a lack of in-depth understanding of the topics at hand. Some of the answers were fully incorrect.*
- *I feel like this AI got some things right, and most of it wrong. That or they are saying the same thing just with different descriptions, I don't know, I'm not an expert in this.*
- *If you were struggling with understanding those concepts as you encountered them in the article, the summary that it gave might be nice, although those definitions can be found from more reputable sources with a quick google search with the same amount of effort.*
- *I'm kind of freaked out that Chat GPT did so well in answering these honestly.*
- *Obviously ChatGPT is limited in its ability to respond to these specific questions because it apparently can't look at outside links.*

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!

- *While the software gave me a great detailed look at the questions, it didn't really answer the questions I entered into it.*

I took what I did, coupled with a comparable assignment given to Introductory Geology students (ESSC 110), back to the same conference this fall. The number of attendees that stopped by my [poster](#) to discuss our assignments was staggering. Overall, it seems like there are large numbers of us out there; instructors who want to tackle GenAI head-on in our classes and to present it as a tool with pros and cons. Using GenAI in this way did not take a significant amount of time away from my class, and left the students with the knowledge that GenAI has limitations. This was an experiment in teaching that worked well.

Looking forward, GenAI will become both “smarter” and more seamless in our everyday lives. Already, Gen AI-crafted responses show up on Google searches. The genie is not going back in the bottle on this one; we need to recognize that this technology is here to stay. As educators, we need to give our students the tools they will need to be successful in their careers.

This semester, in addition to giving the students the same article review assignment using GenAI, I have also explicitly permitted them to use it to assist in writing their semester-long research paper. There are still constraints; for instance, I have asked them to cite the GenAI as a reference if they've used it. I am not sure how this will work, but I am willing to learn as I go and try one new thing. I have learned that it just takes a bit of bravery to be willing to learn by experiment. As instructors, it's important to think about what the goal of any particular assignment is. What is the learning objective? And can the students reach the learning objective using GenAI? If they can't, fine, don't let the students use it for that assignment. But if they can still reach the learning objective using

GenAI, then perhaps allow it for that assignment. It's okay to have different policies for different assignments, as long as you are clear and explain the policy to the students with the “why”.

As we prepare our students for their future careers, it's imperative that they have the chance to learn just what GenAI does well, and what it doesn't. I encourage you to just try it... and see what happens.

About the Author



Christine Clark is the Department Head of Geography and Geology and has been teaching at EMU for 23 years. Her research interests include crystallography, tectonics, petrology, and geoscience education. It has always been important to her to “consider the why” when teaching, so that lessons have a solid objective basis.

Interested in reading more about Gen AI? Visit our [webpage](#) to read more blog posts in this series!