

JANUARY 21, 2025

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FDC HAPPENINGS



*Group of people talking to each other while standing in office room

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Generative Artificial Intelligence Learning Community

This learning community will span the 2025 calendar year. Its focus will be to help faculty develop their own understanding of and uses for Gen AI, in addition to developing their skills to provide leadership on this topic in their respective departments and disciplines.

We will spend the winter semester engaged in building participants' skills with Gen AI and preparing participants to provide support within their departments. We also hope to develop resources and possible principles and guidance around effective uses of Gen AI in teaching and learning to share with the university community.

In the fall semester, participants from the learning community will work with faculty colleagues in their schools, departments, and disciplines in a variety of ways. We anticipate that participants will field questions about and support colleagues in developing syllabus language and course policies. We also anticipate that participants will assist colleagues with developing course assignments and activities.

Participants will receive a \$400 honorarium, with \$200 payable at the end of winter semester, and \$200 payable at end of fall semester.

Applications are due by 5 PM on Tuesday, February 4, 2024.

Click [here](#) to apply, or to access the Call for Applications

CAMPUS HIGHLIGHTS

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From the FDC

TaLT Topics

The Faculty Development Center is hosting dialogues focused on timely issues in teaching and learning. In these sessions, which we are calling TaLT Topics (TaLT = Teaching and Learning Together), students, faculty, and staff will engage in meaningful conversations about topics that affect our classrooms and campus and that are important to our shared, collaborative community.



**FEB. 4 AND 11
3:30-5:00 PM
STUDENT CENTER 320**

BRINGING JOY TO TEACHING AND LEARNING

Our first TaLT Topic for this semester is Bringing Joy into Teaching and Learning. These conversations, facilitated by Professor Jessica Swan, will offer students and faculty an opportunity to dialogue about important issues in higher education. We will engage with scholarly concepts that guide us in the process of seeing one another as whole and valued human beings; have opportunities to reflect on actively improving the conditions for teaching and learning grounded in our human needs; and identify actionable ways in which we can modify the structure and expectations of courses, relations, and interactions to facilitate holistic well-being and joy for everyone.

**FOR MORE INFORMATION
AND TO REGISTER, SCAN THE
CODE OR [CLICK HERE](#)**





upcoming EVENTS

CHECK OUT OUR UPCOMING
EVENTS WE ARE HOSTING AT
THE FDC! FOR MORE
INFORMATION OR TO
REGISTER, CLICK "READ
MORE".

UNDERSTANDING FREE SPEECH IN THE COLLEGE CLASSROOM

- Monday, January 27 @ 12:30 PM
- Open to Faculty, Lecturers & Department Heads
- Discuss the rules concerning what professors can and cannot do in the realm of political advocacy and free speech in the classroom

[Read More](#)

INTERNAL RESEARCH AWARDS: FACULTY RESEARCH FELLOWSHIPS

- Next Sessions: January 23 & 28 @ 3:30 PM
- Open to Full-Time Tenured or Tenure-Track Faculty
- Bring your application draft to receive feedback from facilitators and other participants

[Read More](#)

COMMUNITY BUILDING EVENT: COOKING WITH THE FDC, C2W & ENS

- Wednesday, January 29 @ 12:30 - 1:30 PM
- Open to Faculty, Staff, Lecturers & Department Heads
- Cooking class to learn how to cook chicken and chickpea curry with homemade naan bread

[Read More](#)

WRITING SPRINT

- Friday, January 24 @ 9 AM - 3:30 PM
- Open to Faculty, Lecturers, Staff & Department Heads
- Reconnect with your writing practice and finally finish that manuscript (or book proposal or grant application or...)

[Read More](#)

LESSONS ON TEACHING AND LEARNING: THE LEGACY OF LEE SHULMAN

- Wednesday, February 5 @ 2 PM
- Open to Faculty, Lecturers, Staff & Students
- Learn more about Lee Shulman's seminal work on teaching and learning, and how his work might be applied to our teaching

[Read More](#)



Scan the QR code
to access the links
in this issue



2025 CONNECT CONFERENCE

- Friday, February 14
- Open to Department Heads, Faculty, Lecturers, Staff & Students
- Register to join us at this conference, and learn from the great work your colleagues are doing

[Read More](#)

EMU UP: UNIVERSITY PREPARED

- Friday, March 7 @ 9 AM - 1 PM
- Open to Full-Time Faculty and Full-Time Lecturers
- Explore creative and innovative solutions to revise or create new programs in ways that are attractive to students

[Read More](#)

INCLUSIVE TEACHING STRATEGIES WORKSHOP

- Wednesday, February 19 @ 11 AM - 12:30 PM
- Open to Faculty, Lecturers, and any Instructional Staff
- Learn tips on how to integrate inclusive practices in easy and manageable ways

[Read More](#)

RESTORATIVE PRACTICES FOR EMPOWERED TEACHING PROFESSIONALS

- March 14 & April 4 @ 11 AM - 2 PM
- Open to Faculty, Staff, Lecturers & Graduate Assistants
- Explore how to integrate healing-centered practices into your professional and personal life

[Read More](#)

Spotlights



Dr. Dennis O'Grady

**Department of
Communications, Media, &
Theatre Arts**

In this spotlight, Dr. Dennis O'Grady shares his philosophy and experiences teaching communications for the last 28 years, and becoming “partners” in learning with his students. He also shares his advice to incoming professors on how to be the mentor and role model students need to succeed. Click [here](#) to read the full spotlight.

Flipping the Script: A Journey into a Classroom Revolution

By Ritu Ghosh

When I first heard about the Flipping the Script conference through an Instagram post, I was immediately hooked. The idea of students leading conversations about teaching and learning felt very empowering but also a bit intimidating. I've always loved brainstorming ways to improve education, especially with technology and ways to get my attention in the classroom, but presenting my ideas to an audience? That had never happened before in life.

What ultimately pushed me to apply was this question I kept coming back to: If we, as students, don't voice what we need and envision for learning right now, then who will? That's how I submitted my proposal for a presentation titled *The Classroom Revolution: Can Holograms Replace Teachers?*

Turning Dreams into Slides

Preparing for my presentation was a rollercoaster. I had this huge vision in classrooms where students could explore ancient cities in 3D, dissect holographic frogs, or collaborate with peers on other continents using augmented reality (AR). But translating that vision into a clear, impactful presentation was a challenge indeed for me. I worked with Dr. Jiang (my faculty mentor), who supported me and made a Google doc to guide me through the preparation.

Looking back, I think the idea of such futuristic classrooms is both exciting and complex. On one hand, it opens up incredible opportunities for more interactive learning experiences. On the other, it raises important questions: How do we ensure equitable access to these technologies? Will students feel overwhelmed by the pace of

change? I see it as a vision with great promise but one that requires careful planning and collaboration between educators, technologists, and students. It's not just about the tools but about how we use them to enhance learning without losing sight of the human connection that makes education meaningful.

One night, I remember sitting at my desk sketching out ideas, and wondering if I was aiming too high? Would people see the potential, or would they think it was just sci-fi fantasy? That's when I realized the power of real-world examples through YouTube regarding holographic technology as entertainment in Australian zoos, or research being done at schools like Case Western Reserve University, or the University of Central Florida, I started researching existing holographic use, and how they're already being used in fields like the movies. Suddenly, my ideas didn't feel so far-fetched; instead, they felt possible.

Rehearsals were another adventure. I practiced in front of Jeff, Elena, and Trinity from the FDC, and a bunch of other students who were also presenting at Flipping the Script. My PowerPoint didn't look fancy to me at all, since my slides were still under construction. We had another day for rehearsals. That was awesome. I was prepared with my slides in front of Jeff and Dr. Jiang, and a lot of students too.

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!

The Big Day

I was anxious on the morning of the conference. I kept rehearsing my speech in my mind, wondering if I had done enough preparation. However, something changed the moment I entered the arena. There was an amazing amount of energy in the room, as creative minds came together to exchange ideas and effect change.

When it was my turn to present, I felt a mix of adrenaline and exhilaration. I started by asking the audience to visualize themselves walking into a science school where experiments were conducted in virtual labs. As I spoke, I noticed that their eyes brightened, and I recognized that I was not simply presenting, but also inspiring them to dream with me.

The best part? The questions. Someone asked, “What’s stopping us from implementing this right now?” It sparked an engaging discussion about cost and access, but also the potential for collaboration between innovators and educators.

What I Took Away

The conference wasn’t just about sharing my ideas; it was also about learning from others. Listening to other students’ presentations opened my eyes to so many new perspectives. As one example, Liv Dameron’s session on icebreakers was truly interesting since I got to learn, among other things, that EMU students don’t like 2 Truths and 1 Lie!

I learned a lot about myself. I’ve always considered myself more of a behind-the-scenes kind of person, but standing in front of that audience and seeing their engagement showed me that I have a voice worth sharing, advocating for us. As self-help books say, stepping out of your comfort zone is where the real growth happens.

Looking Ahead

This experience has ignited a fire in me to keep exploring ways to innovate in education. Being part of initiatives like Flipping the Script, was truly enjoyable. More importantly, I’ve realized how important it is to include diverse voices in these discussions. As a female in tech and an international student, I know how powerful it is to challenge norms and offer fresh perspectives.

When we actively seek out and consider other voices—whether it’s students from different backgrounds, cultures, or disciplines—we all benefit.

Diverse perspectives bring fresh ideas, challenge assumptions, and create more inclusive, adaptive learning environments. They push us to think more critically, ask better questions, and develop solutions that serve a broader range of needs. In education, this isn’t just valuable—it’s necessary. After all, the best classrooms are those that reflect the diversity and complexity of the world we’re preparing students to engage with.

My Final Thoughts

Flipping the Script showed me that education doesn’t have to be static; it can evolve with the world around us. And we, as students, have the power to lead that evolution.

I hope my experience serves as a reminder of how transformative it can be to think outside the box when it comes to teaching. Integrating innovative approaches, like AR and holograms, or even simply inviting students into conversations about what and how they learn best, can create powerful opportunities for growth, for both students and educators. Together, we can continue to shape a future of education that is as dynamic and diverse as the students it serves.

About the Author



Ritu Ghosh is a junior at EMU studying CS and Business studies. She's also a student-athlete in varsity rowing, and is passionate about innovative education, diverse representation, and using technology to challenge norms.