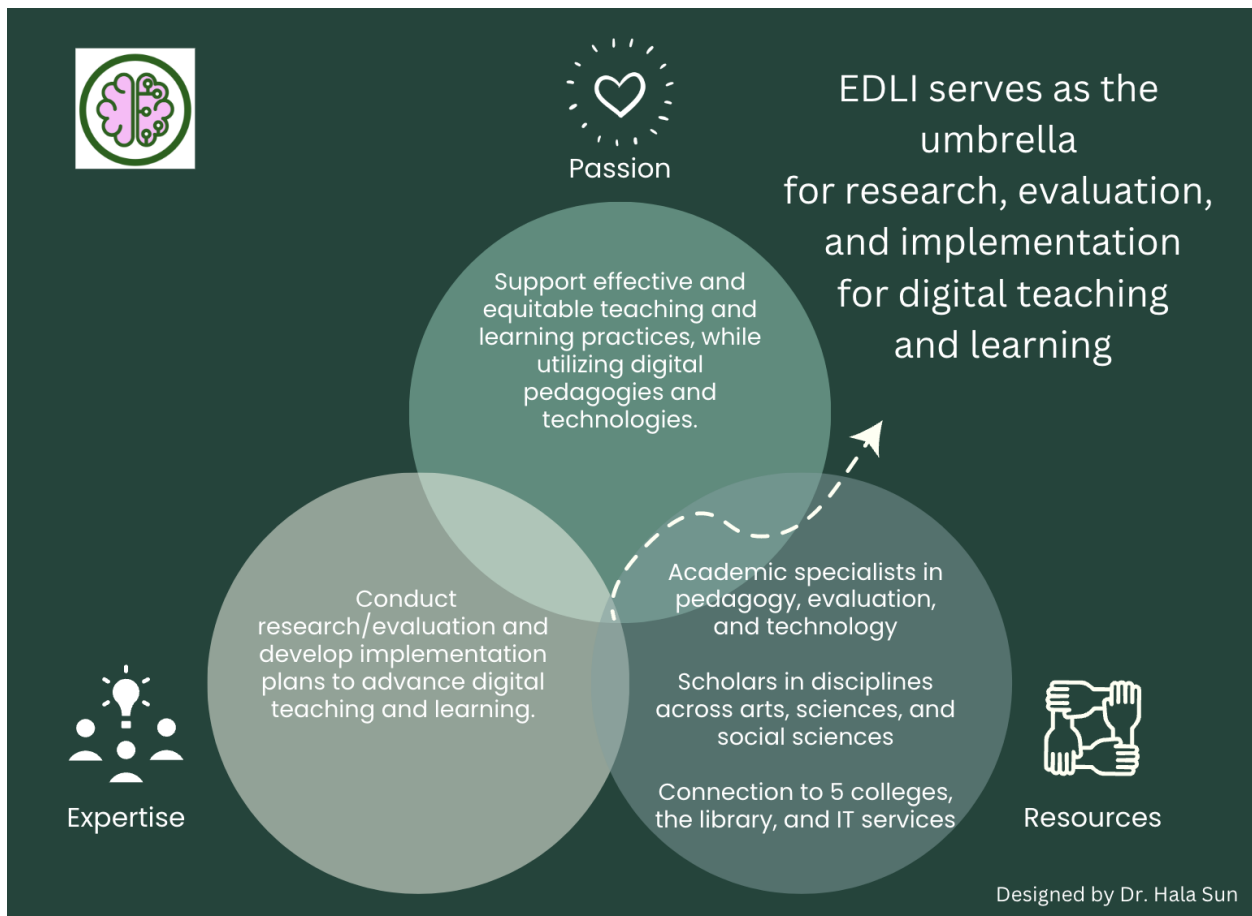# Quarterly Newsletter

April 2023   Volume 3, Issue 1
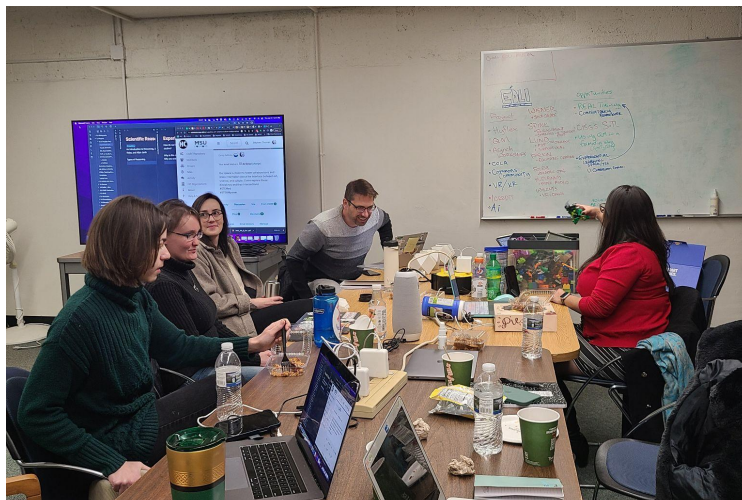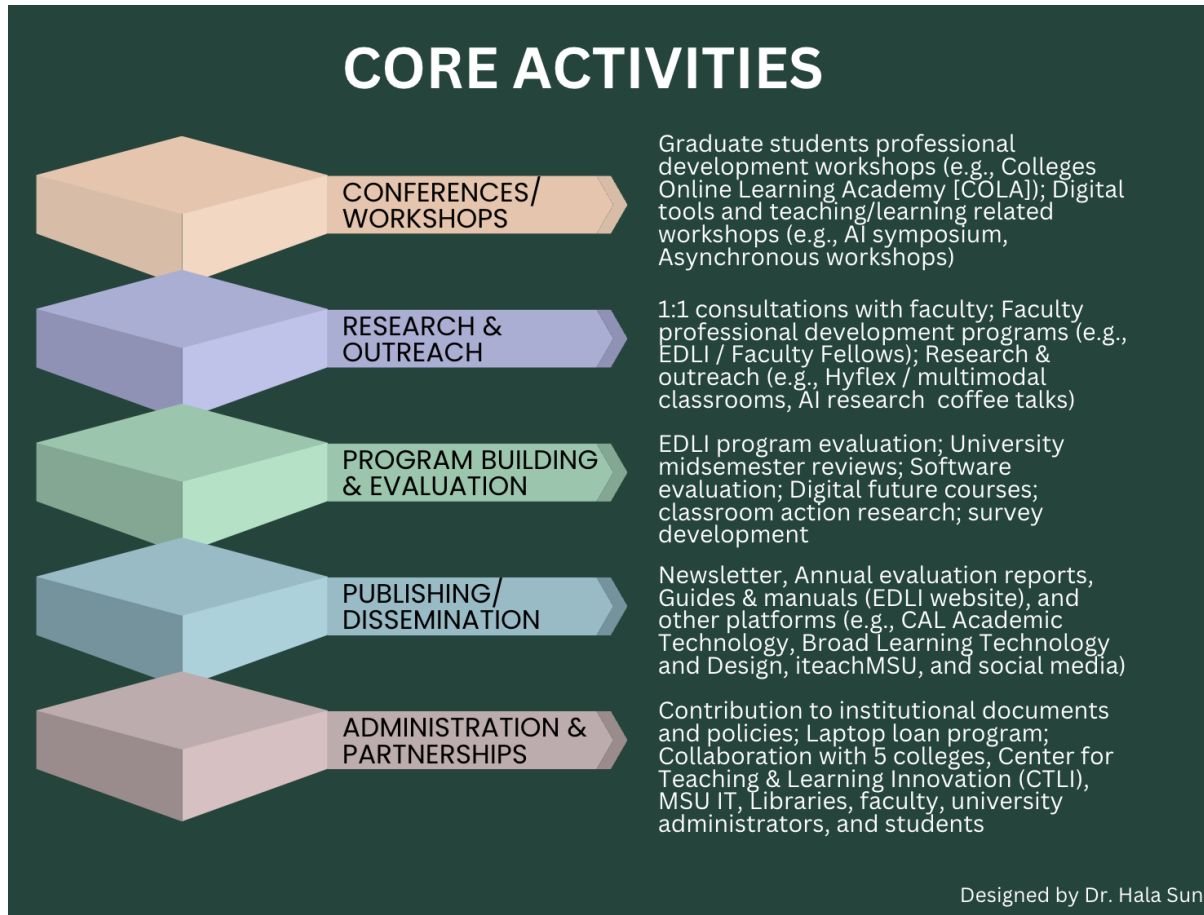
The Essence of EDLI's Work

The Enhanced Digital Learning Initiative (EDLI) is a collaboration of educators working to humanize the digital learning experience and use a values-driven approach to develop and evaluate digital pedagogies and technologies for 21st-century learning. One way to view EDLI's mission is through the lens of Collins' (2001)[1] *Hedgehog Concept,* (Collins, 2001) where your organization's potential biggest impact will be at the overlap of one's passion, expertise, and resources. Below is our framework representing what the EDLI program is passionate about ("passion"), what it can be best at ("expertise"), and where it gets its resources to run and sustain the program ("resources"):

Passion

Support effective and equitable teaching and learning practices, while utilizing digital pedagogies and technologies.

EDLI serves as the umbrella for research, evaluation, and implementation for digital teaching and learning

Conduct research/evaluation and develop implementation plans to advance digital teaching and learning.

Academic specialists in pedagogy, evaluation, and technology

Scholars in disciplines across arts, sciences, and social sciences

Connection to 5 colleges, the library, and IT services

Expertise

Resources

Designed by Dr. Hala Sun

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[1] Collins, J. (2001). *Good to great: Why some companies make the leap and others don't.* William Collins.

Core Activities and Projects

EDLI's work focuses on the following five core activities:

CORE ACTIVITIES

CONFERENCES/ WORKSHOPS	Graduate students professional development workshops (e.g., Colleges Online Learning Academy [COLA]); Digital tools and teaching/learning related workshops (e.g., AI symposium, Asynchronous workshops)
RESEARCH & OUTREACH	1:1 consultations with faculty; Faculty professional development programs (e.g., EDLI / Faculty Fellows); Research & outreach (e.g., Hyflex / multimodal classrooms, AI research coffee talks)
PROGRAM BUILDING & EVALUATION	EDLI program evaluation; University midsemester reviews; Software evaluation; Digital future courses; classroom action research; survey development
PUBLISHING/ DISSEMINATION	Newsletter, Annual evaluation reports, Guides & manuals (EDLI website), and other platforms (e.g., CAL Academic Technology, Broad Learning Technology and Design, iteachMSU, and social media)
ADMINISTRATION & PARTNERSHIPS	Contribution to institutional documents and policies; Laptop loan program; Collaboration with 5 colleges, Center for Teaching & Learning Innovation (CTLI), MSU IT, Libraries, faculty, university administrators, and students

Designed by Dr. Hala Sun

EDLI Meetings

EDLI's team members meet weekly for project updates and discussions. Every month, EDLI also engages in reflective practices, plans for upcoming events and projects, and develops framework and tools for research, evaluation, and assessment in the areas of educational technology and innovative pedagogy.

EDLI New Members

EDLI welcomed two new Research Associates to support and promote inclusive and equitable teaching and learning practices at MSU, by conducting research, evaluation, and implementation guidance for educational technology and tech-infused, innovative pedagogy.

Dr. Hala Sun

Dr. Hala Sun received her Doctorate Degree (PhD) in Education at the University of California Santa Barbara (UCSB), emphases in Applied Linguistics and Writing Studies. At the Middlebury Institute of International Studies, she obtained her master's degrees in both TESOL and Public Administration (MPA), specializing in International Management. Dr. Sun has taught academic writing courses in the Writing Studies and Linguistics Department at UCSB. As an Instructional Designer, she has trained educators on how to create innovative online content materials and how to enhance student engagement in e-learning platforms. Dr. Sun has also worked as a Program Evaluator, designing and evaluating programs, using mixed-methods analysis.

Dr. Min Zhuang
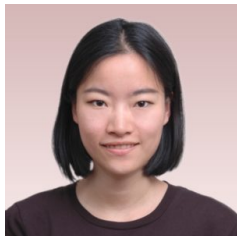
Dr. Min Zhuang received her Ph.D. in Educational Foundations at Saint Louis University (SLU). Her research interests center on the intersection of diversity and inclusion in education, and she employs mixed methods in her work. Before joining the EDLI, she worked at SLU as an Adjunct Faculty in Mandarin. She also has experience in teaching graduate and undergraduate foundation courses in research, professional ethics, and multicultural issues.

Upcoming 2023 COLA Summer Fellowship

The Colleges Online Learning Academy (COLA) program is a summer fellowship that allows graduate students to deeply engage with digital teaching and learning in their work. The fellowship provides opportunities for networking, mentorship, deep dives into teaching subjects of fellows' interest, and opportunities for peer review and reflection on teaching practice. The fellows engage in a series of workshops, create deliverables around their own teaching and learning practice, and review deliverables from peers and a teaching mentor. At the end of the program, fellows accomplish requirements for the Certification in College Teaching Program.

Check out our website to learn more about our projects and upcoming workshops. Also, stay up-to-date with our latest news. Connect with us via Twitter at @EdliTeam.

Featured Article

"2023 MSU AI Symposium"

Author: Dr. Hala Sun, Research Associate (EDLI)

For a video recording of the AI Symposium, please visit: ai23.commons.msu.edu/schedule/

On February 1, 2023, the Enhanced Digital Learning Initiative (EDLI) team, in collaboration with APUE STEM+ Ed@State, Center for Teaching and Learning Innovation (CTLI), MSU Libraries, and MSU IT EdTech, hosted the first AI Symposium in Education and Academic Writing at MSU.

More than 100 MSU faculty, staff, and interested educators signed up for this symposium, which was held in the STEM building on campus. The event began with opening remarks from the Associate Provosts Dr. Mark Largent and Dr. Prabu David, and Associate Dean Dr. Julie Libarkin. Dr. David expressed his optimism towards the AI technology and was excited to see many educators coming together to discuss and learn more about this new technology.
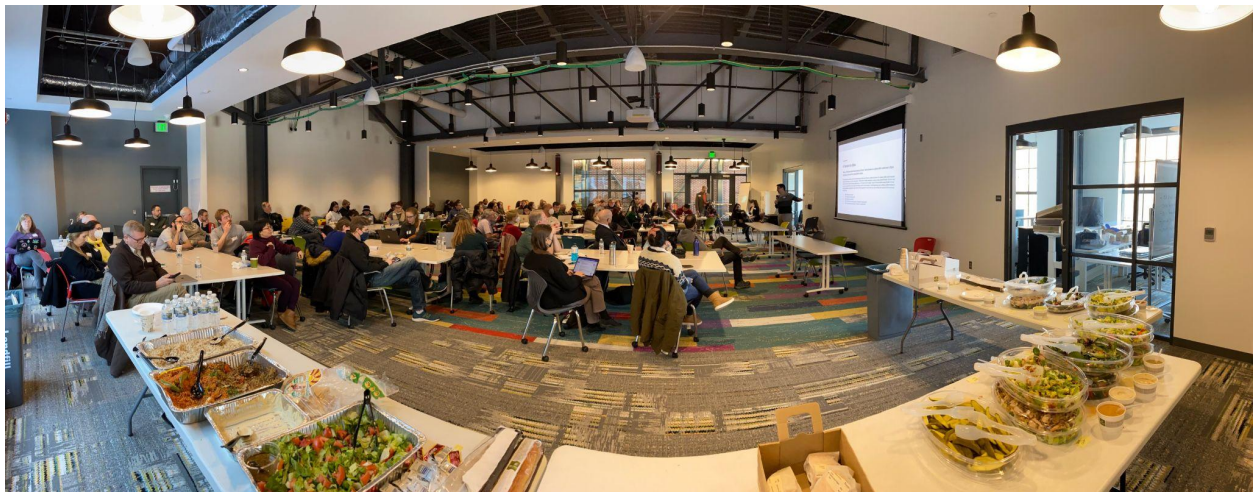

AI Symposium at MSU STEM building. Photo courtesy of Dr. Scott Schopieray, Assistant Dean for Academic Research & Technology.

Writing as a Social Practice

The event proceeded with a keynote address from Dr. Bill Hart-Davidson, who is a Professor and Senior Researcher in the Writing in Digital Environments Research Center and the Associate Dean for Research and Graduate Education. In his talk, "When Robots Learn to Write, What Happens to Learning?", Dr. Hart-Davidson introduced what Large Language Models (LLMs) are, what ChatGPT is, and how they all

work. He emphasized the value of writing as a "social behavior" and that it is an intentional, goal-directed activity we engage in daily. However, he alerted us that we now have to explore what it means to have robots writing with us.

When asked whether writing robots are a threat to humans and society, Dr. Hart-Davidson's answer is a 'maybe.' His main concern is how some parts of the writing practice can now be replaced by an AI-bot; as a result, there is a chance that we miss the opportunity to do and learn from such practice(s). He emphasized that writing is not just a mean to deliver a message, but it is also a practice to generate and organize ideas and reflect on what we already know. However, with the emergence of ChatGPT, there is a possibility that students will skip such practice. In fact, it is safe to assume that in the writing process of drafting, reviewing, and revising, the drafting part will be most likely done by a robot, and the rest will be done by humans.
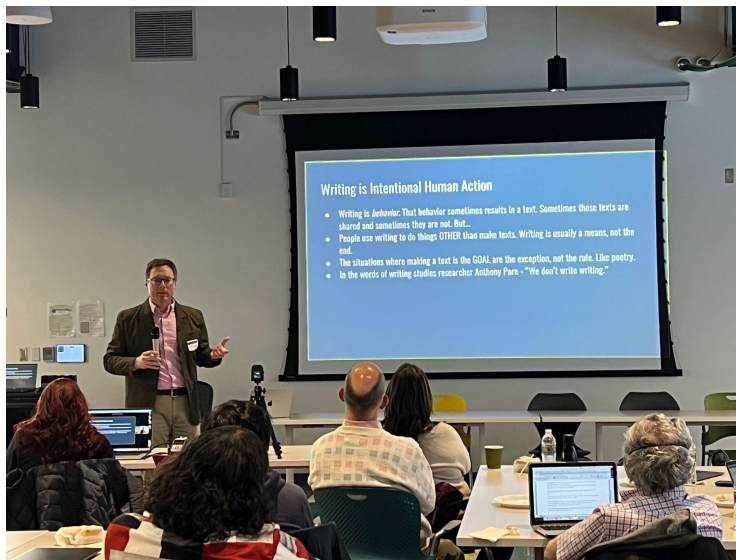
Dr. Bill Hart-Davidson. Photo courtesy of Dr. Min Zhuang, EDLI Research Associate.

Dr. Hart-Davidson ended his presentation with the following four proposals in the education contexts: (1) Have students think of writing as a practice, a social activity, that benefits their learning and thinking; (2) Have students be involved in other stages of the writing processes, and not just the drafting stage (i.e., reviewing and revising); (3) Have students show the process of writing, such as how and where they obtained and reviewed their evidence; and (4) Have a clear consent and disclosure approach when using LLMs, including mentioning the use of such tools in the method section of research.

How ChatGPT Works

Upon having a short break, Dr. Jeremy VanHof presented on the use and functions of ChatGPT. Dr. VanHof is the Director of Learning Technology and Development (Broad College of Business) and is part of the EDLI team. He provided a rigorous, step-by-step demonstration of how ChatGPT works and what it can produce. He pointed out that ChatGPT is designed to have a conversation with the user and can interact in multiple languages. He added that ChatGPT has a "natural language understanding," which enables the robot to look beyond the typos and recognize what is being asked. Moreover, Dr.

VanHof shared that ChatGPT has a short-term memory and will refer to previous dialogue when giving a response.

In his presentation, Dr. VanHof also provided a few scenarios of how students can misuse ChatGPT when taking exams and doing assignments. He then moved on to show some practical ways to use ChatGPT to teach writing, which includes having students use the AI-bot to create outlines, to analyze the textual biases, and to utilize the tool for basic mechanical editing. Finally, as an educator himself, Dr. VanHof presented examples of how teachers can integrate ChatGPT

Dr. Jeremy VanHof, Director of Learning Technology & Development.

when planning a lesson. Specifically, ChatGPT can be utilized (1) to generate lesson outlines; (2) create content for activities; (3) write test questions; and (4) create rubrics. This AI-tool can support educators in the drafting stages of lesson planning, which allows more time to focus on refining the materials and activities.

Interest Group Discussions

After listening to Dr. VanHof's presentation, attendees were invited to sit in one of the interest groups (e.g., curriculum and assessment, policy, library and research) to discuss issues and share ideas around using ChatGPT. The curriculum and assessment group highlighted that the emergence of ChatGPT is a good opportunity for educators to re-examine and "revamp" their curriculum, by creating more authentic and meaningful assignments and assigning tasks that are complex, requiring students to develop higher-order, critical thinking skills. The group also mentioned the value of bringing back "reflection" as part of the practice, as a reflective piece is something students would hopefully want to write on their own, instead of using a ChatGPT. The library and research group brought up the role of open access journals, which are one of the crucial sources for ChatGPT's knowledge, and the role of authorship when using robots in research and writing. Finally, The policy group pondered upon developing a policy on campus that is not based on a probationary model, but instead a working model that supports learning and teaching.

Panel Discussion

The finale of the AI symposium was a moderated discussion around augmenting teachers with AI systems, and the likely uptake of AI tools by students to assist with their work within formal education. The invited panelists were: Dr. Johannes Bauer (Director, James H. and Mary B. Quello Center); Dr. Andrew Christlieb (Professor, Mathematics); Caitlin Cornell (Assistant Director, Center for Language Teaching Advancement); Dr. Parisa Kordjamshidi, (Assistant Professor, Computer Science & Engineering); and Prof. Dennis Kennedy (Director, Center for Law, Technology & Innovation). The panelist shared the various opportunities, tensions, collective learning curves, and the ethical dilemmas around the use of AI-tools.

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🐦 @EdliTeam
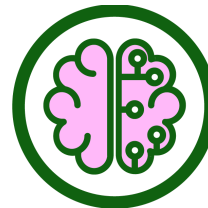
We'd love to connect with you! Contact us for future collaboration opportunities.

If you have questions or suggestions for future issues, feel free to reach out to us.