

Spring 2023



Message to Faculty

I want to take this opportunity to introduce myself as the new Senior Associate Director for Teaching Initiatives and Programs for Faculty. My role here at McGraw is to support faculty in all aspects of their teaching. Prior to joining Princeton's staff at the end of January, I was an assistant professor of theatre studies at James Madison University in Virginia, where I helped implement a global theatre history curriculum and worked as a Faculty Associate in Teaching at the Center for Faculty Innovation.

As anyone who knows me will attest, I love talking about teaching, so please don't hesitate to **reach out to me** with any teaching-related questions or concerns. Think of me as a potential partner in pedagogy; I am available to consult on all aspects of your courses, including their design, learning outcomes, activities, and assignments. I am also happy to hear your ideas for workshops and programs that will help support teaching excellence at Princeton.

All my best, Jessica



Program Highlights

We had a packed Zoom room for February's Teaching and Learning Now session on ChaptGPT. Moderators Kate Stanton and Amanda Irwin Wilkins were joined by panelists Andrea Capra, David Kinney, Meredith Martin, and Arvind Narayanan who discussed the positive and negative possibilities of the technology for the classroom and beyond. In case you missed it, a link to a recording of the program is available on [Panopto](#).

Drawing on ideas from that session, the January memo from Deans Dolan and Priestley, and recent scholarship of teaching and learning, we have drafted some suggestions for addressing AI/ChatGPT in the classroom, which you can find on the [Faculty News and Resources](#) section of our website.

How have you responded to ChatGPT in your classroom? Have you addressed it on your syllabus? ChatGPT-proofed your prompts? Are you asking students to embrace the technology in your assignments? We would love to [hear from you](#).

Resource Reminder

With guidance from Counseling and Psychological Services, we recently developed [a resource to help faculty respond to a student's death](#).

Teaching Tip

As we enter the final part of the semester, you might start to think about how to end your class effectively. Of course, there are exams to administer, final papers to plan for, and evaluations to encourage. But you also can make use of the last days of class to urge students to reflect on their experience in the course, to gather information about their impressions of your pedagogical approach, and to share something about what *you* have learned over the past twelve weeks.

You might use a tool like [Mentimeter](#) to poll students about which topics meant the most to them or which assignments they found the most engaging. You can use it to have students generate word clouds based on your subject matter (and if you do this at semester's start too, it can be an informal way to track their growth). You might allow time for students to free write about how what they learned in the class has proved relevant—even in small ways—outside of it. You might provide paper and markers and ask students to map the course's core concepts or have them do it online with a digital whiteboard tool such as [Miro](#). I have found that students appreciate hearing my takeaways from the semester. In a course's final session, I often share what I learned about my own pedagogical practice and any insights into the subject matter I garnered through teaching it.

Once the course is complete, you might take some time to make notes for yourself while the experience is still fresh in your mind. What worked and what didn't? What might you do differently next time? We offer some specific guidelines for end-of-semester reflections as well as ways to approach students' responses to course evals [on our website](#).

Applications Open

Applications are now open for our [Inclusive Pedagogy Grants](#). These grants support the revision of an element of a course that you will offer in AY 2023-24 to more strongly reflect equitable and inclusive teaching practices. You can find more information [on our website](#)



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