

Graduate Student Professional Development Courses

Spring 2024

The following are offered through The Graduate School (GS) to support academic and career success. Questions? Contact Dr. Morris Grubbs (morris.grubbs@uky.edu)

GS 610: COLLEGE TEACHING

Sec. 401; 1 credit hour. Wednesdays, 5:30-6:30 p.m. (Jacobs Science Building 231)

Instructor: Dr. David Sacks

Addresses a wide range of teaching and learning issues in the college classroom. Examines pedagogical issues in a general format with opportunity for discipline-specific applications. This course can serve to augment any department-based pedagogy programs. Intended primarily for graduate students preparing for future academic careers and seeking to enhance current teaching activities. No prerequisite other than graduate student standing.

GS 620: TEACHING IN THE 21ST CENTURY: GENERATIVE AI AND THE FUTURE OF TEACHING AND LEARNING

Section 001; 2 credit hours. Thursdays, 4:30-6:30 p.m., Jacobs Science Building 203

Instructor: Dr. Trey Conatser

This course will begin a little over a year after the public release of ChatGPT. Since then, the rapid developments in generative AI have captured the imagination of the educational community and inspired sentiments ranging from excitement to pessimism. Taught by the director of UK's teaching and learning center and co-chair of the UK ADVANCE team, this course will examine generative AI as a transdisciplinary issue through theory-based, evidence-based, and practice-based lenses. Students will investigate and reckon with how generative AI affects the educational mission of their disciplines while developing a practical skillset for both using and teaching with generative AI tools. No prerequisite other than graduate student standing.

GS 630: INSTRUCTIONAL TECHNOLOGY

Section 001; 1 credit hour. Tuesdays, 4:00-5:00 p.m., Jacob Science Building 337

Instructor: Dr. Mike Wallace

Addresses pedagogically sound and effective applications of instructional technologies (IT) in college teaching. Course goals include examining the impact of IT on learning outcomes, teaching strategies, and instructional assessments; designing and managing instructional websites; facilitating digital dialogue; and considering how IT affects faculty roles and responsibilities, the nature of the college classroom, and the future of higher education. No prerequisite other than graduate student standing.