

## **Faculty Learning Community (FLC) Opportunity**

Join a community of faculty colleagues to explore pedagogies and learning environments that may contribute to the development and mastery of twenty-first century competencies and skills and advance the quality of learning for today's students. This Faculty Learning Community (FLC) will present a conceptual and practical overview of a variety of evidence-based practices. Evidence-Based Practices are classroom pedagogies demonstrated through well-designed research studies to positively impact student learning and narrow achievement gaps in the classroom. Blended teaching/learning, cooperative learning, collaborative learning, problem-based learning, and team-based learning are examples of student-driven pedagogies which will be covered in the FLC. These innovative, reform-based 21<sup>st</sup> century strategies make learning in both physical and online classrooms more stimulating and motivating for students, promote better retention of the course content, minimize dropout rates, and maximize students' deep learning.

Participants in this FLC will engage in the following three (3) sessions led by faculty colleagues:

- 1. Dr. Amy Vaughn (Assistant Professor, Communication Sciences and Disorders)** will facilitate the introductory session and focus participants' attention to the characteristics and learning needs of our current traditional college students (iGen/GenZ). Special attention will be given to bridging the gap between pedagogic (child-focused) and andragogic (adult-focused) learning theory; and emphasis will be given to curriculum development with considerations to Universal Design for Learning and the ethics of care.
- 2. Dr. Jim McCargar (Professor, Chemistry and Associate Dean, School of Natural Sciences, Mathematics and Computing)** will lead the second session with a focus on a constructivist approach to building critical thinking and problem-solving skills. The Process Oriented Guided Inquiry Learning (POGIL) approach has found wide acceptance in STEM education. In a typical POGIL classroom, teams of 3-4 students respond to a series critical thinking questions (CTQs) that query a model, information (description), equations and or data. Through the collaborative inquiry process, students develop their own conceptual framework for what are typically very complex topics not easily learned through lecture or independently reading a textbook. The strong conceptual understanding lays the foundation for the application of concepts in problem-solving. Participants will engage in a POGIL activity and begin the process of formulating a POGIL-type exercise in their discipline.
- 3. Dr. Susan Finelli (Associate Professor, Educational Technology and Associate Dean K-12 Masters Programs)** will present the final session of the FLC with a focus on a blended approach to learning. As generational learning styles continue to evolve, so do the environments for teaching and learning. Faculty are faced with the challenge of juggling multimedia resources while effectively integrating these technologies into their curriculum. This workshop offers solutions for managing digital platforms that support blended learning strategies; i.e., online, hybrid, flipped classrooms, as well as instructional flexibility in face-to-face formats. Throughout the session, FLC participants will be introduced to a variety of educational technology tools for addressing the 4C's (collaboration, communication, critical thinking, and creativity) which are considered the essential skills in 21st Century Learning.

Participants will also be expected to achieve the following outcomes

- Attend three (3) two-hour teaching discussions (February, March, April- specific dates and times to be determined).
- Read one or two (1-2) short article selections provided in advance of each teaching discussion.
- Incorporate at least two (2) new, learned strategies in one (1) selected course during the current semester of the FLC.
- Revise one (1) syllabus for the subsequent semester to reflect new learning acquired during the FLC.
- Share new knowledge and learning with colleagues in the broader campus community (i.e., School Meeting, Faculty Connections Session, Faculty Center Newsletter, etc.)

Upon successful completion at the end of the 2020 spring term, each participant will be expected to complete an evaluation and provide feedback about his/her experience in the FLC. Additionally, upon submission of a revised syllabus reflecting new learning from participation in the FLC, each faculty member will receive a stipend (\$300) for his/her participation.

If you find this Faculty Learning Community opportunity intriguing and you wish to be considered for participation, please respond to the following prompts:

**Name:**

**Department/School:**

**Number of Years Teaching:**

**2-3 goals I have set for my teaching and instructional practices:**

**Participation in the FLC will support these goals in the following ways (about 200 words):**

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**Submit your responses to [bwfacultycenter@bw.edu](mailto:bwfacultycenter@bw.edu) no later than 11:59pm, Wednesday, November 20.**  
Selected faculty will be notified by **Friday, December 6.**