

OTEI is pleased to invite Clemson faculty to apply for participation in the Faculty Learning Community program. This program is designed to create faculty learning communities across the university and to assist faculty in learning about and incorporating new, evidence-based ideas into their practice. Former faculty participants have rated the FLC experience highly:

“It is a great way to meet people outside of your department and have engaging discussions with other peers while learning along the way. As academics we crave learning, so this is a great way to do that.”

2021-2022 TOPICS (Detailed Descriptions Below)

1. The Values of Teaching
2. Teaching for Trauma
3. Preparing CAFLS Students to be “Ready for Work”
4. Interdisciplinary Approaches to Teaching First-Gen Students
5. Using Gamification to Motivate Students to Learn

WHAT IS A FACULTY LEARNING COMMUNITY?

FLCS ARE “A CONTINUOUS PROCESS OF LEARNING AND REFLECTION, SUPPORTED BY COLLEAGUES, WITH AN INTENTION OF GETTING THINGS DONE.” *MCGILL & BEATY, 2001*

Faculty Learning Communities (FLCs) have an “emphasis on the team aspect (while still consulting about and developing each individual’s project) and on the ultimate beneficiaries of the program: the students in the participants’ courses” (*Cox & Sorenson, 1999*). Louis et al. (1996) described shared values, a focus on student learning, collaboration, shared practice, and reflective dialogue as five elements of these professional communities. While an FLC can have one lead facilitator, the curricular content and the overall direction are strongly influenced by participating faculty (*Cox, 2004*).”

At Clemson, FLCs are organized by topics, each with a faculty leader who coordinates meetings and facilitates shared content for discussion (with assistance from OTEI). Each FLC starts with the intention of learning as well as producing—the learning aspect of the community turns into actions undertaken by the community, either individually or as a group. These include:

- Learning about and applying new approaches to your teaching practice
- Learning about new assessments and creating new assignments or tests
- Sharing feedback as new approaches and course content are created and implemented

Individual groups form around a topic, meet regularly during the year (each third week or at

least once per month), share common readings, and support the implementation of a targeted change in each person's practice, in the spirit of trying out something new.

PARTICIPATION IN AN FLC in 2020-2021

Each FLC will include up to 10 participants. FLC groups will meet throughout two semesters (September 2021-April 2022) approximately each third week. Members can anticipate face-to-face meetings and potentially some online meetings. Attendance at group meetings, as well as submission of a deliverable such as revised assignment, developed activity, or other creation/revision of another teaching element at the end of the second semester, are required for participation. Participants will receive \$500 in professional development funding awarded in the second semester.

Groups sizes are limited, and **you may only apply to 1 FLC. The application window will close on Sunday, August 15, 2021.** Submissions will be reviewed by committee.

We strive for diverse learning communities made up of multiple disciplines and experiences. We encourage faculty of all positions and levels of teaching experience to apply (as long as they are supported by their supervisor to engage in this program).

Thank you to The Division of Undergraduate Studies, General Education for support of this program.

HOW TO APPLY

Please follow the [link \(https://bit.ly/FLC21\)](https://bit.ly/FLC21) to apply to join a group (details of groups are below). This survey form includes sections to provide: (1) a description of how the FLC aligns with your professional and teaching goals; (2) a description of how you will contribute to this group; (3) confirmation of support from your Chair or supervisor; (4) internal financial staff contact information; and (5) agreement to meeting attendance and end-of-program deliverables.

Questions? Email to otei@clemsn.edu Attn: FLCs.

FLC FACULTY LEADERS AND TOPICS

1. The Values of Teaching

Lauren Stephens, lsteph2@clemsn.edu & Erin Shepherd, eshep@clemsn.edu

It is often said that people don't care how much you know until they know how much you care. We believe this sentiment translates to the classroom, in that students don't care what we know until they know that we care about them. We believe that outstanding teaching does not happen accidentally; it is the result of intentionally cultivated practices that foster transformative classroom experiences. Our ability to engage learners is directly linked to the values we are guided by and teach from – values such as respect, humility, humor, introspection, and creativity. Our vision for The Values

of Teaching FLC is that faculty from across university disciplines will engage in meaningful discussion about the values essential for effective, student-centered teaching, and we will work collaboratively to implement their creative use in classrooms campus wide.

Throughout the FLC term, the community will create a working document that highlights each of the values we discuss, as we build our collective understanding of the values and their application in the classroom. This document will be a toolkit with 3-5 strategies or ideas for value integration, serving as an instructor resource that could be transitioned into a series of workshops to share with faculty on campus, a publication, or other creative method of idea dissemination, determined by the members of the FLC.

Proposed Day/Time for Meetings: Potential meeting times are **Tuesdays from 9am–12pm or Wednesdays from 1pm–4pm**; however, final meeting days/times will be established as a group. Meetings will occur every 3 weeks.

2. Teaching for Trauma

Jess Hartshorn, jhartsh@clermson.edu

According to the CDC, trauma is possibly the largest public health issue facing students today. Up to two thirds of U.S. children experience at least one type of serious trauma in their lives and this results in difficulties with self-regulation, negative thinking, and inappropriate interactions in the classroom and in social situations.

This faculty learning community will bring together faculty who are interested in a human-centered and trauma-informed approach to teaching. We will discuss methods for dealing with the repercussions of trauma and engaging students through a trauma-informed lens. We will participate in mindfulness exercises and plan activities that are human centered in nature. This FLC will culminate with the application of a strategy (e.g. mindfulness) to respective courses being taught and an assessment regarding the use of this strategy.

Proposed Day/Time for Meetings: **Fridays starting at 10 am.** Meetings will occur every 3 weeks. Virtual option available as needed.

3. Preparing CAFLS Students to be “Ready for Work”

Catherine DiBenedetto, cdibene@clermson.edu & Marge Condrasky, mcondra@clermson.edu

Collaboration, group work and teamwork skills are commonly used cooperative learning strategies utilized in undergraduate coursework for application and assessment of learning to prepare students to develop skills they need for the world of work. Do your students struggle with managing how to work collaboratively with their peers? Do you grapple with individual assessment and accountability of the group assignments included in the lecture or laboratory for your course? If so, we invite you to join our Faculty Learning Community to engage in scholarly research to learn how to successfully assess and prepare your students to be “Ready for Work”. We will engage in conversations, discuss strategies, and implement activities to effectively utilize cooperative learning in your teaching. We will explore strategies to help you and your students become more successful when teaching and learning amidst collaboration, an important 21st century employability skill.

Targeted outcomes include: Developing a plan to test/practice teaching strategies; Assisting members with comparing and contrasting scholarly teaching and the scholarship of teaching and learning (SoTL); Reviewing the Institutional Review Board (IRB) process; Designing a plan for scholarly research/output related to scholarly teaching; Reflecting on personal and collaborative experiences.

Proposed Day/Time for Meetings: **Fridays from 11:00 am–1:00 pm.** Meetings will occur every 3 weeks.

4. Interdisciplinary Approaches to Teaching First-Gen Students

Eddy Troy, etroy@clemson.edu & Mariah Magagnotti, mariahm@clemson.edu

Co-led by faculty in the departments of Industrial Engineering and English, this Faculty Learning Community takes an interdisciplinary approach to addressing the obstacles faced by our first-generation students. First-gen students—who comprise 11.9% of the undergraduate population at Clemson—often confront challenges associated with what scholars refer to as the university’s “hidden curriculum”—the many unwritten rules, norms, and best practices required to successfully navigate the undergraduate experience. This FLC seeks to bring together faculty from across disciplines to discuss readings, teaching practices, mentoring, and course policies in an effort to better support first-generation students.

Participants in this FLC will collectively define and develop an end-of-the-year project centered on strategies and resources for supporting first-gen students (past projects have included creating digital resource pages, talks, and papers).

Proposed Day/Time for Meetings: **Thursdays from 11:00am–12:00pm.** Meetings will occur every 3 weeks. Virtual meetings available as needed.

5. Using Gamification to Motivate Students to Learn

Amy Pope, amyj@clemson.edu

In this FLC, we are going to explore mechanisms through which teaching can be enhanced and students motivated to learn for the sake of learning. We will discuss gamification (the use of game elements and game design techniques in non-game contexts), game-based learning, the idea of points and leader boards, how to construct a game, assessment of performance, and how to scale these games to a larger audience (while minimizing grading).

Game-based learning is equally applicable across many disciplines whether it is a virtual journey through a history class, a jeopardy game in music, or an escape room in physics. Through this FLC, we will develop several templates for games and/or options to encourage the buy-in of learners.

Proposed Day/Time for Meetings: **Wednesdays starting at 3:00 pm.** Meetings will occur every 3 weeks. Hybrid option. Virtual attendance as needed and, based on the group preference, perhaps alternating virtual and f2f sessions.