

OTEI is pleased to invite Clemson faculty to apply for participation in the faculty learning community (FLC) program. These collaborative programs are designed to assist faculty in learning about and incorporating new, evidence-based ideas into their practice. Survey feedback from 2022-23 faculty participants showed that the majority of participants noted a positive impact on teaching practice due to FLC experience:

“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.”

Join on of the 2023-2024 FLCs (Detailed Descriptions Below)

Virtual only

1. Digital Tools For Teaching Oral Communications (Virtual)
2. Designing Online Courses to Increase Student Engagement and Community (Virtual)

In-person:

3. Building Positive Student Relationships with Minority/International Instructors
4. Making the Impersonal Personal: Establishing Community in a Large Lecture Setting
5. Minimizing Achievement Gaps for Minoritized Groups
6. Spicing Up Your Class with New Ideas
7. Incorporating Examples of the Achievements of Nontraditional Figures For Student Identity

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) are based on the communities of practice model, where a group of faculty have a shared concern or passion about a topic and meet to deepen knowledge and expertise by interacting regularly (Cox, 2013). This group meets over an academic year approximately every three weeks to build community and create a product (e.g., a teaching method, research, or reflective practice) related to the group's topic (Cox, 2013).

At Clemson, each FLC topic is guided by one or two faculty leader(s) who coordinates meetings and facilitates shared content for discussion (with assistance from OTEI). Each FLC starts with the intention of learning and producing—the community's learning aspect 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 pedagogical methods and assessment tools
- Sharing ideas and giving feedback on current and new practices

We thank the Provost's Office for support of this program.

PARTICIPATION IN AN FLC

Each FLC will include up to 10 participants. FLC groups will meet approximately every third week for two semesters (September 2023-April 2024). Each group is designed as in-person or virtual with an estimated meeting time (subject to change). Some FLC may offer a Zoom option if possible. Attendance at group meetings and submission of a deliverable (such as a creation/revision of another teaching element or changes to course structure/policy) are required for all participation. Participants will receive \$500 in professional development funding awarded in the second semester.

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 their supervisor supports them to engage in this program).

HOW TO APPLY

Details of FLC topics are below. Please complete the member application through this form: <https://forms.office.com/r/qCy24dx1h3>. Group sizes are limited, and you may only apply to one FLC. **The application window will close on Monday, August 28, 2023.** A committee will review submissions.

This application 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 Becky Tugman at btugman@clemsont.edu Attn: FLCs.

FLC FACULTY LEADERS AND TOPICS

Virtual Options

Digital Tools For Teaching Oral Communications

Cary Berkeley Kaye (Philosophy and Religion) and Lindsey Dixon (Communications)

Proposed Day/Time for Meetings: Thursdays at 4pm

Do you teach oral communication skills in any setting? Students develop these skills in STEM, humanities, and social science classes, as well as extracurriculars. This FLC focuses on providing instructors with digital tools to enhance teaching and feedback for oral communication in various settings. Instructors with more tools for feedback and demonstrating best practices support learning effectively, while digital responses to students' practice performance can enhance available class time. Additionally, video feedback can be substantially more useful for some students with learning barriers.

The FLC will be online, using Zoom meetings every three or four weeks. Participants will share and investigate digital tools, reflecting on their strengths, weaknesses, and ideas. They will also introduce new tools for experimentation before the next meeting. No prior experience is necessary, just an interest in exploring new tools and presenting them to the group. Potential tools to explore include Flip, Kaltura, Voicethread, Feedback Fruits, PlayPosit, Camtasia, Vevox, and Collaaj.

Designing Online Courses to Increase Student Engagement and Community

Lillie A. Langlois (Forestry and Environmental Conservation) and Lori Kinley (Clemson Online)

Proposed Day/Time for Meetings: Wednesdays at 1:30 pm

Do you teach at least one online course and want to increase your student engagement? Our FLC is geared for both new and experienced online instructors who want to enhance a social learning environment in their courses. We will use the Community of Inquiry framework to teach a variety of skills and share ideas on the use of interactive assignments, virtual tools, and synchronous events that help create community amongst students. Also, we will focus on technology to create videos that provide dynamic and engaging online content that students will actually want to watch and will help them learn. Ultimately, this FLC strives to improve the quality of online courses with a more connected social learning environment to further promote student academic success, inclusion, and support student retention.

In-Person Options

Building Positive Student Relationships with Minority/International Instructors

J. Antonio Baeza (Biological Sciences)

Proposed Day/Time for Meetings: Friday at 11 am

Do you feel there is a disconnect between you and your students? In this FLC, we will foster a collaborative environment where we can openly discuss and exchange experiences and perspectives among Clemson undergraduates toward minority or international instructors. The scope of discussion is not limited solely to classroom participation but encompasses various aspects related to this subject. This Faculty Learning Community (FLC) aims to provide a safe and supportive space for individuals to share their opinions and personal encounters. Additionally, it seeks to equip participants with practical strategies to build positive relationships and prevent, minimize, or appropriately address attitude and behavioral instances of implicit bias exhibited by undergraduates. One of the desired outcomes of this FLC is to discuss the prevalence and intensity of implicit bias, specifically among Clemson University's undergraduate population. Some sessions will feature guest speakers from different sectors of the Clemson community, who will provide valuable insights on topics directly relevant to implicit bias.

Making the Impersonal Personal: Establishing Community in a Large Lecture Setting

Heidi Anderson (Genetics and Biochemistry)

Proposed Day/Time for Meetings: Thursdays at 2:30 pm

At the core of their being, students desire to belong and find their place in the classroom. Let's help them! Often, however, due to a myriad of reasons that may include preconceived ideas about inadequacies, previous experiences, or even apathy, they do not find this sense of belonging and community. This FLC will seek to answer questions such as: What is community? What are the markers of a healthy community in the classroom? What does community look like in a large lecture setting? How (or does) community/lack of community in the classroom impact learning? What role do the instructor and student play in the establishment of community? We will also explore the application of the Community of Inquiry Model in a large lecture. After exploring and discussing

research and answering these questions, the group will work together to design (and work to implement) practical and meaningful ways to foster community in a large lecture class.

Minimizing Achievement Gaps for Minoritized Groups

Pooja Puneet (Physics and Astronomy)

Proposed Day/Time for Meetings: Thursdays at 1 pm

Join us as we help all students, regardless of background, achieve their potential. Achievement gaps occur when one group of students significantly outperforms another group (due to diverse backgrounds, abilities, and experiences). Several recent studies have shown that using a combination of effective pedagogical strategies has proven effective in bridging the knowledge and achievement gaps between minoritized and non-minoritized students. These include creating structure in our courses, incorporating active learning, and self-reflection, peer-led problem solving, fostering the sense of mattering and belonging, and others.

Through this FLC, we will form a community of instructors interested in minimizing achievement gaps in their courses. As a group, we will focus on recognizing the achievement gaps in our introductory and higher-level courses and then brainstorm, choose, and implement some evidence-based practices.

Spicing Up Your Class with New Ideas

Michael Sehorn (Genetics and Biochemistry) and Kevin Flynn (Marketing)

Proposed Day/Time for Meetings: Wednesdays at 1 pm

Are you ready to take your teaching to new heights? Discover the power of innovation and join our Faculty Learning Community! In today's evolving educational landscape, embracing fresh perspectives and pushing the boundaries of traditional teaching methods is crucial. We believe that innovation is the key to unlocking student potential and creative, transformative learning experiences.

As a group we will explore and experiment with new strategies to engage students on a whole new level. Our FLC community will be a supportive and collaborative environment composed of instructors from diverse disciplines who share ideas and experiment to elevate their classroom practices. Together, we will discover current strategies and leverage modern technologies to infuse creativity into our teaching toolkit. These strategies will help you to create immersive learning experiences that captivate and inspire your students. Don't miss this opportunity to invigorate your teaching and make a lasting impact on your students. Step outside of your comfort zone by embracing innovation and joining our FLC.

Incorporating Examples of the Achievements of Nontraditional Figures For Student Identity

Tania Houjeiry (Chemistry)

Proposed Day/Time for Meetings: Thursdays at 1 pm

There are nontraditional figures in every discipline, for example, women and minorities in STEM. As educators, we always encounter nontraditional students who are considered "outsiders" for what they "traditionally" must do or are expected to do. And as a result, these students struggle with proving themselves or feeling that they belong. This FLC idea was sparked by an email from a CH1020

student:

"I wanted to take a moment out of my day to thank you. I have always been passionate and interested in Chemistry; however, I felt restricted by the fact that I often only hear of successful guys in the field. You have given me the confidence and inspiration to pursue it based off of my love for the subject with no regard to my identity."

As educators, we can do better at helping nontraditional students feel welcomed. One way to do that is to highlight the achievements of people these students (or even us) can relate to. In this FLC, each instructor will try to identify the "nontraditional" figures in their courses or discipline (gender, ethnicity, nationality, etc...); then, we will collect at least one artifact to highlight the achievements of these figures. We will also brainstorm and discuss ways to incorporate these highlights in our courses. Lastly, we will combine all the material generated in one document that will be shared across all disciplines to help other professors teach for inclusion in their classes.