

Guide to Building a Faculty Learning Community

The Role of an Interdisciplinary Faculty Community of Practice to Facilitate the Adoption of Adaptive Courseware

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Building Faculty Learning Communities

Jeffery W. Galle, Denise Pinette Domizi



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Building Faculty Learning Communities Milton D. Cox, Laurie Richlin, 2002

Building Online Learning Communities Rena M. Palloff, Keith Pratt, 2009-12-30 Building Online Learning Communities further explores the development of virtual classroom environments that foster a sense of community and empower students to take charge of their learning to successfully achieve learning outcomes This is the second edition of the groundbreaking book by Rena Palloff and Keith Pratt and has been completely updated and expanded to include the most current information on effective online course development and delivery A practical hands on guide this resource is filled with illustrative case studies vignettes and examples from a wide variety of successful online courses The authors offer proven strategies for handling challenges that include Engaging students in the formation of an online learning community Establishing a sense of presence online Maximizing participation Developing effective courses that include collaboration and reflection Assessing student performance Written for faculty in any distance learning environment this revised edition is based on the authors many years of work in faculty development for online teaching as well as their extensive personal experience as faculty in online distance education Rena M Palloff and Keith Pratt share insights designed to guide readers through the steps of online course design and delivery

Building Faculty Learning Communities Milton D. Cox, Laurie Richlin, 2011-10-07 Changing our colleges and universities into learning institutions has become increasingly important at the same time it has become more difficult Faculty learning communities have proven to be effective for addressing institutional challenges from preparing the faculty of the future and reinvigorating senior faculty to implementing new courses curricula and campus initiatives on diversity and technology The results of faculty learning community programs parallel for faculty members the results of student learning communities for students such as retention deeper learning respect for other cultures and greater civic participation The chapters in this issue of New Directions for Teaching and Learning describe from a practitioner s perspective the history development implementation and results of faculty learning communities across a

wide range of institutions and purposes Institutions are invited to use this volume to initiate faculty learning communities on their campuses This is the 97th issue of the quarterly journal New Directions for Teaching and Learning **Expanding the Vision of Faculty Learning Communities in Higher Education** Kristin N. Rainville,David G. Title,Cynthia G. Desrochers,2024-04-01 This edited book on Faculty Learning Communities FLCs explores the ways in which FLCs have expanded across platforms spaces and focus while maintaining the core values and elements of original FLCs The first section investigates ways that FLCs support faculty retention teaching and scholarship The second section offers examples of FLCs focused on teaching that is responsive to student learning The third section explores the move to online and virtual FLCs The fourth section explores FLCs that create and foster faculty belonging communities of care and the integration of mindfulness The fifth section looks at multi year long term progression and impact of FLCs The book s foreword by Milton D Cox investigates the evolution of leadership of and within faculty learning communities as they expand **Powerful Learning Communities** Oscar T. Lenning,Denise M. Hill,Kevin P. Saunders,Andria Stokes,Alisha Solan,2023-07-03 Learning communities have been demonstrated to dramatically improve student outcomes by engaging students in their learning This book constitutes a comprehensive guide for readers who want a broad strategic view of learning communities enabling them to identify which type of LC best meets the learning needs of their students and the context and mission of their institution It also provides the tools for planning designing and implementing what the authors define as powerful LCs and for understanding the assessment implications of their decisions The potential power of LCs is realized through effective facilitation appropriate team building activities linkages planning and active collaboration that promotes learning of the group and the individual group members all of which topics are covered in this volume This book is organized around the three themes of setting the stage designing an LC and building or enhancing a powerful LC and covers three types of learning communities student professional faculty staff and institutional LCs concerned with student learning providing a range of tools and forms to facilitate planning The authors also address designing and maintaining hybrid and virtual LCs This book is intended as a practical resource for anyone at any level in higher education who wants to champion develop or redesign student or professional LCs or even explore broader initiatives to develop their institution into a learning organization Administrators in academic and student affairs will find guidance for setting appropriate policies and allocating resources The book may also serve as a textbook for graduate courses in institutional leadership and policy studies curriculum and instruction student affairs or assessment evaluation *Developing Faculty Learning Communities at Two-Year Colleges* Susan Sipple,Robin Lightner,2023-07-03 This book introduces community college faculty and faculty developers to the use of faculty learning communities FLCs as a means for faculty themselves to investigate and surmount student learning problems they encounter in their classrooms and as an effective and low cost strategy for faculty developers working with few resources to stimulate innovative teaching that leads to student persistence and improved learning

outcomes Two year college instructors face the unique challenge of teaching a mix of learners from the developmental to high achievers that requires using a variety of instructional strategies and techniques Even the most experienced teachers can find this diversity demanding Faculty developers at many two year colleges still rely solely on the one day workshop model that while useful rarely results in sustained student centered changes in pedagogy or the curriculum and may not be practicable for the growing cohort of part time faculty members By linking work in the classroom with scholarship and reflection FLCs provide participants with a sense of renewed engagement and stimulate collegial exploration of ways to achieve educational excellence FLCs are usually faculty instigated and cross disciplinary and comprise groups of six to fifteen faculty that work collaboratively through regular meetings over an extended period of time to promote research and an exchange of experiences foster community and develop the scholarship of teaching FLCs alleviate burnout and isolation promote the development testing and peer review of new classroom strategies or technologies and lead to the reenergizing and professionalization of teachers This book introduces the reader to FLCs and to the Scholarship of Teaching and Learning offering examples of application in two year colleges Individual chapters describe among others an FLC set up to support course redesign an Adjunct Connectivity FLC to integrate part time faculty within a department and collaborate on the curriculum a cross disciplinary FLC to promote student self regulated learning and improve academic performance and persistence a critical thinking FLC that sought to define critical thinking in separate disciplines examine interdisciplinary cross over of critical thinking and measure critical thinking more accurately an FLC that researched the transfer of learning and developed strategies to promote students application of their learning across courses and beyond the classroom Each chapter describes the formation of its FLC the processes it engaged in what worked and did not and the outcomes achieved Just as when college faculty fail to remain current in their fields the failure to engage in continuing development of teaching skills will equally lead teaching and learning to suffer When two year college administrators restrain scholarship and reflection as inappropriate for the real work of the institution they are in fact hindering the professionalization of their teaching force that is essential to institutional mission and student success When FLCs are supported by leaders and administrators and faculty learn that collaboration and peer review are valued and even expected as part of being a teaching professional they become intrinsically motivated and committed to collaboratively solving problems setting the institution on a path to becoming a learning organization that is proactive and adept at navigating change

Faculty Learning

Communities Kristin N. Rainville, Cynthia G. Desrochers, David G. Title, 2024-03-01 This edited book on Faculty Learning Communities FLCs provides and explores powerful examples of FLCs as a impactful form of professional learning for faculty in higher education The chapters describe faculty learning community initiatives focused on diversity equity and belonging in higher education Contributing authors provide a framework for faculty learning communities and how these communities can offer faculty a place and space to explore antiracist and social justice oriented teaching show the impact of faculty learning

communities on teaching practices or student learning and describe how these communities of practice can lead to institutional change The book's foreword by Milton D Cox investigates the past and future of faculty learning communities focused on diversity and equity Building Community Terra Peckskamp, Carrie McLaughlin, 2010-07-26 Learning communities are now an integral part of campus life at a wide range of colleges and universities where they play an important part in efforts to improve student success They help to create smooth transitions for first year students and lead to greater satisfaction with the undergraduate experience Learning communities can make a large campus more navigable foster a more academically and socially supportive residential environment and forge connections among students faculty and staff However creating learning communities requires commitment and concerted effort from numerous stakeholders With a wealth of information and hard earned insight Building Community Stories and Strategies for Future Learning Community Faculty and Professionals offers indispensable advice on the design implementation maintenance and improvement of learning communities Topics include The historical evolution of learning communities Learning community models Assessing the effectiveness of programs Faculty student and administrative perspectives on learning communities Creating a new learning community possibilities and challenges Teacher student dynamics within learning communities Diversity in learning communities Implications and applications for graduate education Resources for and about learning communities **Faculty Learning Communities** Jeffery W. Galle, Denise Pinette Domizi, 2021-12-11 This book offers a game plan for developing faculty expertise in student success pedagogies across disciplines through hundreds of supported faculty learning communities FLC Using the FLC as a foundation and offering support and training for individual faculty moderators facilitators the program establishes systemwide conversations around selected topics and pedagogies The topics have been selected as evidence based practices that can be used across the disciplines to inform faculty and support student success in undergraduate coursework These pedagogies include transparency in learning and teaching TiLT inclusive pedagogy course redesign mindset High Impact Practices strategies from neuroscience Small Teaching and SoTL The program is set in motion by nominations for facilitators Chancellor's Learning Scholars CLS from institutional academic leaders an individual application and confirmation Training for the CLS is provided by the system's Office of Faculty Development and supported by directors of the institutional teaching centers The formation of each FLC the identification of course products and changes emerging from the FLC and the full story of each FLC is contained in the annual report All told the program has involved 2500 faculty and thousands of course changes Finally the book offers evaluation of three types by USG office by system's teaching center directors and by the analysis of the final reports submitted each year

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