

FACULTY FELLOWS PROJECT REPORT

JEN LEWON - SPEECH, LANGUAGE AND HEARING SCIENCES

TITLE & BRIEF DESCRIPTION

Faculty Learning Community (FLC)–Speech, Language and Hearing Sciences

As an ASSETT Faculty Fellow in 2017-2018, I proposed a Faculty Learning Community (FLC) in Speech, Language and Hearing Sciences for AY 2017-2018 to build community around faculty development of teaching.

Proposed community topics:

- best practices in online and face-to-face teaching
- scientific teaching
- tools to engage multiple learning styles
- technology to provide real-time feedback on student engagement and needs
- tools to promote active learning
- universal design
- use of intelligent agents
- maximizing potential of LMS

Proposed project timeline:

- August 2017: propose FLC to SLHS
- September 2017: survey CU faculty to establish 4 dates in fall and spring
- September 2017-April 2018: SLHS FLC meets; information is shared in LMS community course or Google site
- May 2018: report to ASSETT on SLHS FLC outcomes

CHALLENGES AND GOALS

Five junior and senior faculty in SLHS attended our first meeting on 9-22-17. Current teaching challenges and FLC goals were generated by faculty during that meeting.

Challenges:

- use of active learning in class
- more content to cover but length of program hasn't changed
- balancing active learning and content
- use of computers in class
- how to get students to do things outside of class without grading

SLHS FLC Goals:

- read about scholarship of teaching and learning
- discuss current teaching challenges and solutions
- share teaching ideas and strategies to use in class
- share information about alternative educational models such as flipped classroom

PROJECT AND OUTCOMES

The SLHS FLC met on 9-22-17, 11-10-17 and 4-5-18. Nine SLHS faculty participated and meetings averaged 5-6 participants.

Generally, I felt that the first meeting was more focused on challenges, but that the subsequent meetings were more focused on potential solutions and sharing ideas and alternative teaching models. Meeting discussion included:

- Challenge of balancing content delivery with leftover time for critical application of concepts
- Flipped classroom model
- Use of mid-semester course questionnaires
- Accountability for content outside of class
- How changing teaching model may affect FCQs
- Use of virtual patients in academic and clinical settings

Generally, participants commented that they enjoy FLC discussion and learned a lot from each other. One participant totally redesigned a course after hearing from a senior faculty (and great teacher as per FCQs and student feedback) about her use of flipped classroom model and making students accountable for reviewing content outside of class. She mentioned that hearing about how this faculty used the model gave her “permission” to use this model in her class.

REFLECTION

Cox (2004) cites the long-term goals of the Miami University FLC that are similar to most institutions:

- Build university-wide community through teaching and learning
- Increase faculty interest in undergraduate teaching and learning
- Investigate and incorporate ways that diversity can enhance teaching and learning
- Nourish the scholarship of teaching and its application to student learning
- Broaden the evaluation of teaching and the assessment of learning
- Increase faculty collaboration across disciplines
- Encourage reflection about general education and the coherence of learning across disciplines
- Increase the rewards for and prestige of excellent teaching
- Increase financial support for teaching and learning initiatives
- Create an awareness of the complexity of teaching and learning

In a limited way, I felt that the SLHS FLC met many of these goals, especially building teaching-learning community, increasing interest in faculty teaching development, and supporting awareness and reflection on teaching and learning.

Continued or future FLC goals might include more focus on diversity in teaching, supporting evaluation and assessment of teaching and learning, and increasing rewards and support for excellent teaching.

Thanks to ASSETT for supporting this project!

REFERENCES

Cox, M. D. (2004). Introduction to Faculty Learning Communities, *New Directions for Teaching and Learning*, No. 97, Wiley Periodicals, Inc.