

The Dynamic Teaching Cohort Faculty Learning Community at Eastern Campus began in AY 2016-2017. The cohort follows the following format: learn, teach, and share. In the learn segment, the members participate in monthly meetings with their cohort, attend at least 4 workshops in the CLE, and attend a Lilly Conference on University Teaching and Learning. During the teach segment, each member commits to making some type of change in at least one class during the academic year. Finally, in the share segment, members present about their experiences at least two times during the year (i.e. campus workshop series, colloquiums, campus days, etc.).

During AY 2016-2017, the cohort included 19 members who attended Lilly Oxford in November 2016. Upon return, each member instituted changes in his or her classroom and also participated in a conference share, presented in a Dynamic Teaching and Learning workshop series in Spring 2017, and/or participated in campus day activities.

During year 2 (AY 2017-2018), the cohort included 23 members, plus 3 conference guests, attending one of two conferences: Lilly Bethesda in May/June 2017 and Lilly Oxford in November 2017. Lilly Bethesda members kicked off their experiences by attending the conference first, then continued to learn and plan over Summer 2017. They then instituted changes in Fall 2017, and will present in a “Teach Like a Puma” workshop series in Spring 2018. Lilly Oxford members spent Summer and Fall semester 2017 learning and planning and will implement changes in Spring or Summer 2018. They will then present in a workshop series during Fall 2018. In addition, the year 2 cohort also included some first year members returning in a partnership capacity, to provide mentorship and to meet with and help lead new members through the process.

Sarah Greywitt, Kristina Ambrosia-Conn, and Stacey Souther has presented about the Dynamic Teaching Cohort at both Lilly Bethesda and Lilly Oxford, as well as at the OATYC conference. Attached you will find a handout from the Lilly Oxford Conference. It includes data from the Year 1 cohort.

Additionally at East, Ken Williams, who was a member during the first year of the cohort, is now leading his own cohort of members in a Faculty Learning Community focusing on using dynamic teaching methods in STEM classrooms. This group follows the same general model as the Dynamic Teaching Cohort FLC, but does not attend a conference.

Plans are already in progress to begin year 3, and will involve 12 individuals attending Lilly Bethesda in May/June 2018.

2016 Oxford

Ambrosia-Conn, Kristina (*CLE Lead)

Banerjie, Priyanka

Glasener, Kristine

Greywitt, Sarah (*CLE Lead)

Johnson, Brian

Kriner, Bridget

Luca, Jen

Manley, Sheila
McAttee, Kathryn
McCraith, Mike
Pegman, Andrew
Ranchod, Loraine
Sierk, David
Souther, Stacey (*Fac Dev Lead)
Sweeney, Casandra
Thomson, J. Michael
Ugran, Angela
Vari, Kara
Williams, Kenneth

2017 Bethesda Lilly

Chaplin, Mardy (Guest -- West Fac Dev Coordinator)
Craider, Holly
Draviam, Supriya (*Returning Partner)
Ehret, Sara
Gray, Karen (Guest – West CLE)
Greywitt, Sarah (*CLE Lead)
Kriner, Bridget (*Returning Partner)
Posey, Samantha
Resnick, Melissa
Souther, Stacey (*Fac Dev Lead)
Susbauer, Kimberley
Sweeney, Casandra (*Returning Partner)
Thoenen, Heidi
Thomson, J. Michael

2017 Oxford Lilly

Ambrosia-Conn, Kristina (*CLE Lead)
DasGupta, Jaydip
Friel, Lisa
Greywitt, Sarah (*CLE Lead)
Hill, Kimberly
Iken, Paula
McCory, Denise (Guest – East Academic Affairs)
Pashaj, Mirela
Pitrone Barbara
Ranchod, Lorraine (*Returning Partner)
Souther, Stacey (*Fac Dev LEAD)
Vara, Kari (*Returning Partner)
Wiggins, Rebecca
Harris-Williams, Cassandra

PARTICIPANT FEEDBACK

"Attending the Lilly Conference allowed me to develop a stronger connection with my colleagues. Furthermore, it prompted me to try new approaches in the classroom in a mindful and adventurous way. What a great opportunity – for me and my students!"
Casandra Sweeney, English

From an email recounting the use of a classroom space designed for collaborative learning:

"What has struck me recently is the freedom with which students get up and move around in a way that is not disruptive, but is a result of their engagement in the activity...I have had several "ah-ha" moments with students in this classroom when they finally "get" the concept of the different sentence structures, that hasn't happened in other classroom settings. We often take what they come up with on the small boards and build on that to re-create more complex structures on the big white boards. There is definitely an increase in their comfort level with collaborative work -- discussion and argument (in the most positive sense) about writing style and mechanics."

Lorraine Ranchod, ESL

Referring to a learner-centered classroom experience:

"I think it's more interesting in some ways because you're hearing what other people are thinking all the time...And some people are more shy, so, there's some classes that you'd never hear from anybody. But when you're in this setting, everybody's saying something. Everyone's contributing. So, I like that about it."

Assunta L. Nasea, Math student

"I really think the flipped class is the gateway to success for students. I really...I really feel that. It's the gateway to success for students."

DeAndre Hill, Psychology student

RESOURCES

Cox, M.D. (2004). Introduction to faculty learning communities.

New Directions for Teaching and Learning. 97, 5-23.

Richlin, L. & Esslington, A. (2004). Overview of faculty learning communities. *New Directions for Teaching and Learning*. 97, 25-39.



EMPOWERING FACULTY TO USE LEARNER-CENTERED TEACHING IN THE CLASSROOM

Oxford, Ohio – Nov. 16-19, 2017

Stacey Souther, Associate Professor of Psychology

Sarah Greywitt, Instructional Technologist

Kristina Ambrosia-Conn, Sr. Instructional Designer

J. Michael Thomson, East Campus President

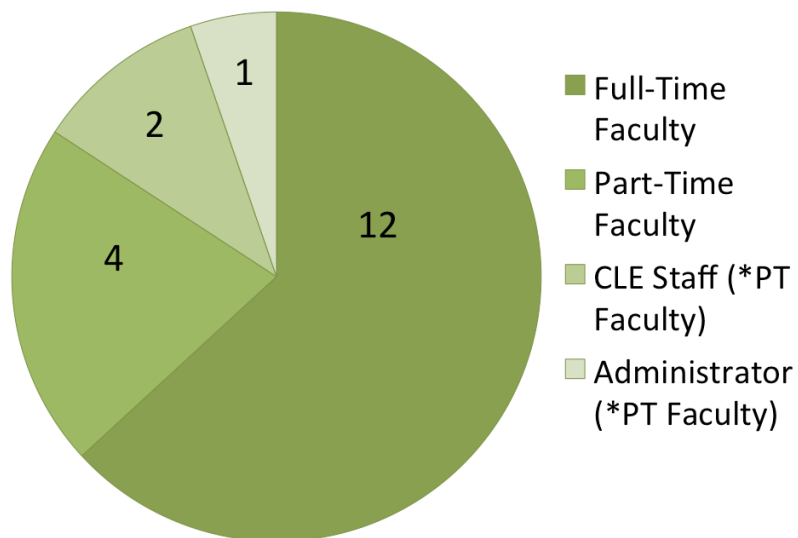
<http://bit.ly/2iUSLMZ>

EVIDENCE-BASED TEACHING AND LEARNING
Conference Series on College and University Teaching and Learning

WHAT IS A FACULTY LEARNING COMMUNITY?

“A group of faculty and staff, (usually between six and fifteen, eight to twelve recommended) who engage in a year-long program with a curriculum about enhancing teaching and learning and with frequent seminars and activities that provide learning, development, and community building” (as cited in Richlin & Esslin, p. 27).

Who we are



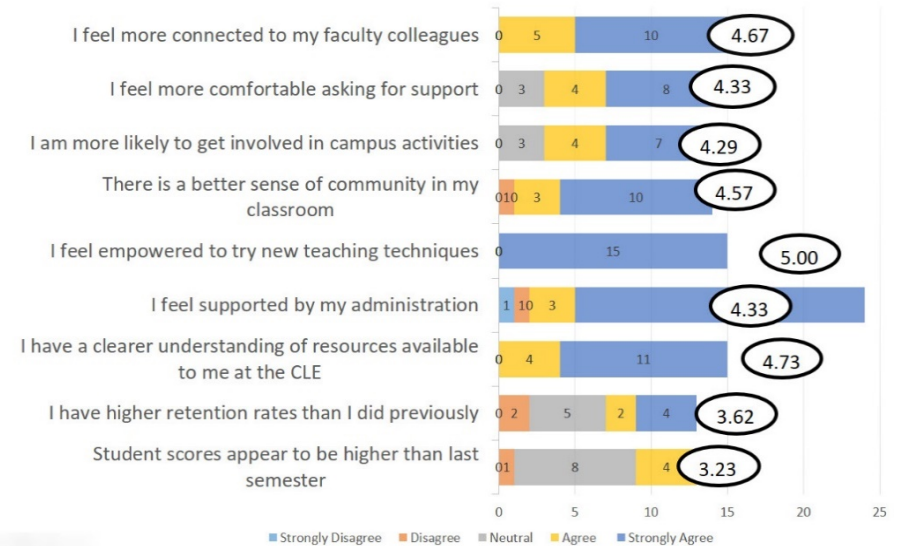
OUR FACULTY LEARNING COMMUNITY

What we do

- Learn
 - Monthly Cohort Meetings
 - Lilly Conference
 - Center for Learning Excellence Workshops
- Teach
 - Implement New Dynamic Strategies in Classroom
- Share
 - Present to faculty colleagues

Our Data

DYNAMIC TEACHING AND LEARNING 2016-2017 COHORT



Our Video

<https://youtu.be/aC8ei7vtw5M>