

The Faculty Learning Community

Rochester Institute of Technology
Pilot Program
2001-2002

4/26/2002

1

Agenda

- Introduction by Susan Donovan
- Project presentations by the faculty of the learning community
- Audience Q&A
- Wrap-up and discussion of next year by Susan Donovan

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2

Introduction

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LDC

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3

What is a ...

- Student learning community?
- Faculty learning community?

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4

Faculty Learning Community

- Cross-disciplinary
- Year-long
- Program to enhance teaching / learning

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5

Goals

- Collegiality
- Respect
- Enhanced Teaching
- Scholarship

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6

Activities

- Regular meetings
- Lilly Conference
- Readings
- Projects
- Associates
- Portfolios

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7

Participants

- Robert Barbato, COB
- Mary Lou Basile, NTID
- MaryAnn Begland, CIAS
- Thomas Frederick, COS
- James Heliotis, CCIS
- Josef Torok, COE

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8

Towards More Effective Student Teams

Bob Barbato
Management, Marketing,
Decision Science, and
International Business

Faculty Colleague: Sandy Rothenberg
Student Colleague: Siddhartha

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9

Why Organizations Emphasize Teams

- Traditional Organization
 - Hierarchy
 - Rules
 - Control
- Modern Organization
 - Flatter
 - More flexible
 - More networked

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10

Students Who Work in Teams

- Problems
 - Lack of motivation
 - Difference in goals
 - Poor coordination
 - Freeloading

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11

Potential Solutions

- Team Charter
 - Students spend a class developing and signing a team charter
- Improving Team Skills
 - Students spend a class learning and practicing problem-solving and other team skills
- Peer Evaluation
 - Students evaluate each other, and this evaluation affects the final grade

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12

Outcome Measures

- Student satisfaction
 - Measured by questionnaire
- Student performance
 - Measured by instructor evaluation

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13

Collaborative Learning Activities in Economics

Mary Lou Basile
Business Careers

Faculty Colleague: Allen M. Ford
Student Colleague: Felia Aldridge

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14

Goal

- To actively engage students in the discussion of course content utilizing collaborative learning strategies.

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15

Method

- Each class period contained at least one activity that required students to work with a partner to answer questions and solve problems.
- Some activities preceded lectures on the content, some activities followed lectures on the content.

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16

Evaluation

- Some students gained confidence in their knowledge of economics.
- Grouping of students was critical to success.
- Students were not accustomed to working together and were sometimes unprepared to do so.
- Some students enjoyed the activities more than others.

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17

Student Feedback

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18

Immunology Outside of the Box

Tom Frederick
Biological Sciences

Student Colleagues:

- Bill Dowdle
- Peri Eilers
- Kim Feitl
- Holly Groff
- Anna Ludi

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19

Course Parameters

- Course Title - Immunology
- Large lecture-only class
- 86 students
- Auditorium-type classroom (08-A300)
- 8-9 AM, M,W,F
- Facts-based foundation course

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20

Project Goals

1. Highlight the relevancy of course
2. Challenge each student to address a "real-world" problem
3. Expand knowledge of immunology beyond course syllabus
4. Experience the challenges of working in a group
5. Select the most effective means for presentation of the project

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21

Process (end of first class)

- Project concept introduced
- Groups of 4 students randomly formed
- Group leader selected
- Project selected
- Method(s) of group communication established
- Decision to involve or not involve instructor

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22

Process (2-3 weeks into the quarter)

- Status of project
- Any further definition of project parameters
- Any problems encountered with group dynamics
- Method of project presentation - any special needs?

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23

Process (various times afterwards)

- Project ideas and/or drafts submitted
- Critiqued by instructor
- Specific dates/times established for presentation

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24

Outcomes 1

- Highly variable levels of breadth and depth
- Often directly related to effectiveness of group leader
- Relevant course material was appropriately used
- Additional supporting materials not covered in the course

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25

Outcomes 2

- Solid, often provocative, opinions
- Most effective presentation - interactive group meeting with instructor
- A few personality issues arose in some groups

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26

Student Responses

- Increase challenge (depth and breadth)
- Focus on science-based topics
- No group leader needed
- Tighten deadlines, shorten time to complete
- Clarify specific expectations
- Evaluate individual contributions to group
- More choices for project topics

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27

Pre-tests for Reading Motivation

Jim Heliotis
Computer Science

Faculty Colleague: Jessica Bayliss
Student Colleague: Heath McLean

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28

Observation

- Students do not read material for a topic on which a lecture will take place in the future.

Result

- Instructor cannot concentrate on the more difficult aspects of the material.

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29

Other Approaches

- The *Socratic Method*
- Self study (no lecturer)

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30

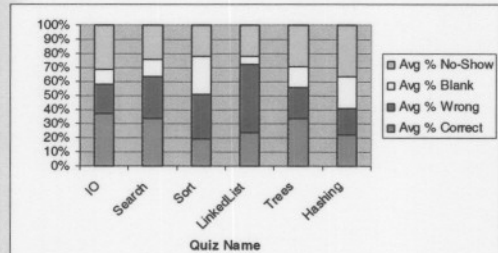
My Approach

- Approximately once a week, at the start of a new topic,
 - Give a quiz covering key points in the topic.
 - When done, students exchange papers.
 - Discussion takes place on the questions.
 - The quizzes are graded for analysis but not counted (name on paper is optional).

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31

Performance Results



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32

Student Assessment of Quiz Utility

These were extra questions appended to the normal evaluation instrument.

	--	-	0	+	++
19. Did the mini quizzes encourage you to read the material ahead of time?	0	0	15	8	0
20. Did having taken the quiz help you focus on the material covered immediately after it?	1	1	6	9	6
21. Was it a good use of time to take the quizzes versus spending more time lecturing?	3	3	2	12	3
22. Overall influence you feel the quizzes had on your learning in these lectures:	3	3	3	11	3

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33

When the Numbers Don't Match Up

MaryAnn Begland
Graphic Design

Faculty Colleague: Doug Manchec,
Applied Photo

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34

Interdisciplinary Teaching & Learning

- Editorial Design & Editorial Photography
- Team Teaching - Design & Photo Students

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35

If additional design students are added ...

- Will all students still be able to have a working experience with a photo students?
- Will this add value to the class?

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36

Logistics

- For each project, “extra” design students will design a typographic solution.
- The “extra” design students will rotate so that
 - No design student will do more than one type-only project.
 - The other two projects will be with a photo student.

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37

Outcomes/Evaluation or Type-Only Option

- Extremely positive responses from students in written evaluation of course.
- Enthusiastic comments from both design & photo students during final critique of projects
- Faculty colleague expressed surprise at the success of the type-only solutions

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38

Questions?



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39

Closing Comments

Sue Donovan
LDC

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40