2005-2006 Faculty Learning Community
Principles of a FLC

- Cross-disciplinary
- Extended time commitment -- year-long
- Shared purpose – enhancement of teaching and learning
Goals

- Collegiality
- Respect and trust
- Innovative teaching
- Scholarship
  - Scholarly teaching
  - Contributions to scholarship of teaching and learning
Activities

- Regular meetings
- Lilly Conference on College Teaching
- Readings
- Projects
- Associates (faculty, student)
- Presentation and poster exhibit
- Portfolios – Digital Media Library
FLC at RIT

- Modeled after Miami of Ohio’s plan developed by Milt Cox
- Project of the IETC, supported by the Provost’s Office
- Facilitators: Susan Donovan
  Trudy Howles
- Pilot 2001-2002
- Next year, FLC6
Participants, FLC5

- Kevin Bierre (GCCIS)
- Mario Castro-Cedeno (CAST)
- Steve Ciccarelli (CAST)
- Elizabeth DeBartolo (KGCOE)
- Raluca Felea (COS)
- Trudy Howles (GCCIS)
- Tom Reichlmayr (GCCIS)
- Kurt Stoskopf (NTID)
Participants, FLC6

- Rick Cliver (CAST)
- Kijana Crawford (COLA)
- Irene Evans (COS)
- Allen Ford (NTID)
- Amit Ghosh (KGCOE)
- Deanna Jacobs (CAST)
- Jai Kang (GCCIS)
- Jeff Lillie (CAST)
- Sylvia Perez-Hardy (GCCIS)
- Sidonie Roepke (NTID)
"Pay attention!"

Kurt Stoskopf (NTID)

- Assessment of teaching and presentation techniques in lectures
- Purpose or project is to gauge student needs and desires for lecture aspects of courses (especially for 4 hour blocks of class time)
- Found that for Deaf students in my courses, 15-30 minutes was the maximum amount of time they paid attention to lectures.
- Interim solution: Chunking of lectures and revised lecture and demonstration methodology.
Clickers in the Classroom

Trudy Howles (GCCIS – Computer Science)

- Goal: To increase student interaction and questions

- Results
  - Student Feedback
  - My Impressions
  - Limitations
The Statistical Effect of Participation in a Learning Community on Student Performance

Mario H. Castro-Cedeno (CAST)

- Variables studied were 1) GPA at graduation from high school, 2) year in college, 3) whether the student studied every weeknight or sporadically, 4) previous knowledge of manufacturing and 5) participation or no participation in a learning community.

- Used ANOVA statistical test.

- Two variables, GPA and participation in the learning community are the only statistically significant predictors of above average success in the course.
Project: Improvement of students’ performance by using the homeworks

Dr. Raluca Felea (College of Science, Math & Stat Dept)

- Problem: Students often underestimate the importance of the homework in their class preparation.

- Solutions:
  - a) Quiz from the homework
  - b) Collect the homeworks in a folder and be able to solve any problem from them in an appointment with the instructor

- Conclusion: Better results if you follow solution b)
Promoting Teamwork in an Introductory Programming Course

Kevin Bierre (GCCIS – Information Tech.)

- Problem: Students struggled with a team project in Java due to a lack of teamwork skills.
- Solution: Training in skills, coupled with increased opportunities to practice the skills in class and on homework.
- Results: Elimination of issues with division of work, quality of work, completion of work in the test group. (Problems remained in control group)