Facilitating Flipped Learning: Utilizing Cross Campus Faculty Learning Communities

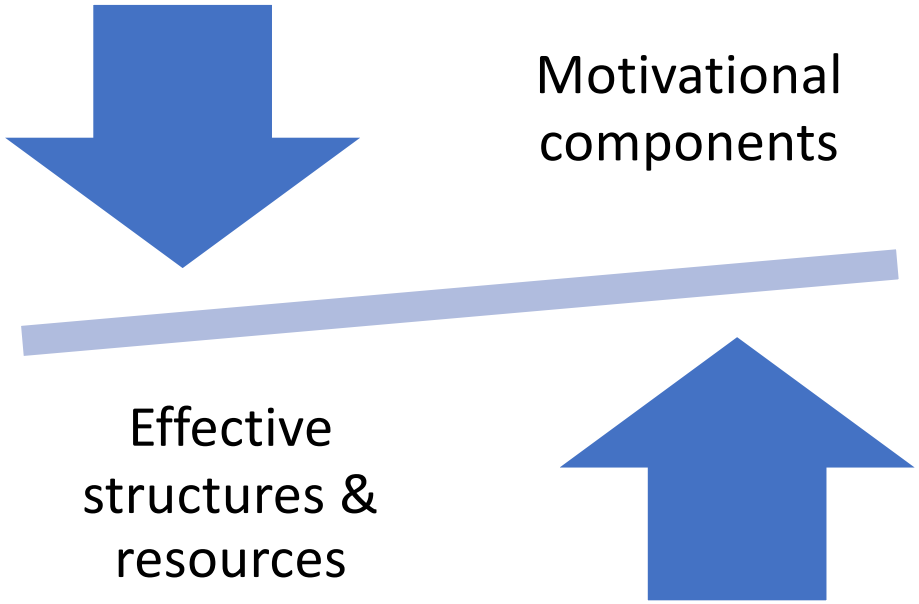
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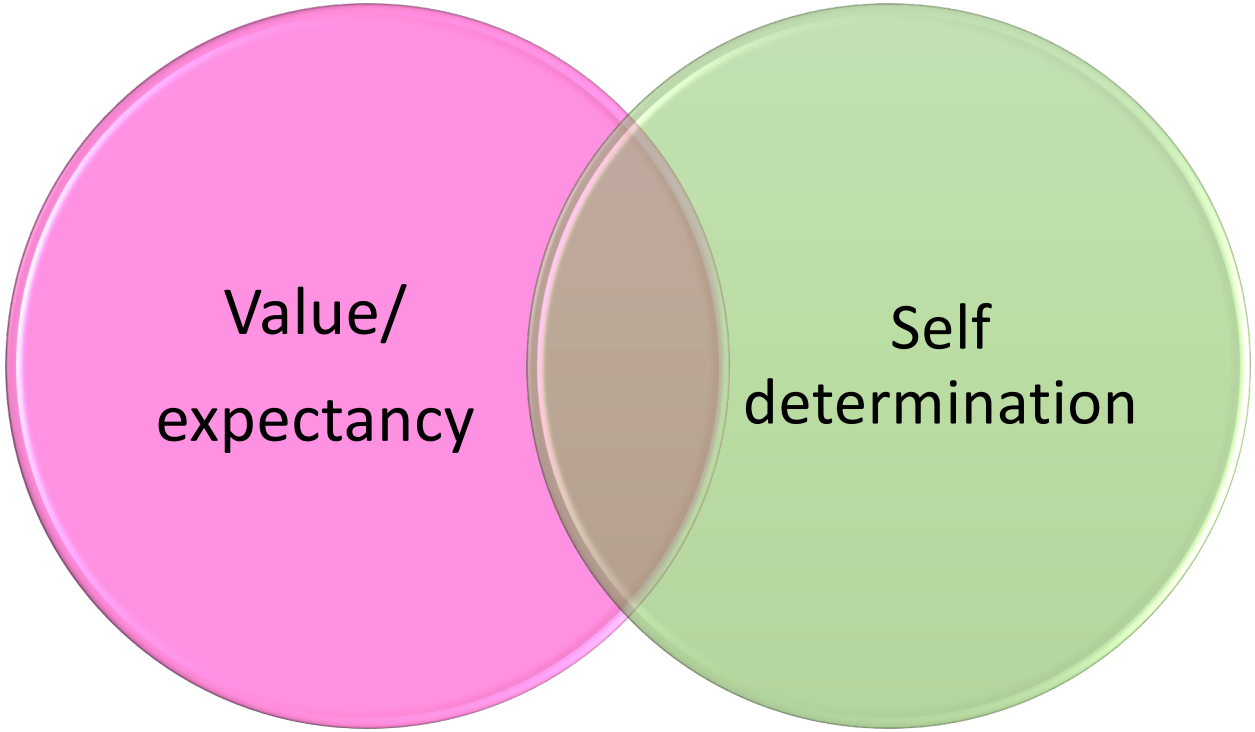
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Faculty learning communities need careful planning and lots of TLC.



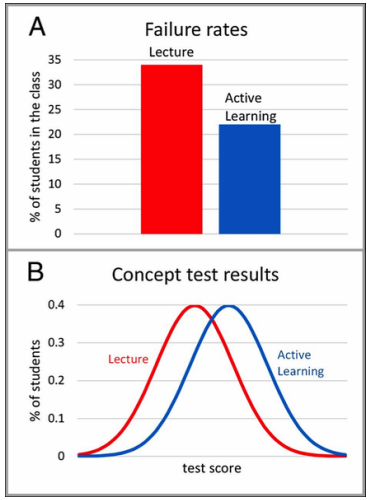
Two theories of motivation:



What is your best experience with professional development? Why was it so effective?

Consider motivation and structure.

Grant: "Promoting Active Learning Strategies through the Flipped Class Model in STEM Courses"



- 7 gateway STEM courses flipped sequentially over 3 years following two, 2-day workshops in Year 1
- Cross campus single-discipline FLC's collaborated over 3 semesters:
  Planning & development → Initial implementation → Reflection & modification
- Multidisciplinary campus FLCs:
  - Gateway course faculty had a 4-year FLC
  - Other faculty joined gateway course faculty or formed separate FLCs
- Promotional activities and annual campus workshops

What's your prediction: What worked to promote changes in teaching? What didn't?

Let's vote!

- ❑ Gateway course multidisciplinary campus FLCs
- ❑ Discipline specific cross campus FLCs
- ❑ Annual campus workshops

The reveal!

- Calculus cross-campus FLC substantially successful
- Other cross-campus FLC's failed
- Gateway course FLCs: San Jose > Los Angeles >> Pomona
- Workshops for campus-wide faculty substantially successful

Best practices for FLC design – structural

Best Practice	Calculus	Other
Workable size of 8 to 10	3-4	3-4
Cohort reasonably similar in terms of skills	Y	N
Meet every 3 weeks for 2 hours for one academic year	Y via video	N
Determine meeting time at application point	N	N
(Trained) facilitator who is a key participating member	Y	N
Include rewards, recognition, and a celebratory ending	N	N

Best practices for FLC design – motivational

Best Practice	Calculus	Other
Voluntary membership; Focus on obtaining and maintaining FLC member commitment	Y	Sort of
Multidisciplinary cohort, topic, goals, and membership	N	N
Social moments, community, and food at meetings	N	N
(Trained) facilitator who is a key participating member	Y	N
Members determine objectives & topics	Y	N

Should we conclude that cross-campus FLCs are generally ineffective? No.

We can conclude that they require even more careful attention to structure and motivation than other FLCS.

- **Timeline**
- **Trained facilitator who is part of the group**
- **Training for the group**
- **Face time**
- **Project management**

References

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