| Faculty Learning Community Application **2023-24** | |
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| Applicant Information | |
| Name: | Status:  \_\_\_ Tenure-track faculty \_\_\_ Prof. of the Practice  \_\_\_ Lecturer/Sr. Lect./Pr. Lect. \_\_\_ Clinical faculty  \_\_\_ Part-time faculty/Adjunct \_\_\_ Staff |
| Department: | Course(s) that you teach: |
| Email: | Number of years teaching/working at UMBC: \_\_\_\_\_\_ |
| WHICH FLC(s) ARE YOU APPLYING FOR?Although you may only participate in one FLC, you may choose more than one to apply to, ranking them 1, 2, 3, 4, 5 below to indicate your order of preference. We will try to accommodate your first choice. Descriptions of all the proposed FLCs are at the end of this application form. PLEASE SELF-NOMINATE TO FACILITATE A FLC IF YOU HAVE AN INTEREST IN DOING SO. | |
| \_\_\_\_ **Re-engaging Students after the Pandemic** (proposed by Susanne Sutton, MLLI)  \_\_\_\_ **Teaching in the Era of AI: A Multidisciplinary Conversation** (proposed by Karen Chen, IS and Donald Snyder, MCS)  \_\_\_\_ **Thinking Critically about Critical Thinking** (proposed by Janet Gross, ENGL)  \_\_\_\_\_ **Incorporating Student Technologies into the Classroom** (proposed by Angela Katenkamp Shiplet, PSYC)  \_\_\_\_\_ **Teaching Nontraditional-Aged Learners: Pedagogical Strategies for Engagement and Integration** (proposed by Milvia Hernández, MLLI) | |
| Background & interest Please respond to the following questions in reference to your **first choice** of FLCs. | |
| 1. Why would you like to participate in this faculty learning community? | |
| 1. Do you have some experience or information relevant to this topic? If so, please describe briefly. | |
| 3. What changes in your teaching practice might you be interested in making through participating in the FLC? | |

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| **FALL 2023 SCHEDULE**  Please mark the times during which you will ***not*** be regularly available during the fall semester. | | | | | | |
|  | Monday | tuesday | wednesday | thursday | | friday |
| 8:00-8:50 |  |  |  |  | |  |
| 9:00-9:50 |  |  |  |  | |  |
| 10:00-10:50 |  |  |  |  | |  |
| 11:00-11:50 |  |  |  |  | |  |
| 12:00-12:50 |  |  |  |  | |  |
| 1:00-1:50 |  |  |  |  | |  |
| 2:00-2:50 |  |  |  |  | |  |
| 3:00-3:50 |  |  |  |  | |  |
| 4:00-4:50 |  |  |  |  | |  |
| 5:00-5:50 |  |  |  |  | |  |
| FORMAT FLC format will be determined by the preference of the facilitators and the majority of the applicants. | | | | | | |
| Which FLC format do you prefer? \_\_\_ In person \_\_\_ Online \_\_\_ No Preference | | | | | | |
| Notes (if needed): | | | | | | |
| Signatures | | | | | | |
| **APPLICANT:** If I am selected to participate in the Faculty Learning Community, I agree to participate fully in the community’s activities. I will attend all meetings and participate in the activities, readings, projects and reports associated with this learning community. I will share things I learn with other faculty members. | | | | | | |
| Signature of applicant (electronic or scanned): | | | | | Date: | |
| **DEPARTMENT CHAIR/SUPERVISOR:** I endorse the above applicant’s participation in the Faculty Learning Community and will value the curricular and pedagogical work completed by acknowledging the time commitment required by the FLC. | | | | | | |
| Chair/Supervisor Name (typed or printed): | | | | | | |
| Signature of Chair/Supervisor (electronic or scanned^): | | | | | Date: | |

^An email from your chair to [fdc@umbc.edu](mailto:fdc@umbc.edu) endorsing your participation will be accepted in lieu of an electronic or scanned signature.

Please submit your application by email to [fdc@umbc.edu](mailto:fdc@umbc.edu) **by Monday, June 26, 2023**. Applicants will be notified of their acceptance to an FLC as soon as possible pending the budget process.

**DESCRIPTIONS OF PROPOSED FLCs**

**2023-24**

**1. Re-engaging Students after the Pandemic**

(Proposed by Susanne Sutton, MLLI)

Now that the national COVID emergency has been lifted and the majority of classes at UMBC are in person once again, it seems like a good time to pause and reflect on how students have changed as a result of what they collectively and disparately have experienced. A growing body of research suggests that today’s youth have been undergoing mental health challenges at increasing rates, a trend that was observed before the pandemic, but was also greatly exacerbated by it. Even students who are not in crisis have no doubt been changed by the pandemic and by social and institutional responses to it. What challenges are students currently facing? What challenges are we as instructors facing in addressing students’ learning needs? How can we help students to become more engaged in learning and in the UMBC community again?

In this FLC, we will read local and national studies of the effects of the pandemic on students’ preparedness to learn and investigate research-based approaches to addressing such challenges as student disengagement, learning loss, and academic anxiety. Individual participants will adopt strategies to address a particular issue of concern to them and their students and will share their efforts and findings with the group.

**2. Teaching in the Era of AI: A Multidisciplinary Conversation**

(Proposed by Karen Chen, IS and Donald Snyder, MCS)

Artificial Intelligence (AI) in education has been a growing field for many decades, and in recent years, we have witnessed a proliferation of applications in both learning and teaching. Numerous related buzzwords have emerged, such as adaptive learning, personalized learning, and mastery learning, to name a few. Additionally, a wide range of emerging educational technologies is now available, including automatic essay grading, real-time student attention monitoring, online student engagement tracking, and, more recently, Large Language Model-based technologies such as ChatGPT.

As educators, it is crucial to understand AI-based technologies to determine whether and how to implement them toward improving learning and teaching. In this FLC, we will investigate the current state of AI in education as a foundation for reflecting on teaching and learning within our disciplines. We will also explore opportunities for the appropriate and responsible use of AI. Participants will identify opportunities to implement AI in our own courses and explore the potential for interdisciplinary research collaborations.

**3. Thinking Critically about Critical Thinking**

(Proposed by Janet Gross, ENGL)

Developing our students’ skills in deeply reading, evaluating, and formulating strong arguments is often cited as a core purpose of and outcome from higher education. Employers consistently rate critical thinking and problem solving as a highly desired “soft skill.” Yet how well are we really doing this in our classrooms? How far up Bloom’s taxonomy do our assignments and assessments ask students to go? What can instructors do to help students move beyond simply regurgitating information toward applying concepts in analysis, evaluation, or creation of original work? Participants in this FLC will investigate models of critical thinking, as well as various methods and strategies designed to promote it in the scholarly literature. These may include communities of practice, tutorials modeling CT, interactive media, team‐based learning, problem-based learning, reflection, discussion, open‐ended questions, and many more. Individual members will implement one or more strategies for developing students’ critical thinking in their own classes.

**4. Incorporating Student Technologies into the Classroom**

(Proposed by Angela Katenkamp Shiplet, PSYC)

Students’ electronic devices in the classroom can serve as a tool to connect them with resources, increase participation, and help them better access the curriculum. However, they can also serve as a temptation for students to engage in off-task behavior. How can we find the right balance between the advantages of having access to student technologies during class, while minimizing the downsides? Participants will develop, implement, and plan for assessment of new lessons (or modified existing lessons) that make specific use of student technology to support the lesson’s content objective. We will also develop ways to assess and evaluate how using these technologies specifically impacts student learning.

**5.** **Teaching Nontraditional-Aged Learners: Pedagogical Strategies for Engagement and Integration**

(Proposed by Milvia Hernández, MLLI)

In recent years, more students are enrolling at UMBC after military service, parenthood, or as retirees who would like to start a new career or finish a degree. This population brings important perspectives and rich life experiences to the classroom, but how well are we doing at welcoming them and helping them to integrate into our courses? How does having nontraditional-aged students in the classroom affect the dynamic? What types of strategies can we use to connect with these learners and support their success? In this FLC, we will investigate the characteristics and specific needs of various groups of nontraditional-aged learners and explore best pedagogical practices across disciplines for ensuring their success. Individual members may try out one or more strategies to enhance the learning experiences of nontraditional-aged students in their classes.