

Transforming Teaching through Targeted Faculty Learning Communities

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Increasingly, faculty members and college instructors are expected to meaningfully integrate technology into their instructional practices.

How can competencies and comfort levels be built up so they can teach with technology in thoughtful, effective ways?

At the end of this session, you'll be able to:

- Describe how one faculty unit used learning communities to develop understanding of instructional design, build instructional technology capacity, and increase knowledge of discipline-specific instructional standards
- Explain how at least one aspect of the learning communities, or Booth's USER model, could be applied in your own setting to further professional learning and development
- Identify how the faculty unit's learning community model could be adapted, scaled, or honed in other situations / future iterations

Faculty Learning Communities



Common
goals

Focus on the
scholarship
of teaching &
learning

Based around
a cohort or
topical focus

Frequent and
regular
interaction

Clear sense
of
membership

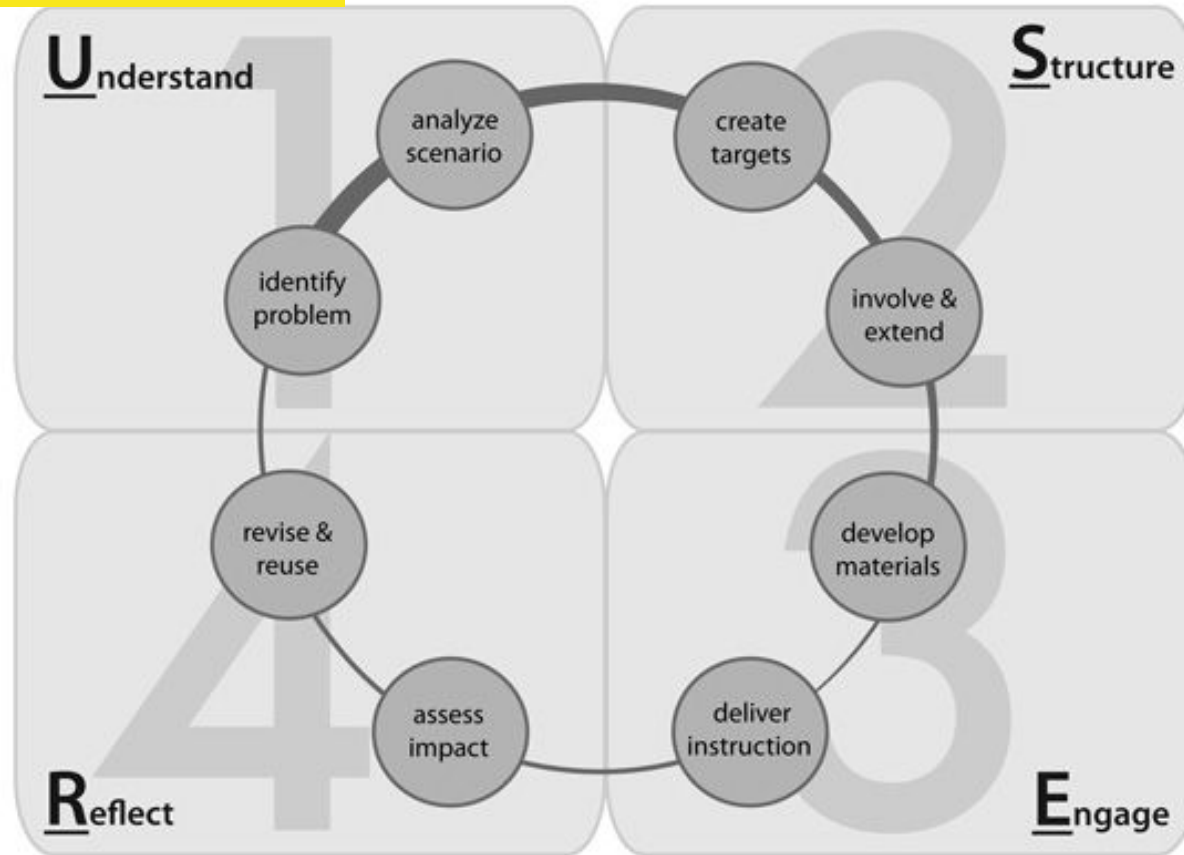
Use
technology to
facilitate
interaction /
learning

(Baker, 1999;
Blaisdell & Cox,
2004; Cox, 2004;
Layne, Froyd,
Morgan, &
Kenimer, 2002;
Richlin & Cox,
2004)

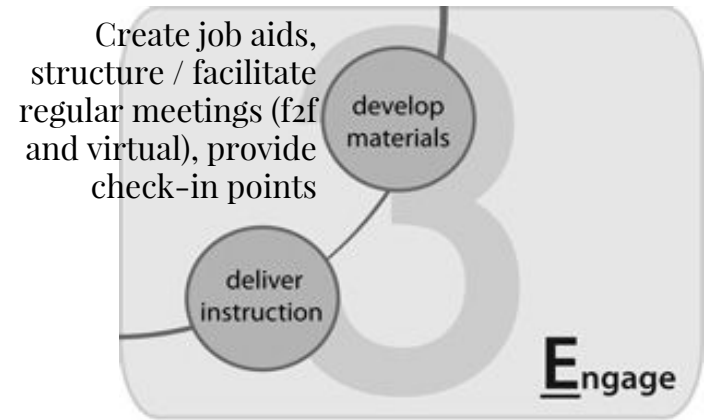
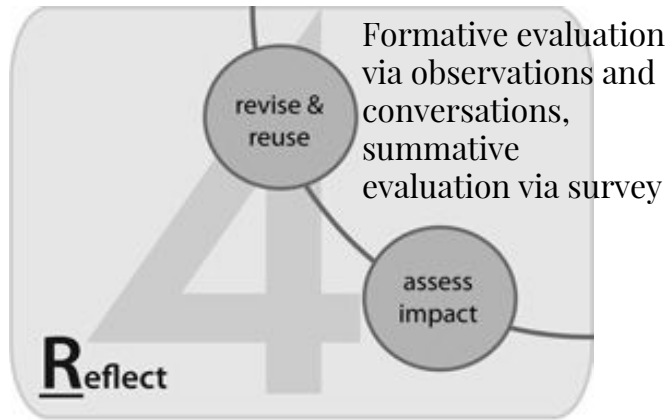
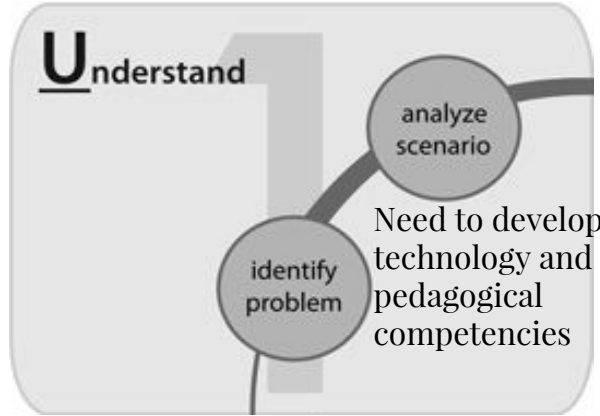
Oakland University Libraries



Booth's USER Model

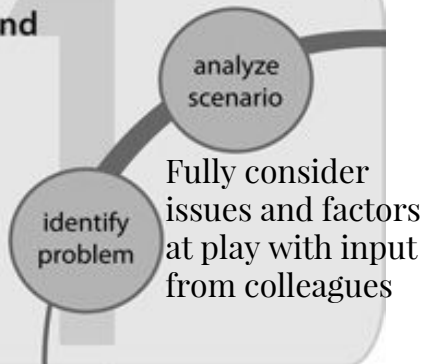


USER in Action: Designing Learning Communities



USER in Action: Within Learning Communities

Understand



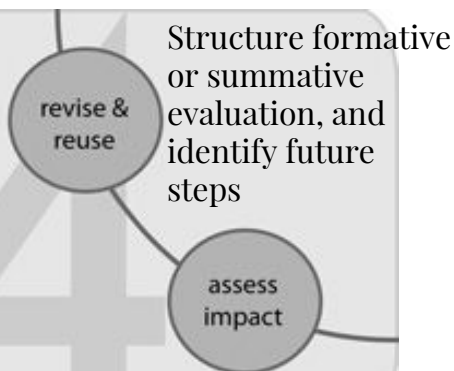
2013-2014: Year-long learning community centered on transforming teaching with technology

Structure



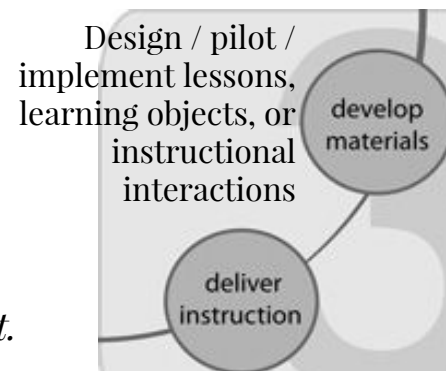
2014-2015: Semester-long learning communities centered on transforming teaching with new professional standards

Reflect



Sample content at <http://bit.ly/hessOUWindsor16>

Engage



Assessing the Impact: Qualitative Case Study

- Review artifacts
 - Agendas, meeting minutes, job aids, learning objects
- Survey on behavioral, attitudinal, and self-efficacy changes as a result of the learning communities
 - Likert-style scales measuring behavioral / attitudinal changes
 - 11-point self-efficacy scale
 - Free-response questions



Assessing the Impact: Qualitative Case Study Results



Individuals indicated that their participation in the faculty learning communities led to:

- Knowing how to select the right instructional approaches in different situations
- A belief that using technology can help students learn
- Integrating new technologies into instruction
- An increased likelihood of using technology to support professional instruction standards
- Designing new learning experiences that employed technology
- High levels of self-efficacy around integrating technology and instructional design principles into teaching

For more detailed information, see:

Nichols Hess, A. (2016). A case study of job-embedded learning. *portal: Libraries and the Academy*, 16(2), 327-347.

Implications

- Learning communities model can make meaningful change in educators' practice
- The USER model can help instructors think more intentionally about issues of pedagogy and technology in their teaching

...and Future Research

- Adapt the model with other topics around the scholarship of teaching and learning (i.e., assessment)
- Measure the effectiveness of the learning communities model with a pre-/post-survey design

Time for YOUR application!

How would YOU
scale this model?

or

How would YOU
apply these ideas?

References

- Baker, P. (1999). “Creating Learning Communities: The Unfinished Agenda.” In B. A. Pescosolido and R. Aminzade (eds.), *The Social Works of Higher Education* (95-109). Thousand Oaks, Calif.: Pine Forge Press.
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- Cox, M. D. (2004). Introduction to faculty learning communities. *New Directions for Teaching and Learning*, 97, 5-23.
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Images from [Morguefile](#) unless otherwise indicated.

Presentation available at: <http://bit.ly/hessOUWindsor16>