Early Career Faculty Learning Community:  
*Resources and Strategies for Effective Teaching and Learning*

Center for Learning and Teaching  
Library A07 (Atrium level)  
4:30 – 6:00  
2016-2017

**Facilitators:**

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**FLC Orientation and Goals**

Our FLC is a small multidisciplinary group of faculty who come together with the purpose of engaging in active, collaborative, and self-guided exploration of several topics in learning and teaching. In particular, our FLC is driven by the teaching goals of *early career faculty* as they continue to develop, practice, and evaluate their teaching perspectives, methods, and skills.

Our meetings will be based on short readings and will involve informal discussions of how students learn and how effective teachers teach. In particular, the participants will generate ideas and questions about teaching and learning that have direct relevance to courses that they are teaching or expect to teach in the near future. The teaching approaches and strategies that we explore may include, for example, active learning tasks for use in lecture-based courses, collaborative learning assignments, evaluations of group work, effective feedback on student assignments, positive classroom environments for student learning and discussions, exams and other methods of assessing student learning, course and syllabus design, or instructional technology.

Based on the topics chosen, the facilitators and participants will identify appropriate resources drawn from the scholarship on teaching and learning. One goal is for each participant to develop, implement, and evaluate new teaching perspectives and strategies as well as student learning activities. Another goal is to foster and sustain a collaborative group that will openly share perspectives and experiences about teaching and learning in order to enhance our professional development as liberal arts educators.

**Readings and Resources**

Selections from two books will provide a framework for our FLC and guide our discussions. Ken Bain’s *What the Best College Teachers Do* is viewed as a classic source of ideas and inspiration for understanding the dynamic relationship between learning and teaching and the environments that foster effective teaching and deep learning.
Peter Filene’s *The Joy of Teaching* is a concise presentation of ideas, stories, activities, and resources on student learning and effective teaching that will support professors at all stages of teaching experience. These books and other articles will be provided to the FLC participants at no cost and refreshments will be served at our meetings. A Blackboard Course for our FLC will provide additional online and print resources. As participants identify specific topics and issues in learning and teaching during the semester, we will compile additional materials.

**Bibliography**


**Fall 2016**

*September 13: Defining Your Teaching Philosophy, Perspectives, and Goals*

  Bain, ch. 1, “Defining the Best”
  Filene, ch. 1,2, “Understanding Yourself as a Teacher,” “Understanding Your Students”

*October 18: Shaping Classroom Learning through Lectures and Discussions*

  Bain, ch. 5, “How Do They Conduct Class?”
  Filene, ch. 5, 6, “Lecturing,” “Discussing”

*November 8: Student Writing: Creating, Providing Feedback, and Evaluating Writing Assignments*

  Pool, *Writing Better Writing Assignments*
  Bean (*Engaging Ideas*, chapters 15 and 16)

*December 13: Developing and Revising Your Courses and Syllabi*

  Bain, ch. 3, “How Do They Prepare to Teach?”
  Filene, ch. 3, 4, “Defining Your Aims and Outcomes,” “Constructing a Syllabus”
Spring 2017

**January 24:** Designing, Implementing, and Evaluating Small Group Learning

Articles to be chosen

**February 14:** Grading: Effective Feedback and Efficient Evaluation of Student Learning

Bain, ch. 7, “How Do They Evaluate Their Students and Themselves?”
Filene, ch. 8, “Evaluating and Grading”

**March 21:** Student Motivation and Learning

Bain, ch. 4, 6, “What Do They Expect of Their Students?”, “How Do They Treat Their Students?”
Filene, ch. 9, “Relating to Students”
Kenn Barron (2016 Denison workshop materials)

**April 4:** Reflections on Learning and Teaching

Bain, “Epilogue”
Filene, ch. 10, “Teaching and Not Perishing”, “Conclusion”