Flipping the Classroom

Converting some or all of your course to a "Flipped" or "Inverted" design is harder than it looks. In this Faculty Learning Community we'll read and discuss the book *Teaching Naked*, but the emphasis will be on designing and sharing our ideas for in-class active learning strategies and out-of-class learning experiences for students. Participants will also visit each other’s classrooms to provide feedback and encouragement.

Readings from *Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning*.

**Led by: Brittany Nelson-Cheeseman**  
(Engineering)

“Participating in the Faculty Learning Communities was one of the most memorable experiences from the past year at UST. It really does create small interdisciplinary communities that foster open thinking and discussion, which greatly contributed to expending my horizons in the past year.”

Social & Mobile Learning

We will explore the pedagogical applications of emerging social and mobile learning tools for both face-to-face and blended/online learning. Integrating appropriate social and mobile learning strategies into your curriculum can enhance learner engagement, collaboration, creativity, and critical thinking skills. Participants will strategize innovative instructional activities to create student-centered learning activities and environments that encourage peer-learning and critical thinking. The FLC will promote shared expertise and encourage personalized learning plans to facilitate a true collaborate community of practice through both face-to-face meetings and building an online community.

Readings from: *Empowering Online Learning: 100+ Activities for Reading, Reflecting, Displaying, and Doing.*

**Led by: Candace Chou**  
(Organization Learning and Development)
Helping Students Become Better Speakers & Presenters in Class

Many students are highly anxious about presenting their work in front of the class and others lack necessary communication skills. Yet it’s common for us to assign at least one big presentation during the semester because we know that students need to build public speaking skills to be successful. Inevitably we face disappointment, and watch helplessly while student anxiety undermines their performance.

We will explore the incorporation of various public speaking modalities in class as a way to reduce prep time, reduce student speaking anxiety, and build student skills and confidence. By reducing the anxiety obstacle, students can become more engaged throughout the course and be better contributors in discussion settings. Strategies to be explored include designing low-stakes speaking assignments (applying WAC principles to public speaking), team speaking assignments, stress and anxiety reduction techniques, and ways to make public speaking fun.

Guests will include Kevin Sauter, COJO, Carol Bruess, COJO, Vanessa Cornett-Murtada, Music (a specialist on performance anxiety) among others. Participants will also contribute their experiences/techniques with the goal of identifying best practices for incorporating public speaking in the classroom. You’ll have the opportunity to gain specific advice to help shape your presentation assignments for maximum effectiveness, and to develop preparation experiences to help your students become confident and effective public speakers.

Led by: Ryan Bremner (Psychology)

Rejuvenating Your Teaching: A Course Design Workshop

Do you have a course that feels flat or doesn’t achieve the goals you want? Do you want your students be able to do what you do at a level appropriate to their stage of intellectual development? Could it benefit from a different design? In this Faculty Learning Community you will become familiar with evidence-based principles of course design and work on transforming one of your courses from the inside out. You will apply the principles of backward design and develop new or revised learning objectives, assessments and activities. With support and feedback from your colleagues you will leave with a re-designed set of experiences that better meet your goals.

Note: this FLC starts with two meetings in the fall semester with 4-5 additional meetings in the spring.

Led by: Tom Hickson (Geology)

To join a Faculty Learning Community complete the online registration form by Sept. 19 at http://tinyurl.com/flc1415
Mindfulness Meditation and Teaching

Explore how mindfulness training and practice can inform your approach to teaching while enhancing personal and professional growth.

Readings from: *Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning*.

Led by: Bill Brendel (Organization Learning and Development)

Chairing a Department

In this Faculty Learning Community, new chairs will have an opportunity to learn the ropes, while more experienced chairs will be able to share problems and learn from peers. Topics include resource management, handling stress, communication, and evaluating faculty.

Led by: Lisa Waldner (Sociology) and Andy Scheiber (English)

“Participating in FLC made me feel a member of the UST community.”

“I really enjoyed the opportunity to connect with new colleagues from across the university.”

Survive and Thrive in the Pre-Tenure Years

The pre-tenure years can be stressful. There's much to learn about the institution, departmental history and policies, and how to balance all your obligations and still have a rewarding personal life. In this Faculty Learning Community, members will gain strategies for navigating through those challenging years through readings, discussion, and occasional guest speakers.

Readings from: *Survive and Thrive: A Guide for Untenured Faculty*.

Led by: Buffy Smith (Sociology) & Ann Johnson (Psychology, Faculty)

Questions about a community? Contact the FLC leader directly.

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