# Welcome! As you enter the room, please...

1. Plug in your headset (if available).

2. Familiarize yourself with the **top bar** on the screen

3. Make sure your **speakers and mic are enabled** (the icons on the top bar should be **highlighted on green**).

4. Run the **audio setup wizard** (this option is available from the "Meeting" menu on the left right of the screen).

5. Once you have run the wizard, "**raise your hand**" by clicking on the icon available on the top bar. This will indicate hosts you are ready to test your mic.

6. After testing your mic, **mute yourself** by clicking on the mic icon on the top bar (this will help to avoid background noise).
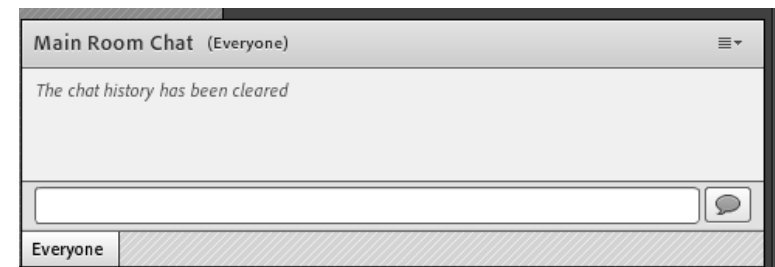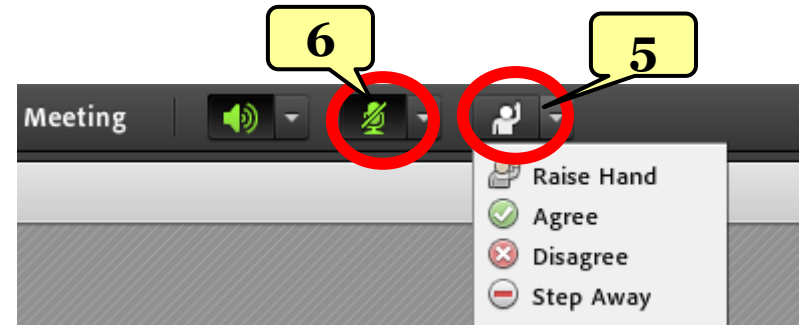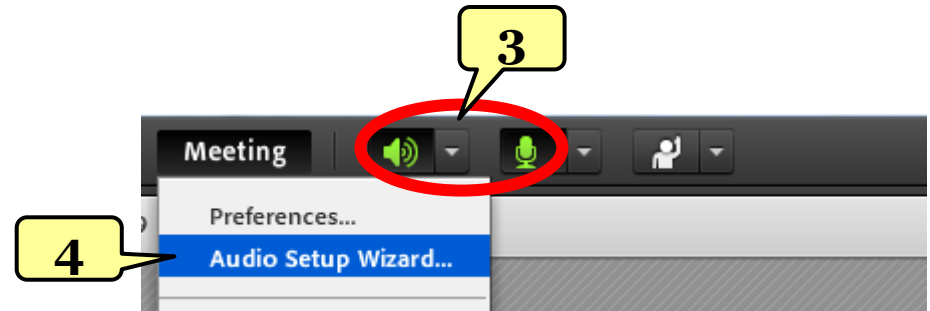
Note: Feel free to use the chat at any

FOEE Virtual Community of Practice (FOEE VCP)
Session 3 4/18

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Today's agenda

- Goals for today ~ 1 min
- Interactive 1 ~15 min
  - Finish our tag lines
- Group report out on tag lines ~ 5 min
- Interactive 2 ~10 min
  - Institutional experiences around Quadrant 1
- Summary of the readings – Quadrant 1 ~ 10 min
- Interactive 3 ~20 min
  - Questions around Quadrant 1
- Group summary and discussion ~10 min
- Interactive 4 ~10 min
  - Takeaways for projects and institutions
- Next session ~5 min

Today's Goal

- Further develop and share project tag lines
- Share institutional experiences of quadrant 1
- Discuss issues and questions around quadrant 1
- Advance our thinking regarding projects

Interactive 1: Project Taglines

- Goal:
  - Revisit taglines for the projects, place them on the Henderson Model, and share with the larger group
- Breakouts ~15 min
  - Breakout rooms with different people
  - Provide one-minute elevator pitch
  - Others in the breakout summarize in a tag line
- Report out to the larger group ~5 min

Aspect Changed: Individuals

Disseminating:
Curricular & Pedagogy

Developing:
Reflective Teachers

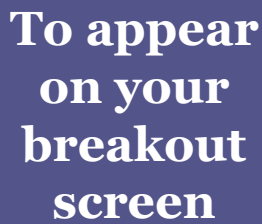**To appear on your breakout screen**

Disseminating:
Policy

Developing:
Shared Vision

Intended Outcome:

Intended Outcome: Emergent

Aspect Changed: Environments & Structures

Interactive 2: What's going on your campus in Quadrant 1?

- Goal
  - Share institutional experiences of quadrant 1

- Breakouts ~10 min
  - Breakout rooms with different people
  - Share your campus' experiences related to quadrant 1

Three sections in two different course offerings have employed problem based learning in Aerospace Engineering classes. Several sceptics have been vocal that students won't learn if faculty don't spend our time lecturing them -- that the students shall not be prepared in subsequent courses. Data is now coming in from longitudinal studies -- grades in subsequent courses, surveys of students a semester or more after the problem-based learning experience.

The Center for Teaching Excellence at Texas A&M offers a number of opportunities for faculty to learn about new teaching concepts and practices. These range from workshops to regular events. One activity that I have found particularly beneficial is called the Faculty Teaching Academy. These are about 6 lunchtime seminars throughout the academic year given by faculty from all over the campus. During these seminars there is a theme (this year the seminars involve high-impact practices), but this is not always the case. A particular valuable aspect of these seminars is that it helps me see practices that other instructors are using in different contexts (different departments, class sizes, content type, etc.). This gives me ideas I would not normally have thought of.

The Center for Teaching and Faculty Excellence (CTFE) at George Mason leads New Faculty Workshops designed to introduce new faculty to innovative teaching methods, course design, etc., as well as to the teaching-related policies of the university. The CTFE also organizes an Innovations in Teaching and Learning Conference in which faculty members from across the university share best practices in instruction/learning.

In this quadrant there are many activities at Northwestern that are available to the entire university. The Searle Center for Advancing Teaching and Learning has new faculty day-long workshops - covering introductions to active learning, They also have shorter workshops covering a single topic, such as creating meaningful end of quarter course evaluation questions, or developing writing assignments. Lastly they have lunch seminars where professors share tips or best practices. Within the Engineering School there are seminars and workshops sharing best practices.

1.Disseminate a set of "best practices" instructional strategies or materials •"How To" pedagogy sheets that includes an introduction to a teaching and learning topic, best practices and ideas, supporting research, and references. •Teaching tips posted weekly on a blog-style webpage, •Online resources at the request of the Office of the Provost in the form of a UT Teaching Guide and Peer Evaluation of Teaching Guide as well as a copy of an acceptable Campus Syllabus, •Standards for developing and delivering online instruction. 2.Modify instructor conceptions to be compatible with "best practices" •The Tennessee Teaching and Learning Center provides Workshops, New Faculty Teaching Institutes, and Summer Teaching Institute on Course Design. 3.Provide individualized diagnosis and support •The Tennessee Teaching and Learning Center provides confidential consultation on teaching issues upon request to all instructors

Institution: seminars, panel discussions provided by the Center for Teaching & Learning and Center for Distance Education on a variety of pedagogical topics (tools, practices, issues, teaching methods) - pedagogy support College: provides teaching workshops (not on a regular basis) – pedagogy support Department: supported an online course for interested faculty to teach new course on spacecraft structures – curricula support

Center for instructional development offers various workshops on use of on-line tools, assists with syllabus development, along with various levels of consultation. SoE/ EERC organizes teaching workshops.

To appear on your breakout screen

Quadrant 1 Summary:

Prescribed

INDIVIDUALS

I. Disseminating:
CURRICULA & PEDAGOGY

Goal: Teach individuals about new teaching conceptions and/or practices.

30% of articles

Interactive 3: Questions around quadrant 1

- Goal
  - Discuss issues and questions around quadrant 1

- Breakouts ~20 min
  - Breakout rooms with different people
  - Discuss the three questions posed and type responses in your breakout column

- Group summary and discussion ~10 min

What are those structures/ variables/ conditions that make disseminative effective or not effective (physical, interpersonal, environmental)?	What are some creative and effective ways in which you can disseminate pedagogy/curricula beyond workshops/seminars?	If you pursue this change strategy, what might you do to evaluate your efforts to determine success?
B1		
B2		
B3		

To appear on your breakout screen

Interactive 4: Project ideas...

- **Goal**
  - Advance our thinking regarding projects

- **Breakouts ~10 min**
  - Discuss ideas for your quadrant 1 project
  - Discuss takeaways for your institution

What are those structures/ variables/ conditions that make disseminative effective or not effective (physical, interpersonal, environmental)?	What are some creative and effective ways in which you can disseminate pedagogy/curricula beyond workshops/seminars?	If you pursue this change strategy, what might you do to evaluate your efforts to determine success?
B1		
B2		
B3		

To appear on your breakout screen

Session 4 – 4/25

- Focus
  - Quadrant 2 (Q4 on May 2; Q3 on May 9)
- Pre-work
  - JRST article - page 962 (quadrant 3), 975 (best practices for quadrant 3), intro/method as desired;
  - Chapter 14 – pages 235-237
  - Blog