# FTLC–AC MEETING MINUTES
## October 21, 2013

Attendance: Kyle Felker (Chair of the Committee), Janel Pettes-Guikema, Peter Riemersma, Darren Walhof, Vijay Gondhalekar, David Bair, Barbara Hooper, Cynthia Grapczyinski, Mostafa El-Said, Christine Rener, Matthew Roberts, Jacob Schacht (Student Senate)

Meeting was called to order by the Chair at 12:00.

Approval of Agenda: Moved by David Bair, Vijay Gondhalekar seconded, all approved

There were two mistakes in the draft of the September 13, 2013 meeting minutes (the date was incorrect and the name of Matthew Roberts name was incorrectly not included in the list of attendees. The committee unanimously approved the corrections.

Kyle updated the committee on the following issues discussed in the ECS meeting he had attended.

1. ECS discussed the issue of Graduate students needing more representation on committees. David Bair pointed out that since student representatives are voting members, if they fail to attend a committee meeting then that could affect the quorum for voting issues. One solution could be to consider the student representation to be "vacant" for a meeting if s/he is absent.
   Jacob Schacht, representative from the student senate, introduced himself to the committee.
2. ECS was considering/discussing the IDEA teaching evaluation instrument recommended by FTLCAC as a possible choice for adoption across the campus. The recommended instrument had mixed support in ECS and one member had made a strong case that the IDEA instrument does not carry validity as much as he would have considered appropriate. There was also some discussion in the ECS about appointing a task force for developing an instrument at GVSU. Some of the FTLCAC members felt that such an instrument could run into the same issues of validity and may take much longer (years) to develop and runs the risk of ultimately not getting adopted at GVSU despite all the work.
   Christine indicated that there would be town hall type meetings across the campus to discuss issues pertaining to adoption of the IDEA instrument.
3. The ECS wanted the FTLCAC and the OEC to review their respective charges in order to avoid duplication. The committee members felt that were no obvious overlap in the charges.

As per one of the agenda items for the day, the committee discussed issues related to the usage of classroom simulations in pedagogy. Members discussed specific examples from their own disciplines: Stock-Market simulation game used in the investments course, the usage of simulations and mannequins in Nursing and Health Science fields, role-playing exercises in a school setting in education courses, ground water contamination mock trial, model UN, simulated hacking and defending the internet, simulations on how to prevent car accidents, and other examples.

The committee members discussed the merits of using simulations and role-playing exercises in imparting knowledge as well as making students become aware of what outcomes their actions can lead to in real life.

The committee discussed potential problems that may arise in using simulations in the classroom:

1. Debriefing students based on the outcomes from a simulation may be most helpful for student learning and so faculty members may need appropriate training in the technique of debriefing students,
2. Outcome of a simulation could be unpredictable and so a faculty member may not be fully aware of how to handle unforeseen outcomes e.g. a simulation may bring up unexpected ethnic, racial or gender issues,
3. The faculty member may not be fully aware of how to tie choices that students may make during simulations to the grade for that course,
4. The faculty member may not fully aware of how to tie a student's efforts and knowledge s/he got from the simulation to their grade rather than rewarding just their performance in the simulation. A faculty member may find it challenging to tie the objective of the simulation to the grade.

The committee felt that faculty members across disciplines could benefit from sharing their experiences with the usage of simulations in pedagogy. It may help them innovate and improvise in their own usage of simulations in their classes. Some of those using simualations in their classes on a small scale would be able to observe and learn from others on how to use it on a big scale and become aware of potential pitfalls.

The committee decided to explore the possibility of providing Grants for usage of technology and putting together a fair on the usage of simulations across disciplines.

The committee adjourned at 1:40


Minutes respectfully submitted by: Vijay Gondhalekar