What the Best College Students Do
Dr. Ken Bain

Monday, September 9, 1-3pm, Allendale

Through collaboration with the Honors College, we are delighted to be able to offer a very special fall workshop and we cordially invite faculty and staff.

What makes some students take a deep approach to learning while others do only what is necessary to get by? How can peers, staff, and faculty co-cultivate learning environments where students assume greater responsibility and accountability? Join Dr. Ken Bain, author of What the Best College Teachers Do, for an interactive plenary focused on what the best college students do. Dr. Bain will focus on concrete ways that educators can foster deep, meaningful, and life-long learning approaches.

Please register at http://gvsu.edu/seminar/, under the Teaching and Learning category. We have limited space for a lunch conversation with Dr. Bain. If you would like to join us, please contact Christine Rener (renerc@gvsu.edu). For more details click here.

Faculty Learning Communities

Faculty Learning Communities (FLCs) bring faculty together to work on projects of mutual interest. This coming year, we offer a rich complement of new FLC opportunities. Each FLC consists of a facilitator and a group of 8-12 faculty. The groups meet over the course of a semester or year, working on either collaborative or parallel projects. At the conclusion of an FLC, a product that can be
For details and more information on each community, as well as details about registration deadlines, budgets and professional development allocations, click on the title below.

**Strategies for Engaging Undergraduate Students in Qualitative Methods of Inquiry in the Humanities and Social Sciences**

*Facilitator: Melissa Morison, Classics*

In collaboration with the Office of Undergraduate Research and Scholarship (OURS), we are able to support a Faculty Learning Community (FLC) related to strategies for conducting qualitative research with undergraduate students, answering the charge to “invest more time, energy, and resources in research and education in the humanities and the social sciences” (The Heart of the Matter, pg. 9)

**Effective Pedagogies in STEM Undergraduate Research Labs**

*Facilitators: Merritt Taylor, Biomedical Sciences and Dave Leonard, Chemistry*

This faculty learning community (FLC) will explore a wide array of issues involved with mentoring undergraduate students in a laboratory setting. Discussion topics will include setting research directions, recruiting students, the logistics of training, building a culture of excellence, advising for post-GVSU life, teaching students to maintain notebooks and much more.

**Motivating and Supporting Adult Learners**

*Facilitators: Judy Whipps, Liberal Studies and Glenna Decker, Instructional Designer, IDeL and part-time faculty, Adult and Higher Education*

This faculty learning community (FLC) will be comprised of an interdisciplinary group of faculty working over the course of the Fall 2013 semester to understand best practices in educating adult learners (by this term, we are referring to students who are over 25, who have been in the workforce for a number of years, and who are typically returning to further their education.)

**An Alternative to Lecture: Peer Instruction Using Clickers**

*Facilitators: Scott Grissom, Computing and Information Systems (FLC A); Brad Ambrose, Physics (FLC B)*

Two independent faculty learning communities (FLCs) will explore best practices in peer instruction including classroom management techniques, anatomy of effective questions and supporting technology. Peer Instruction is an active-learning pedagogy in which most lecture time is replaced with students responding to multiple-choice questions displayed on the classroom screen.
The Inverted/Flipped Classroom: A Gateway to Student Engagement and Lifelong Learning

Facilitator: Robert Talbert, Mathematics
The inverted or "flipped" classroom is a course design model in which information transfer takes place outside the class meetings and assimilation of information takes place inside the class meeting. Rather than focus class time on listening to lecture and taking notes, students encounter course material on their own schedules through print and video resources, usually stored online.

Creating Community and Increasing Student Engagement in the Online or Hybrid Classroom

Facilitators: Amy Schelling and Linda McCrea, College of Education
This faculty learning community (FLC) will be comprised of a group of faculty working over the course of the Fall 2013 semester to consider best practices in creating a fully engaged online/hybrid classroom. Faculty will explore multiple strategies and tools to engage learners with the content, one another, and the instructor to improve student learning.

Strategies for Collaborative Research with Faculty Peers and Undergraduate Students

Facilitators: Peter Wampler, Geology and Shaily Menon, Biology
With the support of a National Science Foundation WIDER grant (Widening Implementation & Demonstration of Evidence Based Reforms), we are able to support a Faculty Learning Community (FLC) related to strategies for conducting collaborative research with faculty peers and undergraduate students. The FLC will focus on approaches that are particularly effective in successful collaboration by faculty peers and undergraduate students representing different disciplines.

Teaching with Open Education Resources

Facilitators: Charles Lowe, Professor of Writing, and Sarah Beaubien, Scholarly Communications Outreach Coordinator.
Students, parents, faculty, and administrators are painfully aware of the high cost of traditional textbooks. In addition to the expense, commercial teaching resources may be unnecessarily restrictive from a teaching point of view. Open education resources (OER) provide a cost-free alternative, and in addition create important pedagogical opportunities. For example, professors using OER in their teaching can select, combine, and adapt the content to develop the most effective course materials.