DESCRIPTION OF THE LAUNCHED FLCs

Faculty Learning Community on Enhancing the Quantity and Quality of Academic Reading of Graduate Students

- Facilitator: Judy Makhoul, FHS
- This FLC is open to all Faculties at AUB.

Several recent reports have highlighted that reading is not being encouraged in Arab countries and that we currently have a generation of non critical readers. Reading and particularly critical reading is an important pre-requisite to production and consumption of research; to higher order application and synthesis – a requirement for graduate education; and to fulfilling our role as citizens. Some graduate courses at AUB have struggled to find unique and innovative ways to deal with the deficiency in both the quantity and quality of reading which is less than ideal. This FLC will include 8-12 faculty members who are interested in enhancing the quantity and quality of reading at the graduate level.

Faculty Learning Community on Team Based Learning in Higher Education

- Facilitator: Nathalie Zgheib, FM
- This FLC is open to all Faculties at AUB.

Team Based Learning (TBL) is a student-centered, problem-based teaching approach that stimulates teamwork and active learning while maintaining individual accountability. The learning method consists of repeating sequences of 3 phases: phase 1 is the individual pre-class preparation of the contents to be later discussed in class; phase 2 is the individual readiness assurance testing that assesses the knowledge that has been supposedly acquired by students in phase 1; phase 2 also includes group readiness tests, discussion with the instructor and appeals; phase 3, the last phase, involves a higher level of learning: it aims at applying higher course concepts using small-group assignments. In contrast to classical lectures that focus on "covering content", the TBL instructional method aims at "applying knowledge" in a highly interactive setting. It has also the advantage of "ensuring the effectiveness of small groups with high student faculty ratios (e.g. up to 200:1) without losing the benefit of faculty-led small group discussions with lower ratios (e.g. 7:1)". The objectives of this FLC are to explore ideas, evidence-based information, and resources on TBL. This will hopefully be followed by implementation and evaluation of several TBL modules in different disciplines. No previous experience with TBL is required for membership in this FLC.

Faculty Learning Community on Blended Learning: Design, Implementation and Evaluation.

- Facilitator: Rayane Fayed, IT ACPS
- This FLC is open to faculty from the English Department.

Teaching with technology is enriched and becomes easier to handle when you collaborate with colleagues. The "Blended Learning for English" is a faculty learning community on Blended Learning – a thoughtful fusion of Face-2-Face classes and online learning experiences. It aims to engage all faculty members in the English department who are teaching Blended courses or considering venturing in this teaching method. Like other FLCs, "Blended Learning for English" will group 8 to 12 faculty members who will meet to share their experiences, learn from one

another and explore the literature on Blended Learning. This FLC will communicate in a Blended mode – with online discussion sessions and wrapping monthly face-2-face meetings.

Faculty Learning Community on Community-Based Learning (CBL) in Writing

- Facilitator: Malakeh Khoury, FAS
- This FLC is open to all Faculties at AUB

"**Community-Based Learning in Writing**". This FLC is interested in exploring the possible impact of CBL on students' engagement in writing activities. We are hoping to establish that with the use of CBL, the students belonging to different disciplines in academia engage in their various writing assignments with an increased sense of authenticity and ownership. We also suspect that CBL not only provides a more engaging context for writing, but it also opens the door for a wider spectrum of writing genres. This FLC will include 8-12 faculty members who are interested in exploring the possible impact of CBL on students' engagement in writing activities.

Faculty Learning Community on Higher-Order Thinking (HOT FLC)

- Facilitator: Colin Smith, FAS Biology
- This FLC is open to all faculty teaching undergraduates in their own academic units.

Many of our students have too little academic instruction, experience, or assessment of higher order thinking. Higher-order thinking includes problem-solving, critical analysis, application of learning to new situations, and conception and expression of their own ideas. AUB's mission statement includes "Graduates will be individuals committed to creative and critical thinking, life-long learning." We need to better foster higher-order thinking by students, for their intellectual development, for professional contributions, for their careers, and to achieve our mission. This Faculty Learning Community (FLC) will strive to support each other's efforts to improve student higher-order thinking (HOT). It is envisioned that members will conduct projects on instructional methods, possibly with established and acronymed approaches, such as problem-based, case-based, and inquiry-based learning. Activities need not be limited to instructional methods established or not, but could include curricular analysis, formulation of learning outcomes, instructional resources, specific assignments, assessments, practical activities, and even recommending practices and policies to colleagues and administrators (or convincing colleagues and administrators that such recommendations are valuable). This FLC will include 8-12 faculty members who will meet once a month to discuss and support each other's project planning, execution, analysis, and experience.

Digital Humanities at AUB

- Facilitator: Rayane Fayed, Office of IT
- This FLC is open to all Faculties at AUB

This topic-based Faculty Learning Community will focus on the expanding fields of practice called "Digital Humanities." The "Digital Humanities" are an evolving set of practices that both adapt traditional questions of humanistic scholarship to new digital environments, and open up new modes of inquiry and analysis altogether. Technologies such as data mining, visualization and mapping, and multi-modal archival environments, combined with an increasing numbers of

open-access, socially-networked platforms, are not only changing the ways humanists investigate and teach their source material, but are also forging new means of interdisciplinary scholarly communication and research dissemination. The Digital Humanities are a challenge both to the researcher and to the university community in which s/he works. In this FLC, we will explore theoretical and practical approaches to the humanities in computational environments to analyze, curate and disseminate materials of the human record. We will explore how making and doing in humanities pedagogy and research enact new forms of knowing. We will also explore new modes of dissemination and scholarly communication. Depending on the interests of the faculty members involved we can explore different media (text, image, sound, objects) as well as various forms of computational analysis.

The purpose of this FLC is for us to try to find answers to the following questions:

- 1. How are the digital humanities meaningful to our cultural environment?
- 2. What are we already doing that falls under the DH umbrella?
- 3. What other kinds of curriculum and research digital innovation could be facilitated at AUB between computing and the humanities?
- 4. What kinds of curricular structures at AUB might support digital humanities learning?