**MJC FACULTY LEARNING COMMUNITY REPORT FOR Ginger Charles and Hans Hauselmann**

Fall 2015 (September 5) to May 2016 (May 5)

FACULTY LEARNING COMMUNITY – EVERY 3RD WEEK – THURSDAY EVE

Bolded names are core members.

1. Richard Hanson
2. **Ginger Charles**
3. Talitha Agan
4. **Hans Hauselmann**
5. **Eva Mo**
6. **Bill Anelli**
7. Chad Redwing
8. **Patricia Wall**
9. Erica Beam
10. Eileen Kerr
11. Al Smith
12. Andrew Kranzman

Both Ginger Charles and Hans Hauselmann met with the Faculty Learning Community cohort every three weeks for two hours each time (5 pm to 7 pm) in the conference room next to BBSS, Founders Hall on the following dates in order to discuss the readings, discuss our own teaching issues and course issues in relation to our readings, in order to then modify and improve our syllabi. We met on these dates:

September 3rd, 2015

October 8, 2015

October 29, 2015

November 19, 2015

December 3rd, 2015

December 21, 2015 – holiday get together and discussion of Bell Hooks

January 28, 2016

February 11, 2016

March 3rd, 2016

March 24th, 2016

April 14th, 2016

May 5th, 2016

Ginger and Hans read the following texts (see below) from the scholarship of teaching and learning (SoTL) literature. 90% of our readings focused on improving course design including some “tips and tricks” along the way. Specifically we read texts in three specific areas: 1) the principles of backward course design along with studying each component (Grant Wiggins and McTighe; and Dee Fink) – one begins with course goals then works backward to assessment and then in class and out of class activities; 2) general and specific pedagogical principles such as controlled failures, transfer of theory/concepts to new “noisy” real world situations, scaffolding, FIDeLity (frequent, immediate, direct feedback given lovingly), increasing relevancy, assessment (including formative/summative), castle top course planning, importance of students’ lived contexts, backgrounds, etc.; 3) essays on teaching to underprepared/disadvantaged students including issues of race and class.

Ginger and Hans did not simply read and discuss. They, as did all of the FLCers, modified and redeveloped existing class syllabi that we teach along the lines of the course design and pedagogical texts that we read. We also presented the philosophy and approach at the Asilomar conference in Monterey.

Below are the texts from which we read 2 or 3 chapters in order of reading. In bold are the texts that focused mostly upon:

**Dweck, C. S. (2000). *Self-theories : their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.**

Blakemore, S.-J., & Frith, U. (2005). *The learning brain : lessons for education*. Malden, MA, USA: Blackwell

**Ambrose, S. A. (2010). *How learning works : seven research-based principles for smart teaching*. San Francisco, CA: Jossey-Bass.**

Leamnson, R. (1999). *Thinking About Teaching and Learning: Developing Habits of Learning with First Year College and University Students*. Sterling, Virginia: Stylus.

Florence, Namulundah. *bell hooks’ Engaged Pedagogy: A Transgressive Education for Critical Consciousness*.

**Fink, L. D. (2013). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* (2 edition). San Francisco: Jossey-Bass.**

**Grant Wiggins, and Jay McTighe. *Understanding by Design, Expanded 2nd Edition*. 2nd edition. Alexandria, VA: Pearson, 2005. Print.**