Title: Why and How to Transition to Student-Focused Teaching

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Focus: If we want to teach our students, we have to know them as well as we know our disciplines. This FLC will explore the theories, principles and research outcomes of the pedagogical movement called “student-centered teaching.”

Traditional university teaching focuses on the transmission of disciplinary knowledge and technique, paying little attention to the alchemy of learning. “Student-centered teaching” asks us to pay as much attention to our students as our disciplines. Of course, anyone who cares about teaching already knows that we should be doing this. The problem is that most of us don’t know where or how to begin. So, this FLC will provide a collegial and collaborative setting for learning about and experimenting with student-centered teaching practices in course design, syllabus construction, class meetings, etc. We also will look at the research underpinning student-centered teaching, ranging from anthropological research on contemporary students’ lives to psychological research on cognition. Finally, we will consider how to find, collect and use available data about our FAU students to guide our teaching.

For newer faculty, the FLC will facilitate the transition from generic teaching to teaching at FAU. For more established faculty, the FLC will offer the opportunity to become more effective as a teacher and as a mentor for less-experienced colleagues.

Outcomes:

- Participants will learn the basic principles of student-centered teaching as described in the research literature
- Participants will implement at least two student-centered teaching practices in their Spring 2012 courses and evaluate (a) their effectiveness in implementing the practices and, if feasible, (b) the effectiveness of the practices for student learning/engagement
- Participants will develop a plan to revise one or more of their future (Fall 2012 and beyond) courses to include a broader range of student-centered teaching practices, with the plans to be shared with and assessed by the FLC participants.
- Participants will become resources for colleagues who are interested in student-centered teaching by contributing to this FLC’s bibliography and list of web resources. This bibliography/list will be made available to participants to share with anyone interested in the topic. This collective project will be
assessed by the FLC participants and the Director for the Center for Teaching and Learning.

**Potential Meeting Time:**
The FLC will meet on the Boca Raton campus at a time mutually agreeable to the participants. If there is no other mutually agreeable time, we will meet Friday afternoons. Boca campus faculty should physically attend the meetings; faculty from other campuses can arrange for a mix of physical and on-line participation, although we need to recognize that the structure of the meetings (typically, discussions) will make it difficult for virtual participation to be as rewarding as physical presence.

**Stipend:** Participants will receive a $1,000 stipend for active participation in the FLC and upon fulfilling all FLC expectations. These expectations include attendance at 80% of the group meetings, participation in the FLC’s project(s) and the communication of the project outcomes, and completion of the end of experience feedback survey.