PLC Topic Descriptions (19-20)

Combining Science, Technology, English, Art and Math

This STEAM PLC is a collaborative, contextual research and development group that will examine how all subjects and disciplines can be coordinated to support one another under a formal structure of how science, technology, engineering, mathematics and the broad spectrum of the arts all relate to each another in reality. This framework not only includes the art of aesthetics and design, but also the divisions of the liberal, language, musical, physical and manual arts. STEAM ties ALL the subjects to each other in an interdisciplinary way as well as to the full spectrum of the rapidly changing business and professional world. It is a life-long career and life-readiness way of educating and learning that is adaptable to the rapidly changing global world we live in. A STEAM perspective means understanding learning contextually; not only in terms of having a framework that illustrates where the subjects overlap, but also in providing a living and adaptable learning structure for ever-changing personal and unpredictable global development. Great for learning communities. (proposed by Ian O'Byrne)

Flip the classroom with highly effective problem based learning

Research and discuss how to create effective problem based learning then how to flip your class to free up class time to conduct your PBL. You will then apply it in your own class second semester. (proposed by John Sieverdes)

Process Oriented Guided Inquiry (POGIL)

Process Oriented Guided Inquiry (POGIL) is a research-based, student-centered instructional strategy, primarily used by STEM instructors, but can be adapted for most disciplines. According to The POGIL Project (2017), "Many studies have found that POGIL students do better than lecture students, even on standardized exams and exams written by the lecture teacher". Join this PLC to explore how to successfully implement and evaluate POGIL in your course! (proposed by Chris Meshanko)

Service Learning

Successful learning is relevant, meaningful, and engaging! Join this PLC to discover how you can help your students leverage their newly acquired knowledge and skills, from

class, to make a difference in our community—solving real-life problems and inspiring a new generation of change agents.(proposed by Chris Meshanko)

Practicing the Science of Successful Learning

Apply the latest scientific findings on memory and learning by designing and implementing testing practices that use memory as a learning tool. Researchers have found that teaching students how to learn requires learners to see human memory as a means to learning instead of merely a measurement of learning. This group will study concepts like retrieval, the testing effect, spacing, interleaved learning, and varied practice for two purposes: increasing information retention in students and teaching students how to implement these concepts themselves in other courses (proposed by Michael Overholt)

Focus on Assessment

Think about and change your assessments. Address questions like: How we can do better with our assessments. How to incorporate UDL into assignments. How to deal with large amounts of grading. How to implement standards-based/mastery grading. How to create better online exams. (proposed by Garrett Mitchener, Kathleen Janech, Ashley Pagnotta)

Best Practices Through Teaching Observation

Learn about and implement new teaching strategies learned from observing other stellar CofC faculty. The participants will locate, schedule and observe professors from various departments on campus then implement some of what they learned in their own classes. (proposed by Lisa Young)