



PAST LEARNING COMMUNITIES

A Learning Community (LC) is a cross-disciplinary, faculty-driven group of 6-12 members (which can include staff and graduate students as well) engaging in a yearlong program to promote the scholarship of teaching and learning (SoTL). Visit our [website](#) to find out more about Learning Communities as well as information about current LCs and how to start your own.

Ethics: Integration across the Disciplines

Facilitator: Mark Rigstad, Philosophy

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Ethics is fundamental to every discipline and every profession we are getting our students ready for—and it is obviously necessary for being a well-rounded, contributing member and informed participant in society. This Learning Community will consider how we can integrate ethics across the curriculum at Oakland University. By meeting and brainstorming together, we can form interdisciplinary ideas and works that will help implement greater, more in depth and effective ethics training for our students. The ultimate goal is to begin to forge a center for ethics across the curriculum at OU.

Digital Humanities in the Classroom

Facilitator: Dominique Daniel, Library

daniel@oakland.edu

Members of the OU community are invited to learn about the history and development of digital humanities and some current directions relating to their field. This Learning Community will review examples of how digital humanities research and scholarship is being applied in

classrooms, by both faculty and students. Learning Community participants will walk away with a plan of action for implementing digital humanities tools in their own classrooms and research.

Incorporating MOOCs into the Curriculum

Facilitator: Greg Allar, International Programs

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Members of the OU community are invited to explore the progress and possibilities of adapting and incorporating Massive Open Online Courses (MOOCs) into classrooms and online courses currently offered at Oakland University. This Learning Community will investigate alternative ways to improve and enhance student learning and teaching. Learning Community participants will collaborate and share insight gained on MOOCs with the university community i.e. faculty, staff and students.

Supervising Graduate Student Research

Facilitator: Eileen Johnson, Educational Leadership

johnso10@oakland.edu

Members of the OU community are invited to share knowledge and experiences regarding supervision of graduate student research across university programs and among both novice and seasoned faculty members. This Learning Community will explore current trends in graduate research programs, as well as models of effective supervision. The Learning Community will increase participants' awareness of graduate programs across the university and increase opportunities for student-faculty collaboration across disciplines.

Open to: Faculty/Instructors

Enhancing Student Performance in the Psychomotor Domain

Co-facilitators:

Melodie Kondratek - mdkondra@oakland.edu

John Krauss - krauss@oakland.edu

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Teaching novel psychomotor skills is central to many courses within the School of Health Sciences and the School of Nursing, as well as many other courses and programs (theater and dance, athletics) across the Oakland University campus. Multiple factors contribute to competent performance of motor skills, including characteristics of the learner, the type of task, the learning and performance environment, and the instructional technology and methods used during teaching. This multidisciplinary FLC will explore pedagogy used for successful instruction of psychomotor skills including the use of directed feedback, instructional design, and instructional technology.'

SurPriSe: Surveillance, Privacy and Security

Co-facilitators:

Jay Meehan - meehan@oakland.edu

Thomas Lauer - lauer@oakland.edu

This learning community will explore the relevance of surveillance, privacy, and security to teaching and research. All three, surveillance, privacy, and security have undergone major changes in the last three decades. Significant factors have included technological developments (e.g. the Internet, development of large shared databases, increasingly sophisticated software for data mining), the globalization of the economy and the enhanced importance of borders to control population migration, the spread of disease, and other social problems, and alteration to the legal and social landscape subsequent to 9/11 via the war on terrorism. Understanding these three topics and the relationships among them inherently requires an interdisciplinary perspective.

GRASP – Grizzly Response: Awareness and Suicide Prevention

Facilitator: Dalton Connelly

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This FLC will provide a place that teachers and staff can discuss and learn (through workshops) how to handle alarming student behavior and how to effectively direct the student to appropriate resources. We will review literature to determine state of the art prevention

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techniques, classroom management and critical incident response. This FLC will be one aspect of a large SAMSHA grant that mandates an ongoing community of faculty, staff and administrators committed to addressing suicide prevention and awareness at Oakland University.

Connecting Learning Theory to Practice and Scholarship

Facilitator: Jennifer Eastwood

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Becoming familiar with learning theory not only empowers faculty members to develop more effective and cohesive curricula, but also to speak the language of the community of teaching and learning scholars. In this multidisciplinary FLC, a committed group of faculty members will become familiar with theories of learning and their applications in the literature. We will develop and reflect upon our personal theories of learning and provide constructive criticism as each faculty member creates a publishable work applying theory to teaching practice. Members of the FLC will be provided with a copy of *How People Learn* (NRC, 2000) and a book of their choice to dig deeper into learning theory.

Campus Engagement and Retention

Facilitator: Christopher Jensen (*no longer at Oakland University*)

How faculty and staff connect with students is vital to their social and academic integration at the institution. By discussing the issues and research on the factors of engagement will provide faculty and staff with practices that will assist in the retention of students at OU. This learning community will begin to build bridges between curricular and co-curricular experiences, which will enhance students' learning. The integrative approach moves beyond just programs to the collaboration of talents, knowledge, and resources. In a time of limited funds, having the opportunity to discuss the possibility of collaborations between existing experiences within Oakland University will provide a better understanding of the connections that can be made.

Integration of Arts and Sciences

Co-facilitators:

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This faculty learning community seeks to explore and share insights, theories, and methods in teaching arts and sciences. The learning community will strive to build bridges among the disciplines to enhance students' learning. This integration allows the learning community to draw from the expertise of a diverse group of OU faculty members, thereby breaking the "silo effect." Through this collaborative process, individual faculty members will benefit by learning new teaching strategies in an enriching educational community.