# VALENCIACOLLEGE

**Individualized Learning Plan (ILP) Submission Form: Year - 2**

**Candidate's Name:** Diana Carter

**Dean's or Director's Name:** Dr. Janet Byrnes

## Candidate Context

**Attach Educational & Professional Background (Brief Resumé) to ILP:**

*This is a brief resumé that highlights your professional background. The purpose is for your panelists to recognize your accomplishment outside your ILP work. This is not an extensive resumé. This is part of the written ILP and is not evaluated by your panel.*

*(Please attach rather than typing here)*

*Will attach with next submission*

**Candidate's Workload:**

*Explain your workload. Try to be as specific as possible. If you are a professor, mention the number and types of classes (preparations) that you have, as well as any lab or clinical work you do. If you are a program coordinator, mention that here. Librarians and counselors should explain the particular work they are doing and will be expected to do. Describe any other professional duties that you have as part of your work at Valencia, including your participation in TLA activities.*

- For the third year at least, I plan to limit myself to teaching five classes or fifteen credit hours. I will be teaching three preparations: HUM 2223, Late Roman/Medieval; HUM 2232, Renaissance/Baroque; and HUM 1020, Introduction to Humanities. I may also teach Twentieth Century Humanities in my third year.
- I will be on the Textbook Committee that selects the textbook for Late Roman/Medieval. I will also be a co-sponsor of the Culture Club.
- I plan to attend all of the general meetings sponsored by the TLA, including their two online Scenarios workshops. I will also go to several other pedagogical workshops. I have mentioned them at the end of this document.
- One area where I plan to devote a good deal of time is developing learning activities for a hybrid course in HUM 2232. I will be working with Elizabeth Schwam in this endeavor.

- **Professional Commitment**: I serve as a faculty advisor for a club on campus and participate in faculty development opportunities.
- **Motivation of Students:** In my courses, I motivate students to look at cultural issues in which students must evaluate their own and others' cultures, values, and beliefs. I am skilled in showing students the beauty of art, theater, and music, and in instilling in them a sense of appreciation for the uniqueness of humanity in different time periods and cultures.
- **LifeMap:** In all of my courses, I try to develop skills that students will find useful in their daily lives and in their careers.
- **Content and Teaching Experience:** I have a strong background in history and five years of teaching experience at a university. I have taught all the classes that I will be called upon to teach at Valencia several times. This experience should prove valuable.
- **Student Rapport:** Having begun my college education at a community college, I feel that I relate well with community college students.
- **Museum Experience:** I have helped to develop catalogues for museum art exhibits.

I feel that education, and therefore teaching, should address the totality of human existence. It is clearly important that students acquire the necessary skills to enable them to do well in their chosen careers. It is just as necessary for students to develop skills and abilities that will enable them to live happier, more fulfilling lives. We are more than workers; we are mothers and fathers, sons and daughters, friends and lovers. We are many things to many people. Education should address our needs as humans, as people who have personal, social and spiritual needs.

As a humanities teacher I feel a special responsibility to help students appreciate beauty. I believe that one's happiness increases when a person can 'feel" the beauty of art, of music, of deep thought. This aesthetic appreciation "bleeds" over to appreciating sunsets more, to enjoying the songs of birds, to seeing beauty in the faces of others.

I think that students benefit greatly in many areas of their lives if they improve their communication skills. By "communication skills" I mean much more than writing better. I think education should improve students' abilities to have fruitful conversations with friends, lovers, relatives and co-workers. But communication is not just writing and speaking. We communicate by composing, playing or singing music. We communicate by creating works of art, whether it be a painting, a sculpture, designing and constructing a garden or creating graphics in a computer program. Education should help people express themselves in many different ways. And it should help us appreciate the expressions of others and the world of nature.

I think that education at all levels should address critical thinking skills. These skills clearly help us in almost everything we do. But most importantly to us teachers, these skills help people learn. The ability to ask important questions is related to critical thinking. If we don't ask the right questions, we won't find meaningful answers. Skepticism is part of critical thinking, so is imagination. We need to help students think about what could be, what should be—but that needs to be grounded in understanding the here and now. Kant, Descartes, Galileo and Thomas Jefferson were critical thinkers. They saw *into* things and used the powers of their imaginations. I feel that "firing up" students' imagination is a major goal that teachers should have.

Teachers should set goals and high standards for students to achieve. It is the responsibility of teachers to set these goals and to instill in their students the desire to achieve them and the confidence that they can, indeed, be more than they are. Education should give students the confidence that they can achieve lofty goals. Education should **inspire**.

In summary, my philosophy is that teaching should be much more than helping students acquire knowledge. Its goal should be to enable students to be more successful human beings.

## Faculty Learning Outcome & Implementation Plan #1:
## Action Research Project

**(Use the [Action Research Project resources](), including the Elements of an AR Project, AR Project Rubric, and AR Project Template, to help you to design your project.)**

**Needs Assessment for Faculty Learning Outcome #1 Action Research Project:**

*Needs are based on what the faculty member wants to learn to improve student learning. Where do you see a need to improve teaching and learning? Is there a persistent problem or area of concern in your class/professional setting? What is the concern? Why are you concerned? Is there a teaching method you would like to explore/incorporate in your practice? Is there a topic in your discipline you would like to teach or present differently to improve student learning? Would you like to try alternative methods of assessment? Would you like to have evidence of the effectiveness of something you are currently doing?*

My students have difficulty analyzing artwork.  They can discuss the piece's key features and even identify  parallels to the time period/historical context, but the majority of students do not know how to conduct analysis.  After collecting the evidence for the four lenses discussed below, I realized that I need to develop new strategies  to teach analysis.

I want to work on improving students' aesthetic appreciation and critical thinking skills. I need to learn  different assessment tools to see if the teaching strategies that I use are successful in helping students learn  these skills.

**Faculty Learning Outcome #1:**

*The [FLO statement]() should be connected to the Needs Assessment and explain what the faculty member will do in terms of improving student learning. An effective FLO meets these criteria:  addresses no more than one result/trait; is action-oriented and measurable; action verb identifies the desired cognitive level of faculty thinking; meaning is clear to all disciplines.*

*The* <u>research question</u> *must clearly align with the FLO. In other words, the research question is the FLO statement in question form. You may have more than one research question.*

**FLO Statement**:  Create a more systematic assessment plan that employs formative and summative strategies to assist  students in analyzing works of art from the Renaissance/Baroque period.

**Research Question(s)**: Will a systemized assessment plan improve students' abilities to analyze works of art?

Assessment

- Design and employ a variety of assessment measures and techniques, both formative and summative, to form a more complete picture of learning
- Employ formative feedback loops that assess student learning and inform students of their learning progress
- Align formative and summative assessments with learning activities and outcomes

Outcomes-based Practice

- Create a new, or revised, learning outcome for a unit, course or program that meets the criteria for learning outcomes
- Align unit, course, and/or program outcomes with one or more student core competencies (Think, Value, Communicate, & Act)

Scholarship of Teaching and Learning

- Produce professional scholarly work (action research or traditional research) related to teaching and learning, that meets the Valencia Standars of Scholarship
- Build upon the work of others (consult experts, colleagues, self, students)
- Be open to constructive critique (by both colleagues and students)
- Make professional scholarly work public to college and broader audiences through Valencia's research repository and other means
- Demonstrate use of current teaching and learning theory & practice

## Proposed Action Research Design Plan for FLO 1:

**Conditions:**

*Identify how you will limit or narrow the scope of your ARP. Include information about the course, unit or lesson, and timeline for implementation.*

- **Course**: HUM 2232 Renaissance/Baroque

- **Unit or lesson**: Critical Analysis of Renaissance Painting

- **Timeline for implementation**: The plan will be implemented in HUM 2232 in the fall term of Year-3. Analysis of the results will occur in the Spring Term of year-3.

**Adequate Preparation - Sources and Insights:**

*Describe the information you have gathered from the four lenses (Self Perspective, Student Perspective, Colleague Perspective, and Expert Perspective) that has helped you prepare for this action research project. Note: List sources consulted and provide a summary of primary insights gained from these sources.*

**Self Perspective**: Over the years I have taught humanities, I realize that students find it difficult to think critically about a work of art. Typically, beginning students think that they can simply offer an opinion on a work, not realizing that their opinion needs to be supported by the theories used to analyze a work of art. In addition, many students have difficulties using the terminology of analysis accurately and with any depth.

Based on the student exam scores from last semester, I recognized I was not making a clear connection between the cognitive level being tested in the exam and the level of activities I was using in the classroom. To prepare them to take this type of exam, I re-implemented this project with some revisions in Spring Term. The revisions included additional formative assessments at multiple points to determine their cognitive abilities prior to the summative assessment at the end of the unit.

**Student Perspective**: After the last essay test administered in my HUM 2232— Renaissance/Baroque class, I debriefed my students about what they thought were the impediments to their performance. Their exam grades were disappointing and even surprising, to both my students and me. Through classroom discussion, I discovered that

students repeatedly reported difficulty with synthesizing information, a key element of critical thinking. Students expressed frustration about not really understanding what was expected of them  when analyzing works of art.

**Colleague Perspective**: Teaching critical thinking about art is a perennial challenge for humanities professors. This is  a common theme at conferences and informal discussions among colleagues. I have engaged in several  discussions with colleagues in my department about various ways in which I could increase my students' critical thinking skills. Feedback from peers during our TLA roundtables also provided valuable insight  into techniques I could use to improve my teaching. Many of their suggestions involved incorporating  formative assessment in my teaching, which is what I plan to explore through my ARP.

**Expert Perspective**: A review of the literature on teaching and learning points to active learning as one of the  fundamental conditions to success in the classroom. The Study Group on the Conditions of Excellence in  American higher Education states that active learning is a "critical condition for excellence." The group goes  on to state that "the more time and effort the students invest in the learning process and the more intensely  they engage in their own education, the greater will be their growth and achievement, their satisfaction   with their educational experiences, and their persistence in college, and the more likely they are to continue  their learning" (17). John C. Bean, in his book *Engaging Ideas,* on writing in relation to critical thinking  writes, "To use writing as a means of thinking, teachers need to make the design of writing assignments a  significant part of course preparation and to adopt teaching strategies that give students repeated, active  practice at exploring disciplinary questions and problems" (35). Bean goes on to address "strategies for  helping students improve their ability to write essay exams," noting the "pedagogical and theoretical problems posed by essay exams" (183). He reinforces the notion that establishing consistent grading  criteria helps "students to become savvy exam writers" (193). With this in mind, a grading rubric will be  developed for the essay exam. Extensive research lauds the benefits of grading rubrics (see Huba and  Freed, *Learner-Centered Assessment on College Campuses).*

In preparation for this Action Research Project, I also learned about the importance of formative  assessment in the classroom. Thomas A. Angelo and K. Patricia Cross (1993) described formative  assessment as "almost never graded" and intended to "provide faculty with information on what, how  much, and how well students are learning, in order to help them better prepare to succeed-both in  subsequent graded evaluations and in the world beyond the classroom" (page#). Angelo and Cross also  explained that formative assessment is often contrasted with *summative assessment,* which is performed in  order to evaluate student performance. Summative assessment comes at the end of a learning experience;  formative assessment happens as the students are learning. Feedback from

formative assessment can provide instructors with useful insight into what students are learning.

## Methods and Assessment Plan for FLO 1:

### Student Learning Outcome Statement (SLO):

*A Student Learning Outcome states what a student should understand and/or be able to do as a result of what she has learned in a course, library orientation, counseling session. Note: The SLO should align with the FLO and RQ.*

**SLO Statement**: Students will synthesize information from primary and secondary sources.

### Teaching, Counseling, or Librarianship Strategies of Student Learning Outcomes:

*Describe the methods, strategies, and/or techniques you will use to support student mastery of the student learning outcome(s) you identified in your project. These strategies should be listed in order and should be specific enough for feedback.*

I plan to use some Active Learning strategies, like the Power of Two, to engage students in analytical exercises in class so that they can receive adequate practice, as well as formative feedback, prior to completing the individual essay test assignment. In addition, the final essay test assignment will be broken down into more manageable components, the sharing of research, in class discussion on the criteria for analyzing Renaissance style paintings, peer review of essay outlines, etc.

**Assessment Strategies of Student Learning Outcomes**

*Describe the tool(s) you will use to measure/gauge how students perform in relation to the Student Learning Outcome. Describe both formative (along the way) and summative (at the end) tools that you will use to assess student learning, as well as tools you will use to inform students of the criteria by which they will be evaluated.*

- Formative Assessment: Students ill pair and share on "The Power of Two"
- Formative Assessment: Class discussion
- Formative Assessment: Homework assignment (research)
- Formative Assessment: Essay outlines
- Summative Assessment: Essay test
- Formative Assessment: Classroom Assessment Technique

**Action Research Design**

*Describe the types of data you intend to collect and the methods you will use to analyze that data (e.g. pre- and post-surveys, pre- and post-skill or knowledge assessments, experimental group/control group, etc.). Consider whether the type and amount of data collected is reasonable and manageable and aligns with your FLO/SLO/RQ, that is, measures what you intended. Describe the evidence you will use to judge the value of your intervention.*

The sample I plan to use for this study will consist of approximately fifty students enrolled in a Renaissance and Baroque, Gordon Rule writing course, HUM 2232 (two sections) during a 16 week fall term at Valencia. The data will be collected as part of regular class work. The "Power of Two" activity will not be graded. The homework assignment and test essays will be graded according to grading rubrics that specifically assess for critical thinking. Essay results will be compared to essay results from the previous spring semester of the course.

# Faculty Learning Outcome & Implementation Plan #2:

I need to work on creating a more non-threatening classroom atmosphere in which all of my students feel comfortable.

**FLO Statement:** Develop and implement strategies for discussing beliefs and values in HUM 2223 – Late Roman/Medieval class – that will   improve students' abilities to discuss sensitive topics.

<u>Inclusion and Diversity</u>

- Design and support learning experiences that address students' unique strengths and/or needs
- Challenge students to identify and question their assumptions and consider how these affect, limit, and/or shape their viewpoints

<u>Learning-centered Teaching Practices</u>

- Employ strategies that engage students to become more active learners
- Invite student input on their educational experience

LifeMap

- Guide students in developing academic behaviors for college success
- Help students identify academic behaviors that can be adapted as life skills

**Conditions:**

*Identify how you will limit or narrow the scope of your FLO 2. Include information about the course, unit or lesson, and timeline for implementation.*

Ground rules for discussion will be developed for implementation in my HUM 2223 – Late Roman/Medieval  class in the fall term of year-3. The Late Roman and Medieval course touches on a number of relevant topics  such as roles of men and women and the role of leaders and the citizens.

**Products/Evidence of Learning:**

*What evidence of learning will you produce to demonstrate achievement in your FLO?*

*Examples: learning unit(s), rubric(s), lesson/unit plan(s), formative and summative assessment instruments, student-constructed work, surveys, classroom assessment techniques, course design(s), conference presentation(s), Valencia presentation(s), scholarly publication(s), professional certification(s), etc.*

There will be two products. First will be the ground rules, which will be a written handout given to  students. Using student feedback, I will develop a rubric to assess their improvement in their communication skills throughout the course.

# Faculty Learning Outcome & Implementation Plan #3:

## Needs Assessment for Faculty Learning Outcome #3:

*Needs are based on what the faculty member wants to learn to improve student learning. Where do you see a need to improve teaching and learning? Explain in general terms what you would like to investigate during your pre-tenure period that would improve your practice and student learning. This might include, but is not limited to, improving such things as specific teaching strategies, assessment tools, implementation of web-based or technology-related tools for students, discipline-specific knowledge, and/or obtaining degrees or certifications.*

On a survey administered in my Introduction to Humanities class, over half the students reported research writing as their weakest skill. That is not surprising since ENC 1101 is not a prerequisite for this Intro section. I need to develop a learning unit that addresses this need.

## Faculty Learning Outcome #3:

*The FLO statement should be connected to the Needs Assessment and explain what the faculty member will do to improve student learning, as applicable. An effective FLO meets these criteria: clearly relates to the Needs Assessment; is specific, action-oriented, cognitively appropriate, and measurable/assessable; and meaning is clear to all disciplines.*

**FLO Statement:** Develop a learning-centered unit for my Introduction to Humanities hybrid class that improves student research and writing skills

Assessment

- Design and employ a variety of assessment measures and techniques, both formative and summative, to form a more complete picture of learning
- Employ formative feedback loops that assess student learning and inform students of their learning progress
- Align formative and summative assessments with learning activities and outcomes

Learning-centered Teaching Practice

- Use cooperative/collaborative learning strategies
- Incorporate concrete, real-life situations into learning activities

Professional Commitment

- Participate in faculty development programs, resources or classes, whether Valencia-based or external university/college-based
- Collaborate with peers both in and out of discipline/academic field

I plan to work with a colleague in my discipline to develop this class for our department in the summer term of year-2. I will also attend a Blackboard Essentials course. This hybrid course is scheduled to be offered in the Fall Term of year-3.

**Products/Evidence of Learning:**

*What evidence of learning will you produce to demonstrate achievement in your FLO?*

*Examples: learning unit(s), rubric(s), lesson/unit plan(s), formative and summative assessment instruments, student-constructed work, surveys, classroom assessment techniques, course design(s), conference presentation(s), Valencia presentation(s), scholarly publication(s), professional certification(s), etc*

I plan to compare research paper scores in this online class with my on-campus classes (formative assessment).  I will get feedback from students on the research writing unit used through self-reflection questionnaires. I will  also use pre- and post-quizzes that test student research and writing skills to determine whether student learning  improved in these areas following the intervention..

## Professional Development
### Attach Professional Development Transcripts (seminars, courses completed, etc.)

*Identifying your intended and completed development allows panel members to quickly review the completed work and to perhaps suggest other offerings that may assist you in your pre-tenure work.*

| Core Seminar Series (in sequence) | | | | |
|---|---|---|---|---|
| **Identify which TLA recommended seminars you participated in or plan to participate in.** This section includes courses that provide an overview on the Essential Competencies and courses that will assist you in developing an ILP, constructing a portfolio, and implementing an action research project. | | | | |
| **Professional Development Activity** | **Taken** *Place an X by the activities you have already completed* | **Date** *Record the date on which you completed each activity* | **Intended** *Place an X by the activities you intend to participate in during your pre-tenure work* | **FLO** *To which FLO, if any, does each professional development activity relate? (Place an X by all that apply)* |
| LCTS2224: Interactive Lecture (New Faculty Orientation) | **X** | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| PRFC2120: Launching into the TLA | **X** | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| LCTS2111: Cooperative Learning in the College Classroom | **X** | --/--/---- | --- | __FLO 1<br>_ **X** _FLO 2<br>__FLO 3 |
| INDV215: Inclusion and Diversity | **X** | --/--/---- | --- | __FLO 1<br>_ **X** _FLO 2<br>__FLO 3 |
| ASSMT212:1 Assessment as a Tool for Learning | **X** | --/--/---- | --- | _ **X** _FLO 1<br>__FLO 2<br>_ **X** _FLO 3 |
| PRFC2267: AMP Peer Review / Analysis of My Practice – Peer Review | **X** | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| LFMP2141: LifeMap | **X** | --/--/---- | --- | __FLO 1<br>_ **X** _FLO 2<br>__FLO 3 |

| Professional Development Activity | Taken | Date | Intended | FLO |
|---|---|---|---|---|
| PRFC 2161: From AMP to ILP - Creating an Individualized Learning Plan/Outcomes-based Practice | X | --/--/---- | --- | _ X _FLO 1<br>_ X _FLO 2<br>_ X _FLO 3 |
| SOTL2171: Scholarship of Teaching & Learning | X | --/--/---- | --- | _ X _FLO 1<br>__FLO 2<br>__FLO 3 |
| SOTL2274: ARP Design and Data Collection | X | --/--/---- | --- | _ X _FLO 1<br>__FLO 2<br>__FLO 3 |
| PRFC2264: Understanding Professional Commitment | X | --/--/---- | --- | __FLO 1<br>__FLO 2<br>_ X _FLO 3 |
| SOTL3271: Principles of Good Practice | X | --/--/---- | --- | _ X _FLO 1<br>__FLO 2<br>__FLO 3 |
| SOTL2272: Developing Effective Surveys | ---- | --/--/---- | X | _ X _FLO 1<br>__FLO 2<br>__FLO 3 |
| PRFC 2263: Creating an Evidence-based Portfolio | ---- | --/--/---- | X | __FLO 1<br>__FLO 2<br>__FLO 3 |
| SOTL2275: ARP Data Analysis and Presentation | ---- | --/--/---- | X | _ X _FLO 1<br>__FLO 2<br>__FLO 3 |

**Elective Workshops to Inform Your FLO Projects**
**Identify which activities you participated in or intend to participate in.**

This section includes additional courses designed to deepen one's understanding of the Essential Competencies. If you intend to complete additional "other" courses, please expand this worksheet.

| Professional Development Activity | Taken<br>*Indicate which activities you have already completed.* | Date<br>*Record the date on which you completed each activity.* | Intended<br>*Indicate activities you intend to participate in during your pre-tenure work.* | FLO<br>*To which FLO, if any, does each PD activity relate? (Check all that apply.)* |
|---|---|---|---|---|
| **Assessment** | | | | |
| ASMT_____ | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| **Inclusion and Diversity** | | | | |
| INDV7310: Working with Conflict | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |

| | | | | |
|---|---|---|---|---|
| INDV7311: Creating a Safe Space for Dialog | **X** | --/--/---- | --- | __FLO 1<br>_ **X** _FLO 2<br>__FLO 3 |
| INDV7312: Mindfulness Tools for Educators | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| INDV7313 and 7314: SEED I and SEED II | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| INDV 2254: Art and Science of Learning and the Brain | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| INDV7316: How We Treat Each Other | ---- | --/--/---- | **X** | __FLO 1<br>_ **X** _FLO 2<br>__FLO 3 |
| INDV2225: Multiple Perspectives | **X** | --/--/---- | --- | __FLO 1<br>_ **X** _FLO 2<br>__FLO 3 |
| OTHER:  INDV _____ | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| **Learning-centered Teaching Practice** | | | | |
| LCTS2222: Case-based Teaching | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| LCTS2223: Asking the Right Questions | ---- | --/--/---- | **X** | _ **X** _FLO 1<br>_ **X** _FLO 2<br>__FLO 3 |
| LCTS2225: Flipped Classroom | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| LCTS2226: Write to Learn | **X** | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| LCTS2214: Problem-based Learning | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| LCTS3160: 101 Ways to Demonstrate the Essential Competencies | ---- | --/--/---- | **X** | _ **X** _FLO 1<br>_ **X** _FLO 2<br>_ **X** _FLO 3 |
| LCTS 2218: Speaking Across the Disciplines | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| LCTS2227: Cultivating a Growth Mindset | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2 |

| | | | | __FLO 3 |
|---|---|---|---|---|
| OTHER:<br>LCTS_____ | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |

| LifeMap | | | | |
|---|---|---|---|---|
| LFMP 3348: CARE Strategies | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| OTHER:<br>LFMP_____ | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| **Outcomes-based Practice** | | | | |
| LOBP 2230: Core Competencies: Think, Value, Communicate, Act (TVCA) | **X** | --/--/---- | --- | _ **X** _FLO 1<br>__FLO 2<br>__FLO 3 |
| LOBP 3230: Thinking Things Through: Critical Thinking Theory and Practice | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| OTHER:<br>LOBP_____ | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| **Professional Commitment** | | | | |
| PRFC 3365: Learning Partners | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| OTHER:<br>PRFC_____ | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| **Scholarship of Teaching and Learning** | | | | |
| SOTL 2273: IR and You: How IR Can Help Faculty Research | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |
| OTHER:<br>SOTL_____ | ---- | --/--/---- | --- | __FLO 1<br>__FLO 2<br>__FLO 3 |

**Describe any other professional development activities, such as graduate courses completed, conferences attended, books read, and/or journal articles read in the space provided below.**

Angelo, Thomas A., and Cross, Patricia K. *Classroom Assessment Techniques: A Handbook for College Teachers.* San Francisco, Jossey-Bass, 1993.

Bean, John C. *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom.* San Francisco: Jossey-Bass, 2001.

Brookfield, S.D. *Becoming a Critically Reflective Teacher.* San Francisco: Jossey Bass, 1995.

Cross, Patricia K., and Steadman, Mimi Harris. *Classroom Research: Implementing the Scholarship of   Teaching.* San Francisco: Jossey-Bass, 1996.

Huba, Mary E., and Freed, Jann E. *Learner-Centered Assessment on College Campuses.* Boston: Allyn and   Bacon, 2000.


Silberman, Mel. *Active Learning: 101 Strategies to Teach any Subject.* Boston: Allyn and Bacon, 1996. Conference: New Directions in the Humanities