

江蘇高校教師教學發展學術年會 有關FLCs的幾個觀察 和實踐要素

澳門大學 教與學優化中心主任
人文學院英文系副教授

王嘉祺 Katrine K. Wong, PhD, AHEA, FTCL

Director, Centre for Teaching and Learning Enhancement;
Associate Professor, Department of English
University of Macau



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU





南京大學教學發展中心版權所有





南京大学教师教学发展中心版权所有





@THEPOORTRAVEL





工作坊大綱

1. 分享：什麼是FLCs？澳門大學近年成功的FLC例子
2. 分析：如何有效創立、持續、推廣FLCs？如何把FLC果效融入課堂和校園氛圍？
3. 互動環節：探討如何更有意思更有創意地設計適合自己院校、專業的FLCs



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou



Ice breaker

1. What is your discipline? What is the one thing you'd want your students to be able to remember upon graduation?
2. What is the one thing you'd like us to remember you by after this workshop?



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou



什麼是FLCs？

澳門大學近年成功的FLC例子

南京大學教師教學發展中心



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou



An FLC...

- is a special kind of ‘community of practice’ (Wenger);
- exhibits ‘a continuous process of learning and reflection, supported by colleagues, with an intention of getting things done’ (Beaty & McGill);
- is typically a group of (ideally 8-12) trans-disciplinary faculty/ professional members engaging in a collaborative, year-long PD programme;
- meets regularly and works towards a common deliverable.



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou



Some commonly found/aspired components in FLCs:

- Common goal (institution and FLC)
- Agenda (the whole programme and each individual meeting)
- Administration (facilitators, members, communication, money matters)
- Assessment (self, peer, students!)
- Incentive/ recognition (money, PD experience, superior notified)



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou



Two types of FLCs

Cohort-based

Topic-based



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou



近年澳門大學的例子：

- Teaching Portfolio FLC [TEA winner uni & facs; MOOC; promotion cases; CTLE Advisors]
- Blended Learning FLC [MOOC; CTLE Advisors]
- Teach Less Learn More FLC
- Research on T&L FLC



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou



1. TPFLCs since 2016 — member distribution (faculty and rank)

Faculty	2016 (%)	2017 (%)	2018 (%)
FAH	46%	13%	21%
FBA	8%	19%	14%
FED	15%	6%	7%
FHS	0%	13%	0%
FLL	8%	13%	14%
FSS	8%	6%	21%
FST	15%	13%	7%
ICMS	0%	13%	0%
IAPME	0%	6%	14%
Total	100% (13)	100% (16)	100% (14)

Rank	2016 (%)	2017 (%)	2018 (%)
Full Professor	0%	0%	0%
Associate Professor	15%	19%	29%
Assistant Professor	54%	75%	57%
Lecturer	15%	0%	0%
Senior Instructor	15%	6%	7%
Instructor	0%	0%	7%
Total	100% (13)	100% (16)	100% (14)



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou



2. BLFLCs since 2016 — member distribution (faculty and rank)

Faculty	2016 Spring (%)	2016 Autumn (%)	2017 Spring (%)	2017 Autumn (%)	2018 Spring (%)
FAH	18%	25%	20%	8%	7%
FBA	12%	8%	13%	15%	13%
FED	18%	17%	13%	15%	20%
FHS	6%	8%	7%	8%	7%
FLL	12%	8%	13%	15%	13%
FSS	12%	17%	20%	23%	20%
FST	12%	0%	0%	0%	7%
ICMS	12%	17%	13%	15%	13%
IAPME	0%	0%	0%	0%	0%
Total	100% (17)	100% (12)	100% (15)	100% (13)	100% (15)

Rank	2016 Spring (%)	2016 Autumn (%)	2017 Spring (%)	2017 Autumn (%)	2018 Spring (%)
Full Professor	12%	8%	7%	0%	0%
Associate Professor	29%	33%	27%	23%	27%
Assistant Professor	59%	58%	60%	69%	67%
Lecturer	0%	0%	0%	0%	0%
Senior Instructor	0%	0%	7%	8%	7%
Instructor	0%	0%	0%	0%	0%
Total	100% (17)	100% (12)	100% (15)	100% (13)	100% (15)

如何創立、持續、推廣FLCs？

如何把FLC果效融入 課堂和校園氛圍？



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou



創立FLCs需要：

硬件？

軟件？



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou



有效FLCs之幾個特徵:

- Safety, Openness and Trust
- Empathy and Respect
- Responsiveness and Collaboration
- Challenge and Empowerment
- Relevance and Enjoyment



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou



有效持續FLCs之幾個建議：

- Limit your FLC to a workable size ;
- Allow for voluntary membership (invitations to start with perhaps?);
- Consider having affiliate partners (superiors, mentors, consultants);
- Design topics that allow for multidisciplinary relevance and participation;
- Meet regularly (every 3-4 weeks) during one academic year (lunch hour recommended)



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou



有效持續FLCs之幾個建議 (cont'd) :

- Provide refreshments and social moments at meetings (an FLC is NOT a course, counselling team, remedial group, committee or task force);
- Make the facilitator a key participating member who models desired behaviour and initially determines goals;
- Encourage and provide opportunities for presentation of the FLC outcomes to campus communities and at conferences;
- Invite communal voice;
- Assess and reflect;
- Make it worth participants' while (documentation, recognition, appreciation).



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou



互動環節

如何更有意思更有創意地設計適合自己院校、專業的FLCs？

南京大學教師教學發展中心



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou



兩人一組...

首先：在紙上寫下您個人對所屬院、校或系裏教學法方面的問題或者觀察

然後：與拍檔分享，並把keyword(s)寫到post-it 上



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou



小總結 設計和進行FLCs時該注意幾點：

- Topics of (necessary) Interest
- Goals and Objectives for the proposed FLC
- Financial Considerations and Budget
- Membership Application, Selection Process, PR
- Meetings and Agenda
- Individuals Involved in an FLC



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou



小總結 設計和進行FLCs時該注意幾點 (cont'd) :

- Description of Roles (facilitators, administrator/secretary, members, affiliated members)
- Developing Community and Building Commitment
- Scholarship of Teaching and Learning
- Recognition and Appreciation



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou



Selected Bibliography

Beatty, L., and McGill, I. (2001). *Action Learning: A Practitioner's Guide*. Oxford: Routledge.

Condon, W., Iverson, E. R., Manduca, C. A., Rutz, C., and Willett, G. (2016). *Faculty Development and Student Learning: Assessing the Connections*. Bloomington, IN: Indiana University Press.

Cox, M. D., Richlin, L. and Essington, A. (2012). *Faculty Learning Community Planning Guide*. Los Angeles, CA: Alliance Publishers.

Lang, James. (2016) *Small Teaching: Everyday Lessons from the Science of Learning*. San Francisco: Jossey-Bass.

Li, Jin. (2012) *Cultural Foundations of Learning: East and West*. New York: CUP.

Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge: CUP.

Willett, G. (2013). 'Beyond Pedagogy: Community Feeling, Educational Development and Power in a U.S. Liberal Arts College'. *Learning and Teaching: The International Journal of Higher Education in the Social Sciences* (Latiss) 6 (1):47-71.

Wong, K. K. (2015) 'Teaching Portfolios: Advancing One's Academic Career', in T&L Blog, Centre for Teaching and Learning Enhancement, University of Macau. <https://ctle.umac.mo/2015/10/07/teaching-portfolios-advancing-ones-academic-career/>



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou



謝謝
Obrigada
Thank you ☺

請多多指教 歡迎隨時聯絡

kwong@umac.mo

WeChat ID: kw30201

Subscribe to our WeChat: 澳大CTLE



澳門大學

UNIVERSIDADE DE MACAU
UNIVERSITY OF MACAU

KW_Nov2018_Suzhou

