

Stream: Pedagogic Research

Submission title:

Support for new teachers using a Faculty Learning Community approach

Presenters:

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The aim of this project is to better support new teachers in Higher Education, using a Faculty Learning Community (FLC) approach. FLCs provide a structured, scholarly approach to tackling a teaching, learning and assessment challenge. They are time limited to one year, and consist of a defined group of seven to fifteen individuals meeting on a monthly basis for the FLC's duration. The content of the FLC is member-driven, with the support of a facilitator who has previously taken part in an FLC as a member. FLCs aim to build and support a community of practice, with connections made during the FLC extending beyond its duration. They are embedded in a number of North American universities where they are seen as a sign of prestige. In Scotland, to date there has been only one completed FLC (University of Glasgow), with another currently underway (St. Andrews University).

Our planned FLC would be the first in a Post 1992 institution in the UK, and targets academic staff no more than two years post PGC, and PGR students who teach. This presentation will explore the purpose of FLCs and reflect on the impact of FLCs both in the North American and UK context. We will then set out the plans and aspirations for our FLC, including how the FLC will be evaluated and any findings disseminated.