

A 1-2 page narrative from each FLC participant of course changes as a result of participation in the FLC with evidence of the changes that enable the course to meet the KSU It's About Engagement definitions and taxonomies (e.g., description of new learning modules; revised syllabi, assignments, pedagogies, or assessments). The FLC coordinator will collate these materials and will provide a cover narrative that summarizes the purpose of the FLC and introduces each member's contributions.

FLC Reflection

After I participant in the FLC, I have made a few changes in my courses.

New learning modules

Communication and engagements are very important in promoting students' motivations. I added discussion forum tasks and made rules for students to participate and interact with each other. This also coped with the hybrid mode of courses that have been applied because of COVID-19. The results showed that students participated more in class activities. Even though they have to work remotely on team projects most of the times, they are able to catch up with each other's progress and be more confident with their own positions.

Revised Syllabi:

I revise my syllabi by adjusting the weights of different objectives according to the class performance. I added weights to communication and individual contribution, since my class assignments are majorly group projects.

Assignments:

Some questions have been revised because of the ambiguity in the answers. More detailed rubrics and templates are posted to help students to build the expectations for each assignment.

Assessments:

Assessments are mostly the same, but I made sure that they are highly matched with the objectives. Each objective is measured by a few metrics. I made explicit explanation in assessments so that the students have clear expectation what will be measured when they are reviewing and learning the materials.

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After I participant in the FLC, my course has the following changes.

New Learning Modules:

In the FLC, I realized the state-of-art knowledge in the area of software engineering is very important to our students.

My changes: I will keep add the state-of-art techniques/skills in software engineering to the teaching materials as additional materials, such as full-stack development skill, micro-service software structure design. They can learn these out of book knowledges when they have time to eager to learn new staffs. Even they don't have time to do so during the semester, they still can find them when they have a chance.

Revised Syllabi:

In FLC, I realized the communication rules in a particular course are important for students, especially the new students who take my course the first time.

My changes: I clearly stated the best communication tools and rules in the class. To make sure students clearly understand these rules. I created multiple questions in a quiz to give feedback of their understand of them.

Assignments:

In these assignments, I improved the rubrics to make them more detailed. So, students will understand the most important part they need to practices and able to handle these knowledge/skill in their future career.

Assessments:

I changed the assessments from simple questions from teach material to more open problems. This is because I realized the students don't need to strictly remember every word of the concepts. It is better to deeply understand the meaning and applications scenarios of these software engineering concepts.

Robert Simon
Foreign Languages
Narrative

Faculty Learning Community on Undergraduate Research, AY 2020

As a result of my participation in the Faculty Learning Community on Undergraduate Research, AY 2020, I have accomplished two of the goals of KSU's *It's About Engagement* initiative. The first has been to co-author a study on the changes faculty have made to their approach regarding undergraduate research in their curricular and extra-curricular mentoring of undergraduate researchers. The second was to enhance my own teaching during the pandemic based on our readings during the FLC, as well as the experience mentioned above.

In terms of research, the FLC chose, as our final product, to compose and submit a multi-author study for publication. The study involved a survey of KSU faculty already noted for their participation in undergraduate research initiatives. Upon completion of the study, the FLC analyzed the data in order to provide initial conclusions to the hypothesis that measures taken due to necessary shifts in protocol in an academic environment, "the extent of changes required, faculty attitudes toward these changes, or outcomes associated with them" (p.1 of draft). My own contribution was the initial authoring of the review of literature on the topics of undergraduate research strategies before and during the COVID-19 pandemic. Dr. Tsai-Tien Tsung and I were able to finalize the literature review in order that the timely submission of the article manuscript could take place before the end of the spring 2021 semester. As a Professor of Spanish and Portuguese, my field (literary and cultural studies of Portugal, Spain, and Portuguese-speaking Africa) is one of individual initiative and writing. Rarely do we have the opportunity to co-author an article-length manuscript (collections and other edited volumes often have more than one editor; however, these also entail much individual work on the part of each within their own subfield). The experience of doing so, as well as sharing ideas with colleagues from less Humanistic fields, expanded my knowledge of the scope and techniques colleagues working within those fields employ in the realization of their research, and undergraduate mentoring, endeavors.

The modifications to my teaching had quite a bit to do with the shift from face-to-face instruction to the hybrid modality I employed in my SPAN 3304 (Introduction to Literatures and Cultures: Spain) course in the spring of 2021. Normally an entirely face-to-face course, I needed to reorganize the materials in order that I could mentor my students in their critical reading and analytical writing abilities, I had to do so remotely. As such, and following Temple et al's taxonomy for Humanities research and mentoring (22-23), I had students report weekly as part of their online coursework, in writing and without citing extratextual secondary sources (23), then using these exercises as building blocks for their longer, graded writing assignments in which they would cite secondary sources in support of their arguments. This technique was built into the course syllabus, as well in into weekly presentations (online and in person) of course material and modelled analysis of that material.

In conclusion, both my research (in breadth, depth, and transdisciplinary perspective) and my teaching have benefitted from my work in this Faculty Learning Community.

Tsai-Tien Tseng, Ph.D.
Associate Professor
Molecular and Cellular Biology

This most recent FLC focused on the adaptation towards pandemic from our campus community. The most direct product of a manuscript was generated, with discussion on the mindset of faculty on undergraduate research and how to pivot in a pandemic.

While writing the manuscript, I was mainly responsible for the section on literature review in collaboration with Dr. Robert Simon. While reviewing various literature from multiple disciplines, I discovered that disruptions from multiple sources often caused students to become disinterested in research. I was therefore motivated by these resources to integrate new material in my teaching and research. For the upcoming SCM 2000, Culture of Science and Math, several items will be incorporated. While KSU 1101 (First-Year Seminar) is no longer required, SCM 2000 aims to become a more focused and purposeful introductory course for our incoming students.

As a relatively new course, SCM 2000 focuses on developing “the skills and mindset of a scientist or mathematician through metacognitive exploration, reflection, and guided inquiry” according to the catalog. The key component of being a scientist is the process of investigation, which is also integral for research. Additionally, it would be important for students to know the importance of adapting to changing conditions. This will be my second year in teaching SCM 2000. Starting a new class during an ongoing pandemic was very challenging, especially for students who are new to the university environment after the pandemic. Facing the uncertainty of an ongoing pandemic, there is no doubt that the level of anxiety will be high among our incoming undergraduate students.

During the FLC for this upcoming academic year, certain new aspects will be integrated into my classes. This will be carried out in a module consists of videos, discussions, and readings. This will center on the topic of being resilient and adaptable towards new information as a scientist. Furthermore, the science behind COVID-19 will be used as a case-study towards the discovery nature of scientific studies. I will be utilizing information from Genomics Education Partnership (GEP <https://thegep.org/>) in teaching this module. The following are specifics for this module.

Videos: Genomic surveillance has been an important aspect towards battling COVID. Along with expert opinions, genomic sciences have been one key tool in understanding the development of COVID and potentially influence public policy. Various videos from Dr. Anthony Fauci will be used to demonstrate that it is appropriate to change one’s thought based on new knowledge and information.

Reading: I will use an article from Nikki Forrester, published in Nature on May 4, 2021 as an assigned reading for my students in SCM 2000. This article will show our students how their peers from other institutions in learning new skills and lessons during COVID. This will hopefully inspire my students in being creative to overcome difficult situations.

Discussion: The above article will be used as a starting point of discussion with my students on how to be creative in finding solutions under unusual or difficult situations. I would also ask my students to share what they have accomplished during the pandemic.

Overall, this FLC has been a very valuable experience with colleagues from a wide variety of background. I look forward to incorporating our discussion into my upcoming classes. I also look forward to any FLC in the future.