

Project Title: The Reimagine Teaching and Learning Project

Applicants:

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Category most strongly aligned to the project: Learning and Teaching

Criteria that best apply to the innovation: Quality, Replication, Creativity, Timeliness

Project Summary:

The Reimagine Teaching and Learning Project (Reimagine) at Glendale Community College started in 2019 and is comprised of three primary ways to participate: 1. The cohort experience for faculty participants to re-envision their courses through a semester-based, 16-week cohort experience; 2. An individualized faculty project to re-envision their courses; and 3. Grant opportunities for individual faculty, staff, or departments to implement a program or idea that aligns with the primary objectives of the project. 87 faculty have participated in the Reimagine Teaching & Learning project in the last four years by completing a cohort or individual project. As a result, these faculty have redesigned their courses around high-impact teaching practices. Additionally, Reimagine has awarded almost \$120,000 in grant funding to twenty-one different projects, including innovative technology, professional development, and resources to help improve our students' learning experience and success.

Project Description:

In 2018 Glendale Community College (GCC) embarked on developing a program to encourage faculty to rethink their teaching practices and find ways to improve student success. The Reimagine Teaching and Learning Project (Reimagine) evolved from the robust conversations at the college around how to transform teaching and learning to help students be more successful both in college and in the workforce. The Reimagine project is comprised of three primary ways to participate: 1. The cohort experience for faculty participants to re-envision their courses through a semester-based, 16-week cohort experience; 2. An individualized faculty project to re-envision their courses; and 3. Grant opportunities for individual faculty, staff, or departments to implement a program or idea that aligns with the primary objectives of the project. These three elements prioritized resources for faculty and staff to redesign the way we deliver teaching and learning to our students. The framing and structuring of the Reimagine project began in Fall 2018. On March 29, 2019, GCC hosted Dr. David Nelson from Purdue University, to learn from the successes of Purdue's IMPACT program. Purdue University's IMPACT Program was one of six featured in *The Chronicle of Higher Education* for encouraging innovation in teaching. According to Jay Akridge, provost and executive vice president for academic affairs and diversity, "Student success, as defined in a variety of ways, has been enhanced by IMPACT. And, our faculty have been energized by the changes they are making in their approach to teaching." This event attracted more than 80 individuals from across the college to kick off faculty discussions around high-impact practices and re-envisioning instruction. During Spring 2019, 119 faculty (61.8% full-time faculty and 38.2% part-time faculty) completed a survey which identified the top five high-impact practices of most interest to GCC's faculty body. To identify the most salient high-impact practices, GCC used Association of American Colleges and Universities (AAC&U) research highlighting the most common high-impact practices used nationally as a starting point to survey faculty. The project was then organized around these five identified high-impact practices: 1) project-based learning, 2) problem-based learning, 3) flipped classroom, 4) community-based learning, and 5) learning communities.

Over time, GCC has evolved learning communities to a focus on integrated learning. The Reimagine project allows faculty to re-envision their courses through a semester-based, 16-week cohort experience or an individual project. During the cohort experience, faculty are exposed to a variety of teaching methods, collaborate in small peer groups, and create plans to test them. They then reflect on the teaching methods that best work for their discipline and personal teaching style. In addition to the five practices the college chose, emphasis is also placed on assessment, culturally responsive teaching, active learning, and non-cognitive strategies. These areas of focus are further guided by self-determination theory (SDT) (Deci & Ryan, 1985; Ryan & Deci, 2017). Specifically, "[SDT] has detailed the processes through which extrinsic motivation can become autonomous, and research suggests that intrinsic motivation (based in interest) and autonomous extrinsic motivation (based in importance) are both related to performance, satisfaction, trust, and well-being in the workplace" (Gagné & Deci, 2005, p. 356). The combined forces of intrinsic and autonomic extrinsic motivation have been a driving force in creating an environment for faculty to further their own professional development and support student success. Eighty-seven faculty have participated or are currently participating in the Reimagine Teaching & Learning project. Reimagine is running the fifth cohort this semester,

and 12 faculty have participated by completing individual projects. Cohorts consisted of faculty members from a range of disciplines, including Biology, Business and Information Technology, Communications, Counseling, English, Geology, Humanities, Mathematics, Nursing, Performing Arts, Photography, Psychology, Reading, and Religion, to name a few. This college-wide participation demonstrates the commitment of faculty to improving teaching and learning pedagogies to reflect research-based high impact practices to engage students. Upon conclusion of the cohort experience, faculty are prepared to make alterations to their course using their new "pedagogical tools." Over 83% of faculty found their participation in Reimagine was highly valuable (5 out of 5 on a Likert scale), and 89% felt it would highly benefit their teaching practice (5 out of 5 on a Likert scale). Reimagine participants felt the most valuable parts of the experience included the following: interaction with colleagues, learning with new teaching methods, and the opportunity to experiment and get feedback. Reimagine also supports an annual grant program to fund innovative ideas and technologies to further enhance student learning. To date, Reimagine has awarded almost \$120,000 in grant funding to twenty-one different projects. Some of the projects included the development of a Reimagine Makerspace in the GCC library complete with 3D printing, bookbinding, and other tools; a light board for creating math tutorial videos; funding for technology, including a program to gamify the Canvas LMS. Reimagine grants have provided support to faculty and staff across the college, including 12 of our 18 academic departments. The grant funding has helped faculty and departments make their visions a reality. Reimagine provides a structure to support faculty to reflect, explore, and implement new teaching ideas and methods. The curriculum for the cohort and our grant process are available to make the program easier for other colleges to implement if they want to make a similar impact on their campus. The multi-pronged approach supports faculty and staff in making innovative ideas a reality and building new infrastructure, technology, and learning around research-based and engaging learning environments.