

**University of Miami**  
**Academic Leadership Acknowledgement Form**  
**Quality Enhancement Plan - Fall 2022**

The faculty member listed below is applying to participate in the Faculty Learning Community on *Learning through Discussion and Dialogue* in the Fall 2022 semester as part of the University of Miami's Quality Enhancement Plan. Upon completion of the FLC, the faculty member will teach one or more traditional undergraduate courses in one of three discussion-based formats. FLC participants will receive up to \$4,000, which may be used to support a student assistant. As an alternative, with the permission of the department chairperson and dean, participants may be able to use the \$4,000 to help cover the cost of a one-course buyout during the Spring 2023 semester.

Application to the Faculty Learning Community requires the consent and acknowledgement of the applicant's department chairperson using this form. Before indicating your support, please ensure that the discussion-based teaching method and course to be taught as part of the QEP are consistent with the department and program's curriculum, course scheduling logistics, or other pertinent considerations. Any inquiries about the FLC may be directed to [aaronbroyer@miami.edu](mailto:aaronbroyer@miami.edu).

**Name of faculty applicant:** \_\_\_\_\_

**Discussion-based teaching method to be implemented (please check only one):**

- Harkness Method:** In the Harkness method, students sit at an oval table, which promotes discussion and collaboration. Students initiate and lead a discussion about the assigned material, exchanging views and learning with and from one another. Faculty serve primarily as facilitators who help to ensure that all students speak and that the learning does not veer off track. Note: Harkness method courses are capped at 18 students.
- Flipped Learning:** In a flipped learning course, students access course content such as readings, recorded videos, and podcasts before coming to class. Then class time is used for activities such as discussing case studies, working on problem sets, debating issues, and other forms of active learning.
- Problem-based Learning:** In problem-based learning, students learn through engaging in solving problems based on complex, real-world situations. Generally, students are not initially provided with all of the information needed to solve the problems, and they work in groups to discuss, identify, find, and use appropriate resources. Problem-based learning QEP courses are expected to have a significant emphasis on PBL and student-driven discussion.

**Course to be taught as part of the QEP (e.g., "BIL 101 Introductory Biological Science"):**

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**Name of Department Chairperson:** \_\_\_\_\_

**Signature of Department Chairperson:** \_\_\_\_\_