Conclusion and Discussion

The FLCs is one of the main professional development strategies in higher education in Taiwan. The experience of universities and faculties that implemented this strategy showed that the FLCs method can indeed offer the opportunity for teacher interaction and encourage teachers to join professional discussion. But in most universities, the funding comes from the short-term MOE projects and is only temporary. If we want to make this strategy a long-standing, universities should fund communities on a basis of stable funding policy from the school's own funding in addition to the funding coming from temporary projects. Moreover, the key to the success of the community is matching the needs of teachers and helping teachers feel comfortable when using this strategy to improve their profession. The university regulations concerning the use of education funding and the administrative processing are not user-friendly to the teachers and they even increase teachers' workloads. If we can increase the flexibility and decrease the inconvenience for carrying out the community method, the effectiveness of faculty learning community would increase. Furthermore, the effectiveness of faculty learning community depends not only on the support of university management but also on teachers' enthusiasm and involvement. Teachers should seize the opportunity to join the community, help their universities realize their professional development needs, and make good use of this resource to improve their profession.

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