Faculty Academy on Teaching First-Year Students

Spring 2017
Introductions

Briefly discuss what you want to learn and have happen here.
Outcomes

- Identify key characteristics of the scholarship of teaching and learning (SoTL).

- Engage in the ongoing developing SoTL cycle.
Part One

- Overview of and intro to SoTL
- Focus on Steps 1-2
- The first –5-steps template
- Resources
What is SoTL?

- Foundations and Key Characteristics

Pat Hutchings (Ph.D, University of Iowa), is Senior Scholar at The Carnegie Foundation for the Advancement of Teaching
Milton Cox, founder and Director of the Center for the Enhancement of Learning, Teaching, and University Assessment at Miami University. He initiated and directs the International Lilly Conference on College Teaching, Editor in chief of Journal for Excellence in Teaching and Learning
Seven Steps to SoTL

1) Select a teaching/learning problem or opportunity (the research question)
2) Do a literature search and provide context
3) Design: Propose a solution (intervention) and
4) A process to produce evidence and outcomes: a baseline and
5) assessment
6) prepare and submit a proposal for peer review for a presentation (confirms SoTL)
7) Prepare and submit a manuscript for publication that is peer reviewed and leveraged by your presentation
First 5 steps
Template for Writing Outline to Design and Description of a SoTL Project

1. The problem, question, or opportunity Step 1
   Describe what you see in your students’ behavior or instruction’s approach that you wish to change and why.

2. Literature Search and context Step 2
   What have others done (at your instruction and elsewhere) to address this question? What is different about your approach?

3. Proposed solution Step 3
   How do you propose to address the problem or question?

4. Baseline Step 4
   What will you use for comparison to show change, impact? 5.

5. Assessment Step 5 Outcomes: How did you determine the effectiveness and impact of your solution? Surveys, CATs, grades? Triangulation?
Step 1

- Selection / Description of Your Problem or Opportunity (Research Question) for a Learning/Instructional Project
An Example:

Cheryl’s course
- Research question:
  "Implementing a focused-themed based office hour workshop based on student needs will be a remedy for absenteeism during office hours."

Daniel’s course
- Research question:
  "Explicitly scaffolding problems with hints sheet will lead to better calculus I exam grades."
Step 1 Action Research/Writing
Selection of Research Problem and Why

- In your role as researcher/writer, discuss your selection of a research problem with your partners
- When this task is completed, share your learning and sticking points with your table. On your template, make notes, outline, or write about your research problem selection and faculty development engagement.
Selection: What is a Teaching, Learning, or Instructional Problem, Question, or Opportunity that Could Lead to SoTL?

- A problem or opportunity involving student learning: an innovation or intervention (for the users) engaged in order to enhance student learning
- An attempt to change student behavior by adding a new approach, content, assessment, curriculum
- An innovative attempt to better achieve a course learning objective that is currently elusive
- An opportunity or challenge to improve learning or other concerns regarding an institutional approach
Questions to Prompt Selection of a Teaching and Learning Research Question

1) The concept in this course (or course in this curriculum) that most gives my students difficulty is . . .
2) The difference between those who get it and those who don’t is . . .
3) The misconception that most limits my students is . . .
4) One aspect of teaching that I know I am good at is . . .
5) I know I am good at it because . . .
6) One aspect of teaching that I perpetually have difficulties with is . . .
7) I know I am having problems because . . .
8) If I had the time, I would try to figure out why . . .

Checklist of Items to Consider When Identifying Your Research Question

- Is the scope of your project reasonable?
- Is the question one that can be answered through empirical means (is this do-able)?
- How many hours do you have for your investigation?
- Have you done a literature review that helps further define your research question?

Checklist of Items to Consider When Identifying Your Research Question

- Is your investigation publishable and how important is that to you?
- Is there funding to support your investigation (internal or external)?
- Can you hire a student or graduate assistant to help?
- Do you have expertise in methods you plan to use?
- Will you enjoy investigating this question?

Step 2
The Literature Search and Context

Resources and strategies for a Literature Review:

- SARA Davidson Squibb,
  Head, User Communication and Instruction from the Library

- http://libguides.ucmerced.edu/faculty-academy
An example:

Cheryl's

- Research Idea:
  "Implementing a focused-themed based office hour workshop based on student needs will be a remedy for absenteeism during office hours."

- Literature Review:
An example

Daniel’s

Research Idea:
"Explicitly scaffolding problems with hints sheet will lead to better calculus I exam grades."

Literature Review:

Step 2 Action Research/Writing
Literature Search and Context

- In your role as researcher/writer, discuss your literature search and context with the group.
- When this task is completed, share your learning and sticking points with your table. On your template, make notes, outline, or write about your literature search and context items.