

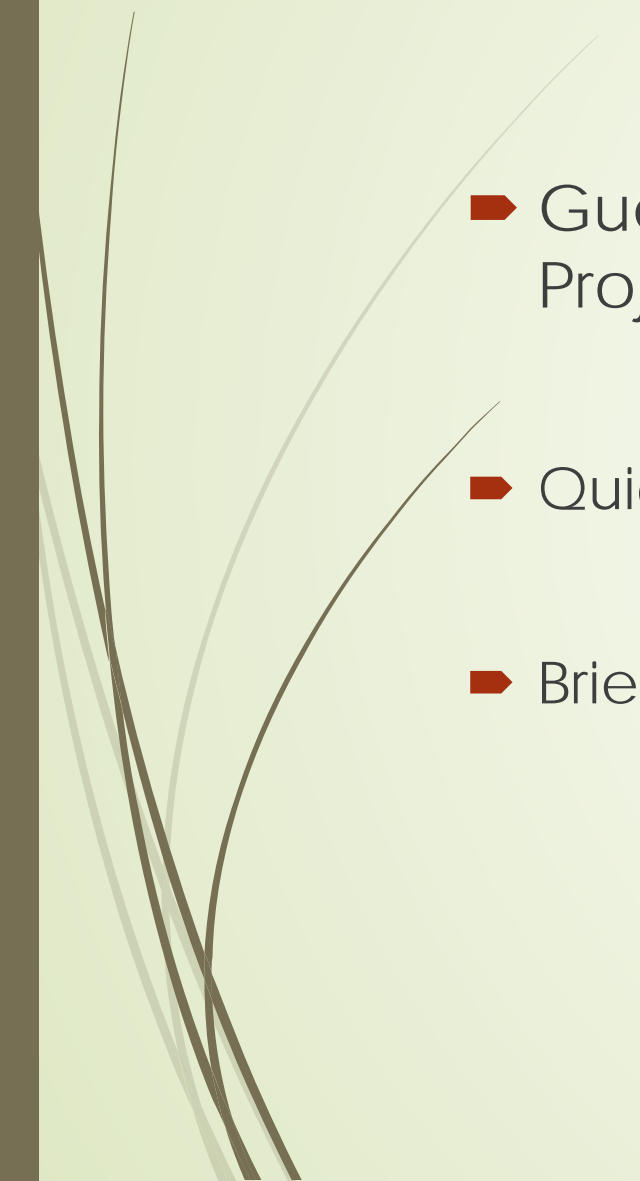


# Faculty Academy on Teaching First-Year Students

March, Spring 2017



# WELCOME!

- ▶ Guest: Ross Avilla, Psychology faculty who will support the Project Design
  - ▶ Quick updates on the SoTL project
  - ▶ Briefly discuss what you want to learn and have happen here.
- 



# Outcomes

- ▶ Engage in the ongoing developing SoTL cycle
  - ▶ Identify key characteristics of the SoTL Step 3, 4, & 5.
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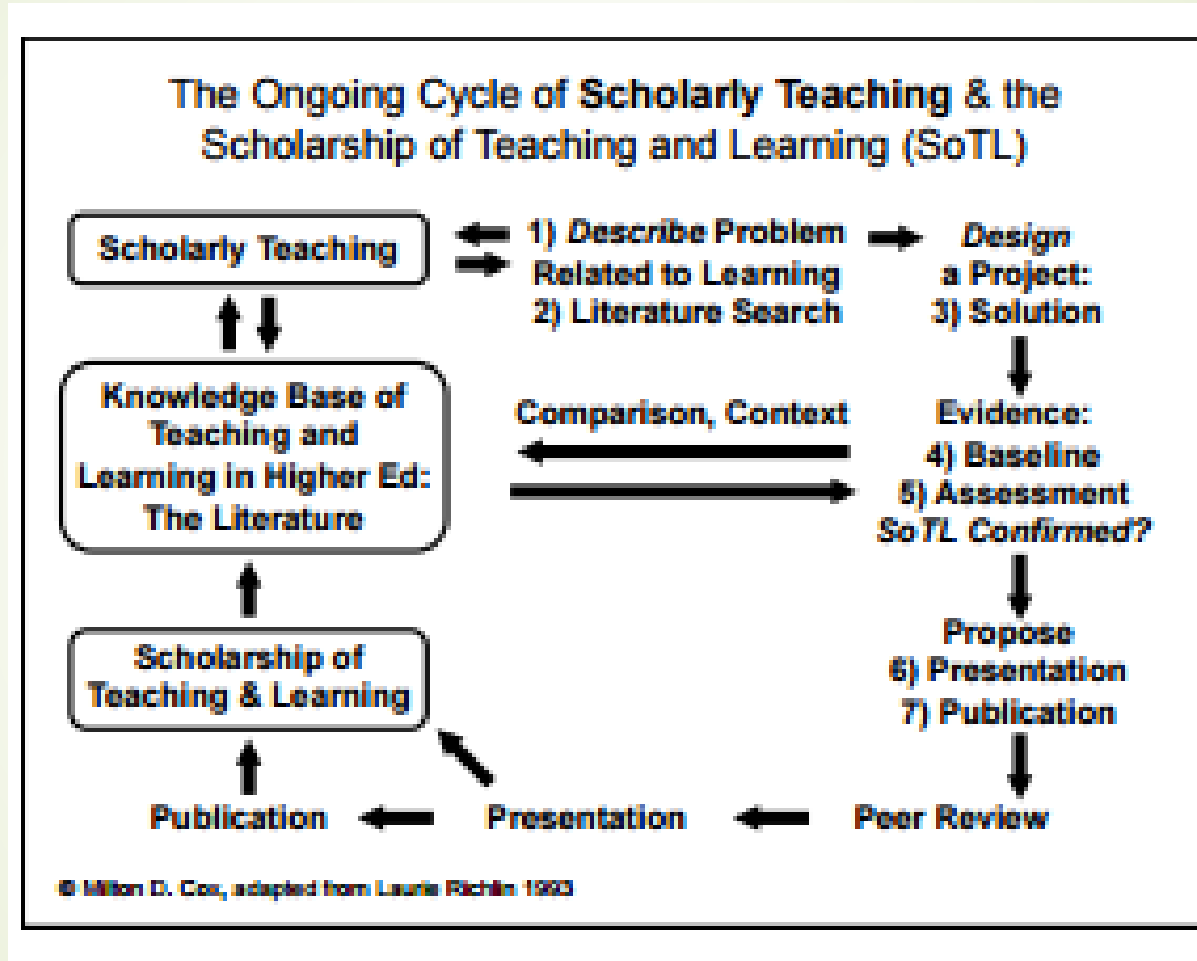


# What is SoTL?

<https://todaysmeet.com/SoTL>



# SoTL Cycle



Milton Cox

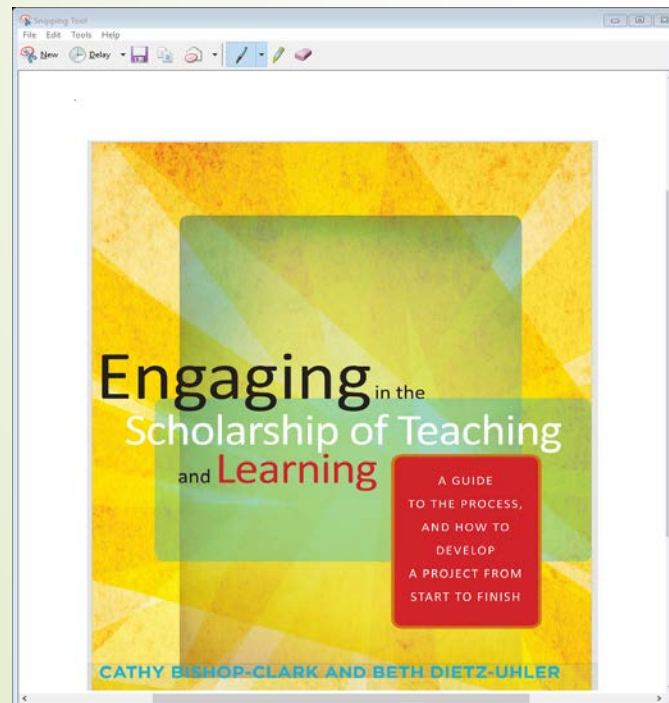


# Seven Steps to SoTL

- 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


# Part Two: Project Design

- The 3, 4, & 5-steps template
- Resources



## *First 5 Steps*

- *Guidelines for the Design, Description, and Presentation/Publication of Your Teaching/Learning/Institutional Project*
- 1. The problem, question, or opportunity
- 2. Literature Search and Context
- 3. Solution
- 4. Baseline
- 5. Assessment



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





# An Example:

## Cheryl's course

► Problem:

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

## Daniel's course

► Problem:

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



# Project Design

- ▶ Design a Solution
  - ▶ Designing Production of Evidence: Baseline and Assessment
- 



# Step 3

## Project Design

- ▶ Proposing/ Describing a Solution
- ▶ In your role as researcher/writer, discuss your proposed problem solution 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 problem solution item



# Steps 4 & 5 Project Design

▀ Providing Evidence


4) Baseline

5) Assessment



# Baseline Examples

- ▶ Baseline Outcomes from a previous time you taught the course: grades, student work, retention
- ▶ First-day survey results from class
- ▶ A “control group,” someone teaching the same course and not attempting your intervention (that someone could be you)



# Assessment Examples

How do You Know Your Project Made a Positive Difference (improved behavior, enhanced learning)?

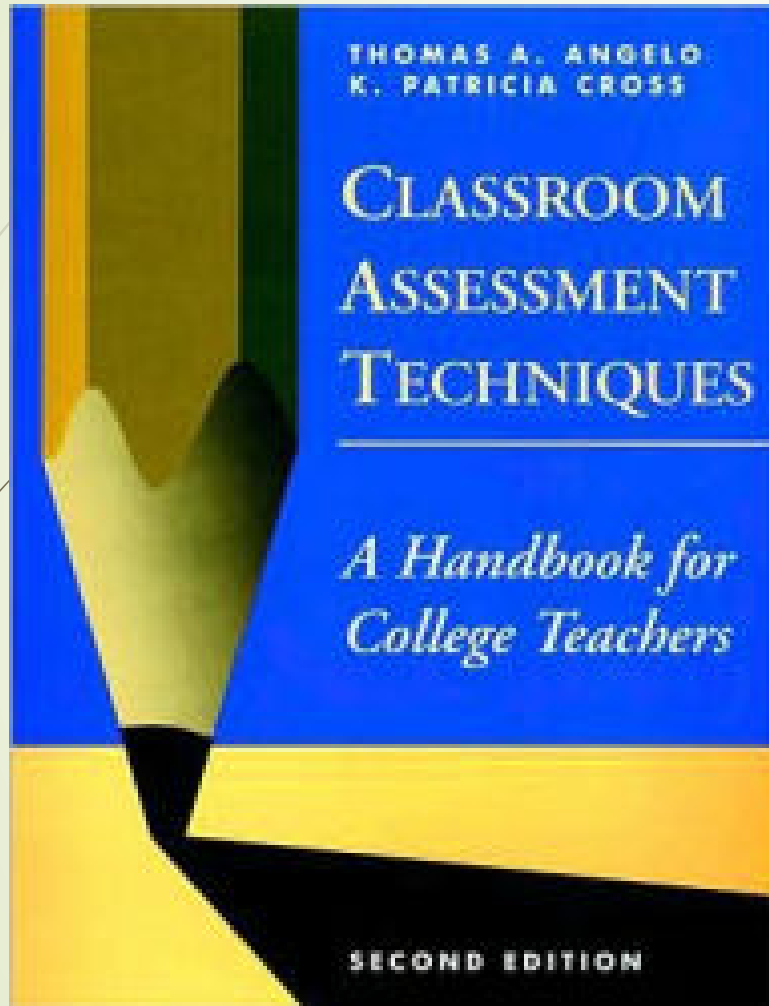
- ▶ Pre- and Post-surveys of learner reactions and/or results
- ▶ Pre- and post tests for knowledge or efficiency
- ▶ Retention in the course or unit over the term
- ▶ Reflections in your journal (so keep one)
- ▶ Focus groups



# Assessment Examples

How Do You Know Your Project Made a Positive Difference (improved behavior, enhanced learning)?

- More discussion by students (count)
- Improvement of learning in the following course
- Student evaluations of teaching
- Portfolios showcasing student work
- Classroom assessment techniques



## Teaching Goals Inventory (TGI)

[http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data\\_entry.xsl?db=tgi\\_data&lay=Layout01&view](http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl?db=tgi_data&lay=Layout01&view)


Connects goals to recommended CATs of the 50 CATs

Commitment level, time invested






# An Example: Chery's Project

- ▶ Problem: Student-faculty interaction is well documented to enhance student learning.
  - ▶ Context: Problem is local and nationwide
  - ▶ Proposed solution: Theme-based office hours
  - ▶ Baseline: Former course points, grades, OH participation.
  - ▶ Assessment: Student learning portfolios, writing, project selection and consultation; course retention; grades; discussion counts; surveys; OH participation.
- 



# Steps 4 & 5 Action Research/Writing Baseline and Assessment

- ▶ Discuss your proposed SoTL baseline and assessment 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 baseline and assessment items and faculty development engagement.



# Resources to support the design process

- ▶ Colleague from Psychology, Research Methods,
- ▶ Institutional Research, IRB Office Staff members,
- ▶ Center for Engaged Teaching and Learning: One-on-one consulting with these colleagues
- ▶ Session involving discussion of journal articles with librarian
- ▶ Session on reviewing articles for presentation or publication
- ▶ Collaboration



# Project Design Recommendations

- ▶ Design before you start;
- ▶ Consult colleagues
- ▶ Keep your colleagues, program chair, and students informed about your project
- ▶ Obtain IRB (Human Subjects) approval in case you want to present or publish results
- ▶ Find a support group of others doing teaching and learning projects
- ▶ Keep it simple, especially if you are a relatively new faculty member—new approaches could lead temporarily to lower student evaluations



# Wednesday, April 12.

## Part 3: Steps 6 & 7

► IRB Office Staff Members will attend our meetings:

- 1) Danielle Dai'Re (12:00-1:30)
- 2) Leslie Teixeira-Porto (Assistant Director) (2:30 – 4)

Any suggestions about how to move on?



# Outcomes

- ▶ Engage in the ongoing developing SoTL cycle
- ▶ Identify key characteristics of the SoTL Step 3, 4, & 5.



The End

