Faculty Academy on Teaching First-Year Students

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Guest: Danielle Dai’re and Leslie Teixeira for Research Compliance and Integrity.

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

- Identify key characteristics of the SoTL Step 3, 4, & 5.
What is SoTL?

https://todaysmeet.com/SoTL
Scholarship of Teaching & Learning

Scholarly Teaching

Knowledge Base of Teaching and Learning in Higher Ed.: The Literature

Scholarship of Teaching & Learning

1) Describe Problem Related to Learning
2) Literature Search

Design a Project:
3) Solution

Evidence:
4) Baseline
5) Assessment

SoTL Confirmed?

Propose
6) Presentation
7) Publication

Presentation

Publication

Comparison, Context

Peer Review
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
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
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
- 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
Outcomes

- Identify key characteristics of the SoTL Step 3, 4, & 5.
Thank you!

- Any suggestions about these meetings that could help you with the development of your projects?
Examples for Encouragement: Developed In Less Than a Year Early-Career Faculty SoTL Projects Presented on Campus and at the 2015 Lilly Conference on College Teaching Making Video Lectures More Interactive and Engaging in a Flipped Classroom —Neil Brigden, Marketing Learning to Fail: How to Make Failing Part of Learning —Dennis Cheatham, Art; Design A Comparison of Learning in a Simulation-Based Course and a Traditionally Taught Course —Jennifer Rode, Nursing A Twist on Teaching With Cases: Using an Interactive Case Study to Measure Course Outcomes —Mahauganee Shaw, Educational Leadership Interviewing 101: Teaching Students to Learn From the Stories People Tell —Christopher Suher, Entrepreneurship
Examples for Encouragement: Presented a Different Project, Another Year Former Early-Career Faculty, SoTL Projects Presented at the 2015 Lilly Conference on College Teaching A Supplemental Study Skills Course Improves Student Performance in Introductory Biology —Joyce Fernandes, Biology Implementation of a High Impact Leadership Structure: Lessons Learned —Brooke Flinders, Nursing Classroom Presence and Sense of Community: Comparing Practices in Traditional and Online Classrooms — Thomas Mays, Business Technology (with Milt Cox) Building Your Creativity + Innovation Toolkit —Peg Faimon, Art, and Glenn Plah, Interactive Media Studies
Step 6

Preparation and Submission of a Proposal for a Conference Presentation

- Confirming SoTL
- Conference venues
- PresentaKon strategies and approaches
- Example: Lilly Original Conference SoTL submission format
The End
Workshop Discussion Format

1) Members shall form a community of practice
2) Now: Introduce yourselves and briefly discuss what you want to learn and have happen here.
3) Next, based on your discussion, select one colleague who will be both your workshop SoTL writing/research and SoTL faculty development partner.

Identify one person at your table who will be your learning community facilitator for this workshop.

Your facilitator can report out your table discussion.

We will take breaks when “our minds are full.”
Workshop Partner Engagement

- Partners will play the role as faculty members wanting/working to do SoTL research and publish SoTL.
- This process will occur at each of the 7 steps.
- At the end of each step, partners will share their learning experiences and sticking points at their tables.