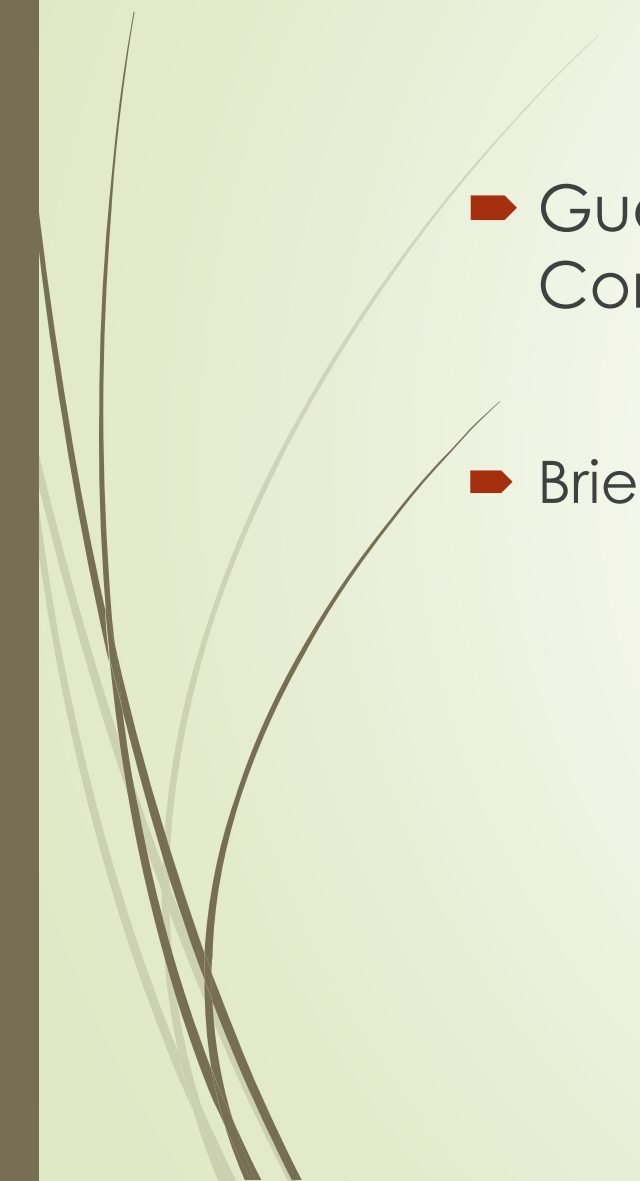# Faculty Academy on Teaching First-Year Students

February, Spring 2018

WELCOME!

- 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

1) *Describe* Problem Related to Learning
2) Literature Search

Design a Project:
3) Solution

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

Comparison, Context

Evidence:
4) Baseline
5) Assessment
SoTL Confirmed?

Scholarship of Teaching & Learning

Propose
6) Presentation
7) Publication

Publication

Presentation

Peer Review
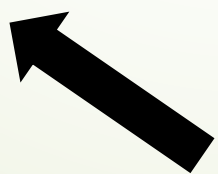
Seven Steps to SoTL

- 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
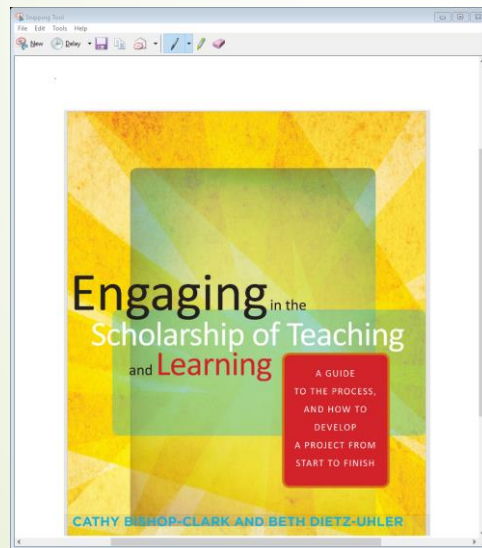
First 5 steps
Template for Writing Outline to Design and Description of a SoTL Project

- 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
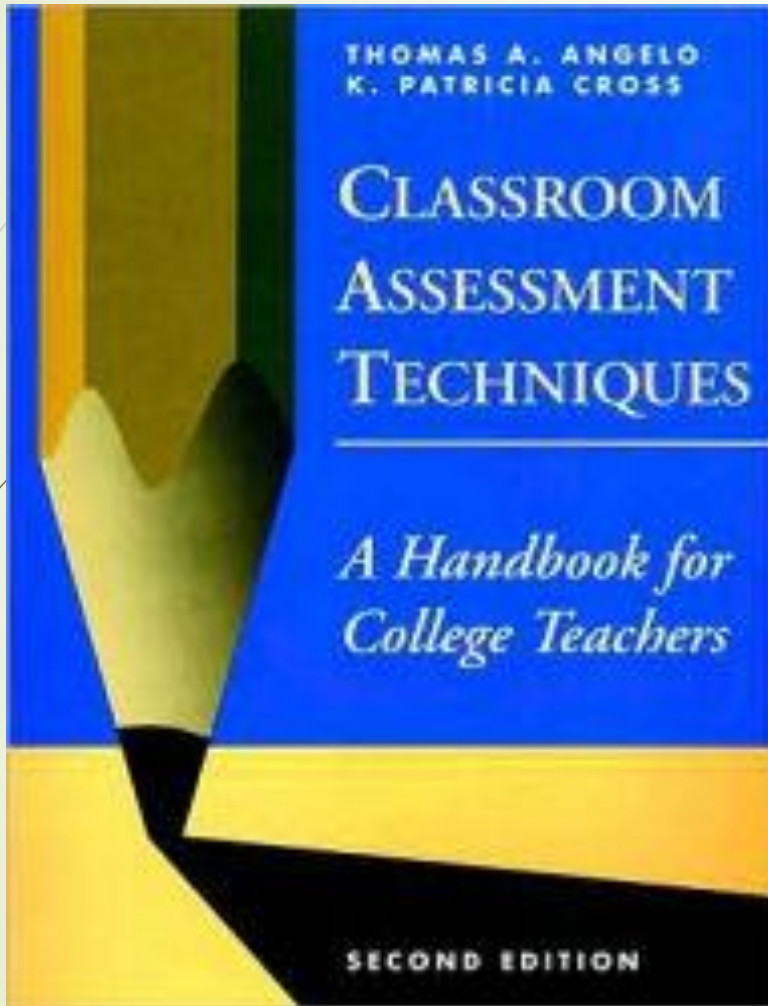
Teaching Goals Inventory (TGI)

hhp:// 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

- 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
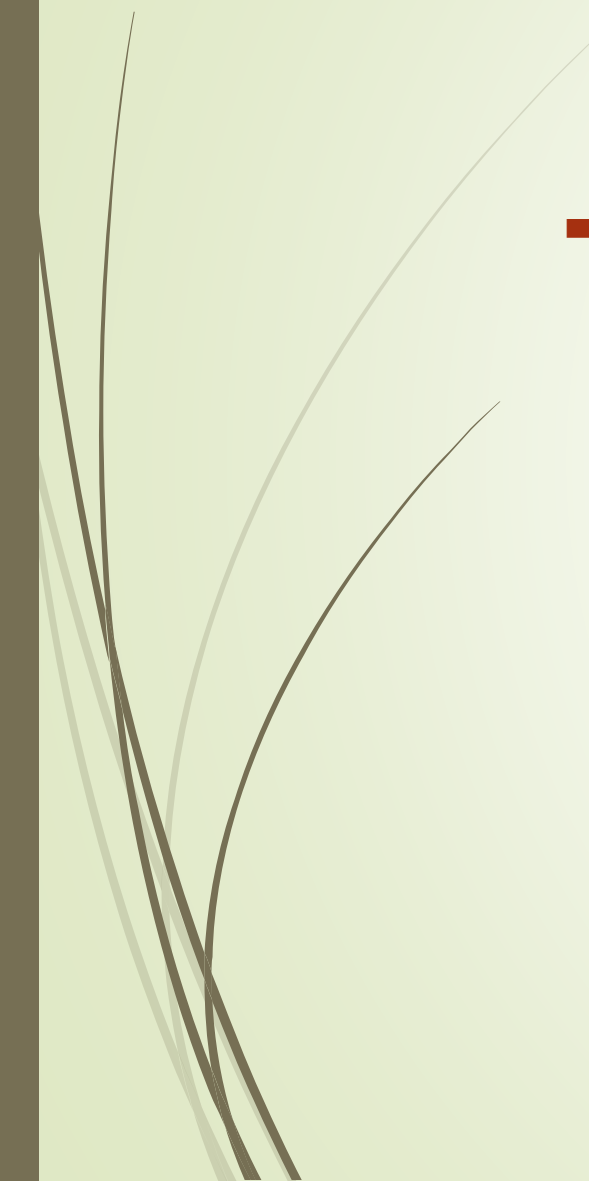
Outcomes

- 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 Interac:ve and Engaging in a Flipped Classroom —Neil Brigden, MarkeKng Learning to Fail: How to Make Failing Part of Learning —Dennis Cheatham, Art; Design A Comparison of Learning in a Simula:on-Based Course and a Tradi:onally Taught Course —Jennifer Rode, Nursing A Twist on Teaching With Cases: Using an Interac:ve Case Study to Measure Course Outcomes —Mahauganee Shaw, EducaKonal Leadership Interviewing 101: Teaching Students to Learn From the Stories People Tell —Christopher Suher, Entrepreneurshi

- 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 Implementa:on of a High Impact Leadership Structure: Lessons Learned —Brooke Flinders, Nursing Classroom Presence and Sense of Community: Comparing Prac:ces in Tradi:onal and Online Classrooms —Thomas Mays, Business Technology (with Milt Cox) Building Your Crea:vity + Innova:on Toolkit —Peg Faimon, Art, and Glenn Plah, InteracKve 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.