

**Jody Langdon**  
Application for Regent's  
Scholarship of Teaching and Learning Award

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## Langdon SoTL Award Application

## Nomination Letter from Provost



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OFFICE OF THE PROVOST AND VICE PRESIDENT

November 14, 2017

Dear Awards Committee:

It is a pleasure to write a letter of support for Dr. Jody Langdon who has been nominated for the Regents' Scholarship of Teaching and Learning Award. Dr. Langdon is an accomplished faculty member in the Department of Health and Kinesiology within the College of Health and Human Sciences at Georgia Southern University. She is very passionate about her work, involving others, both students and faculty, to create a level of excitement about learning that truly exemplifies the teacher-scholar model.

Jody's teaching record is extremely impressive and shows her interest and enthusiasm for the discipline. She strives to create a learning environment which fosters individual interest in the topic. Some of her earliest SoTL research involved the self-determination theory where she investigated the influence of autonomy support given by teachers, coaches and teaching assistants on various outcomes. This work was supported by a \$5000 external grant and resulted in the formation of an international research collaborative.

In 2013, she received the SoTL Fellowship to investigate the effects of the Flipped Classroom model. While the initial results did not show a significant difference between the Flipped Classroom model on students' course experience, it did highlight the need to redesign her course to encourage students to watch pre-class lectures. Based on this modification, the data indicates that students are more engaged in lectures throughout the semester.

Jody continues to make a huge impact on teaching and learning by embracing the teacher-scholar model in all aspects of her profession. Dr. Langdon actively involves students in her projects whenever possible and disseminates her findings at workshops, conferences and through peer reviewed publications. As an outstanding teacher-scholar, she brings academic distinction to Georgia Southern University and is worthy of the Regents' Scholarship of Teaching and Learning Award. If you need any additional information, please feel free to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Diana Cone".

Diana Cone, Interim Provost and  
Vice president for Academic Affairs

## Langdon SoTL Award Application

### Narrative

I am honored to serve as Georgia Southern University's nominee to the Regent's Scholarship of Teaching and Learning Award. I see SoTL as a natural progression from the work I had done researching teaching and learning in K-12 physical education environments. As a continuation of the work I started in autonomy supportive teaching and coaching, I have had a desire to investigate self-determination theory in a college setting. I began work on SoTL projects at Georgia Southern University in 2013, after being awarded a SoTL Fellowship to investigate the effects of the Flipped Classroom model in my Research Methods in Kinesiology course. At the same time, I was also conducting an intervention study with Georgia Southern University graduate teaching assistants to help cultivate their ability to be autonomy supportive in physical activity classes. Since then, the research I have conducted has made an impact on my teaching and provided me the opportunity to work with other faculty in improving their teaching through innovative methods. Beyond the influence on my teaching and research, I have advocated for SoTL in my discipline through the development of a specific aim in a kinesiology research journal I am the editor of. In the development of this journal, I made sure to include a section that addressed best practices in teaching from a SoTL perspective.

It is my philosophy that students learn best in an environment that fosters individual interest in a topic and motivation to learn, especially in required major courses. To foster student motivation, I rely heavily on autonomy supportive teaching strategies, alternative teaching models (such as the Flipped Classroom model), and knowledge of metacognition. As part of the process of fostering student motivation, I rely on the basic tenets of self-determination theory (SDT; Ryan & Deci, 2000). The theory postulates that individuals are more intrinsically motivated when their basic needs (autonomy, competence, and relatedness) are satisfied. The teacher, as a socializing agent, can directly influence satisfaction of basic needs through need supportive behaviors. Of these, autonomy support has been a major focus for me as a teacher.

I have seen how providing autonomy support to students has allowed them to flourish in a subject area that is brand new to them. By using five basic autonomy supportive strategies, I have been able to influence my own students' motivation. These include understanding and nurturing their interest, providing rationales, giving feedback that is constructive and related to the task, and accepting negative affect. This is mostly done through direct interaction with students individually and in small groups. Students have become more motivated in my classes when they know exactly why they are learning the material and how they can use the information in the future. They also find it easy to provide me with feedback on course materials and procedures, even when it is not positive. Accepting the negative affect does not always mean that I change everything for the students, but does help me to see the course from their perspective and show them that I do listen to what they have to say.

Using these strategies in my large lecture courses was difficult, so I began to look for alternative teaching models that may work to enhance student motivation. The Flipped Classroom model seemed to be a viable medium to test the SDT and the idea of supporting students' basic needs, given that it requires students to become more responsible for their own learning, while also giving me more time in class to interact with students and modify course content and delivery to match the needs of those

## Langdon SoTL Award Application

students. The research I conducted on flipped learning in my own classes revealed much to me about how to effectively implement the model and increase the amount of direct interaction I have with each student. Using information from the research conducted in my own courses, I modified the courses to include an in-class preparedness quiz, which in recent semesters has improved the amount of lecture watching and preparation among students. In addition, I have streamlined how pre-class lectures and questions are presented to students.

As an extension of the research conducted in my own classes, I felt it was important to mentor other instructors, specifically those that are teaching with very little experience or training. In my research on training graduate teaching assistants to be autonomy supportive, I developed a custom-tailored intervention delivered in a hybrid format. Over the course of a year, the graduate teaching assistants were able to adopt a more autonomy supportive teaching style as a result. Along with the success of the intervention, I was able to see teacher perspectives with fresh eyes and realized the potential impact such training can have on novice instructors. The graduate teaching assistants continued to use the information they learned in the training in their careers and I often hear from them about how much they are able to infuse autonomy supportive teaching strategies in their counseling, teaching, and consultations with clients.

Further expanding my research on student motivation has led to recent engagement in research on metacognition and how different types of metacognitive strategies potentially enhance student learning. Engaging students in learning material that is difficult had been challenging, but through teaching metacognition in my courses, I have been able to help students connect concepts within and between courses. My own understanding of the topic was limited, so I decided to get involved in more research on the topic. In fall 2016, I worked with Drs. Diana Sturges, Amy Jo Riggs, Jessica Mutchler, and Mr. Matt Syno, to collect data from several courses offered in Kinesiology and Nutrition. From this first study, I gained much more knowledge about how to approach metacognition with students at any level. In my current courses, I have introduced several of the strategies we tested, in addition to instructing students on the utility of understanding how we learn. In addition, Dr. Sturges and I are also replicating a study conducted by Dr. Hillary Steiner at Kennesaw State University, which is focused on enhancing metacognitive strategy use among freshman enrolled in a first-year experience course. The results of these studies provided more information to me about students' knowledge and regulation of cognition specifically, with an understanding that upper and lower level students use metacognitive strategies differently. As a result, I regularly include assignments in my courses that enhance students' metacognition and self-regulated learning.

Related to my collection of research in SoTL, I believe that supporting faculty engaging in SoTL can also enhance their autonomy. I have a strong background in research methodology, including both quantitative and qualitative methods, which has helped me as a member of GSU's SoTL Leadership team. I have had the pleasure of mentoring individuals on their SoTL projects in addition to delivering presentations on SoTL methodology. I truly believe that my experiences in conducting research and mentoring others has influenced my teaching through systematically answering the many questions instructors have about motivation and student learning, using research to drive the decisions of how to teach.

## **Data/Evidence**

### **Flipped Classroom Research**

The goal of my research on the Flipped Classroom model was to determine if using the model would support basic needs satisfaction in students and be beneficial for their learning. The investigation, undertaken with the guidance of Dr. Diana Sturges, was focused on the effects of the Flipped Classroom model on students' course experience, basic need satisfaction, motivation, and course performance. Results from this study indicated no significant difference in course experience, basic need satisfaction, motivation, and course performance between the Flipped Classroom group and a control group. Several explanations as to this result were formulated, including the fact that students in the Flipped Classroom group did not adhere to watching the pre-class lectures as hoped. This tends to support some other findings indicating students' lack of preparation time prior to class (Bristol, 2014). In fact, preparation in the course was similar regardless of what was completed in the classroom. Attendance was higher in the Flipped Classroom group (53.2% attending all classes vs. 33.7% in the traditional group).

Modification to the course over time have resulted in students becoming more engaged in lectures, watching on average 88% of the lectures, regardless of when lectures are introduced throughout the semester and the average number of times viewed has increased by 76%. Research from this study has been accepted for publication in the *Journal for the Scholarship of Teaching and Learning* and has been presented at state and national conferences.

### **Autonomy Supportive Teaching among Graduate Teaching Assistants**

While training PE teachers and coaches in autonomy supportive behaviors is common, little to no training occurs among individuals tasked with teaching physical activity content in collegiate physical activity settings. After training twelve graduate teaching assistants from Georgia Southern University across a one-year time span, multi-level modeling revealed that the learning environment created by the graduate teaching assistants improved across the duration of the study, with most of the growth between baseline and the first four intervention data points. Partial correlations seemed to indicate that these changes were influential among students, as evidenced through measurement of perceived autonomy support and motivational regulations. Motivation and perceptions of autonomy support were high towards the end of the semester. The behavioral change process was carried out quickly (from the beginning of the training), suddenly (rather than gradually), and then leveled off until the end of the semester. By showing a significant improvement in the GTAs' ability to provide autonomy support, relatedness support, structure, and general need supportive dimensions, this study reinforced the results of the previous intervention studies grounded in SDT in the physical education domain (Cheon et al., 2012; 2014, Cheon & Reeve, 2016; Aelterman et al., 2013; Tessier et al., 2010). In addition, this study supported the notion that need supportive focused training also helped graduate teaching assistants to reduce observed need-undermining behaviors (i.e., controlling behaviors and general need undermining dimensions).

**Antecedents to Autonomy Supportive Teaching among University Instructors**

In focusing more specifically on all university instructors, the autonomy support research I have conducted in collaboration with international faculty at other institutions in Canada and Norway has yielded some interesting results. Using a sample of 157 participants (58 % Female), respondents indicated that they were in humanities and arts (16 %), life sciences/physical science/math (44 %) as well as social sciences and education (33 %). In total, there were at least 25 different departments represented in the participant pool. The respondents were from North America (75%), Europe (19%) and Australia (4%). Participants' universities were mainly large institutions (85%). After measuring basic need satisfaction, autonomous motivation for teaching, teachers' need for autonomy satisfaction, teaching style, and values/feelings of autonomy in teaching, research, and service, participants were asked open ended questions to better illustrate their experience. From this information, a model was produced to help explain the antecedents to being an autonomy supportive instructor. The open-ended questions were examined to further describe the relationships we observed in the model.

Our research suggests that university instructors who are more autonomously motivated towards teaching tend to also be less controlling and more autonomy-supportive instructors. Conversely, more externally motivated instructors tended to be more controlling and less autonomously-supportive in their mentoring styles. Given the importance of autonomy-supportive instructors on student learning and motivations in schools (Nunez et al., 2015; Reeve et al., 1999) and the potential benefits on university students (Black & Deci, 2000; Williams & Deci, 1996), these results suggest that universities should also strive to create work environment that engender an instructor's autonomous motivation towards teaching.

In contrast to our predictions, basic need satisfaction, in general, did not seem to correlate strongly with autonomous motivation in teaching. Based on previous school studies (Pelletier et al., 2002; Taylor et al., 2008), we had predicted that work environments that fostered greater basic need satisfaction would also lead to more autonomously-motivated undergraduate educators. Clearly more research is necessary to elucidate the contextual factors that may enhance autonomous motivation in teaching. There are several possible reasons for the lack of a significant relationship between BPN at work and autonomous-motivation in teaching. First, compared to school teachers, the job responsibilities for university instructors are often divided between teaching, research and service (Fairweather, 2002; Hardré et al., 2007). Thus, in comparison to school teachers, teaching may represent a smaller proportion of both the work responsibilities as well as performance assessment criteria. Moreover, because research productivity may be more important for performance reviews compared to research productivity (Hu & Gill, 2000; Rond & Miller, 2005; Stupnisky et al., 2017), the perceptions of basic need satisfaction at work may be influenced more by research pressures than teaching. For example, even if an instructor experienced low basic need satisfaction in terms of teaching environment, high basic need satisfaction in research or service could compensate. Indeed, only freedom in teaching decisions was correlated to motivation. Instructors who experienced low autonomy with respect to teaching decisions were more likely to be externally motivated in their teaching.

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### Metacognition

Students enrolled in Kinesiology and Nutrition courses participated in the study on metacognition. In this study, students were randomly assigned, by class, to one of four groups: control, exam wrappers, metacognition videos, and group quizzes. Surveys measuring use of metacognitive strategies, perceived competence and self-efficacy in the course were collected at two time points. Considering students in the lower division courses, namely Anatomy and Physiology, the final sample included 129 students (20.2% male, 79.8% female; 69.8% White, 25.6% Black, 2.3% Asian) of various majors. Over 92% of students were taking a course required by their major.

For knowledge of cognition, analyses revealed a significant interaction between time and group for the students (Wilks' Lambda = .92,  $F(2, 126) = 5.17$ ,  $p = .007$ ). Students in the exam wrapper group increased in their knowledge of cognition ( $M_{pre} = 13.85$ ,  $SD = 2.46$ ;  $M_{post} = 14.21$ ,  $SD = 2.76$ ), the video group decreased in their knowledge of cognition ( $M_{pre} = 14.58$ ,  $SD = 2.31$ ;  $M_{post} = 13.61$ ,  $SD = 2.95$ ), and the group learning group saw no change in knowledge of cognition ( $M_{pre} = 13.45$ ,  $SD = 1.69$ ;  $M_{post} = 13.45$ ,  $SD = 1.81$ ). Upon examining mean values of the types of knowledge, procedural knowledge was highest among students in the exam wrapper group, followed by the video training group, and then group/team learning group. Interestingly, the values of procedural knowledge fell from pretest to posttest for the video group. For declarative knowledge, similar patterns were seen, with an increase in this type of knowledge among the exam wrapper group and group quiz group. Finally, for conditional knowledge, the exam wrapper group saw an increase in score while video and group quiz groups saw a decrease. Comparisons of regulation of cognition indicated no main effects (Wilks' Lambda = .99,  $F(1, 126) = .197$ ,  $p = .658$ ) or significant interactions (Wilks' Lambda = .959,  $F(1, 126) = 2.67$ ,  $p = .073$ ) for time or intervention type. Students in the exam wrapper group slightly increased in their regulation of cognition ( $M_{pre} = 26.21$ ,  $SD = 4.98$ ;  $M_{post} = 27.65$ ,  $SD = 4.67$ ). The video and group quiz groups slightly decreased in their regulation of cognition ( $M_{pre} = 27.65$ ,  $SD = 5.40$ ;  $M_{post} = 27.17$ ,  $SD = 5.45$  and  $M_{pre} = 26.18$ ,  $SD = 5.00$ ;  $M_{post} = 24.45$ ,  $SD = 6.44$ , respectively). Regardless of time or group, students tended to use debugging strategies most often, followed by information management strategies, comprehension monitoring, planning and evaluation. Mean levels for planning and evaluation were below the midline for this sample.

For perceived competence, interaction effects were seen for time and intervention type, Wilks' Lambda = .95,  $F(1, 126) = 3.30$ ,  $p = .040$ . All groups showed a decrease in perceived competence for lower division students. More specifically, lower division students in the group quiz group ( $M_{pre} = 4.32$ ,  $SD = .75$ ;  $M_{post} = 3.71$ ,  $SD = .92$ ) had significantly lower perceived competence scores than those in the exam wrapper group ( $M_{pre} = 4.44$ ,  $SD = .69$ ;  $M_{post} = 4.09$ ,  $SD = .94$ ) and video group ( $M_{pre} = 4.62$ ,  $SD = .56$ ;  $M_{post} = 3.87$ ,  $SD = .72$ ) across time. The video group saw the greatest decrease in perceived competence over time. For self-efficacy, a significant main effect for time was found, Wilks' Lambda = .91,  $F(1, 126) = 12.87$ ,  $p < .001$ . All groups showed a decrease in self-efficacy. More specifically, students in the group quiz group ( $M_{pre} = 3.23$ ,  $SD = .62$ ;  $M_{post} = 2.95$ ,  $SD = .55$ ) had significantly lower perceived self-efficacy scores than those in the exam wrappers group ( $M_{pre} = 3.57$ ,  $SD = .59$ ;  $M_{post} = 3.43$ ,  $SD = .58$ ) and video group ( $M_{pre} = 3.78$ ,  $SD = .48$ ;  $M_{post} = 3.49$ ,  $SD = .56$ ) across time.

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The final grade distribution among the students showed that C's occurred the most frequently (44), followed by B's (40), F's (18), A's (14), and D's (13), respectively. When comparing grades between groups, a Chi-Square analysis revealed no significant difference in final grades,  $X^2(8) = 15.16$ ,  $p = .056$ .

### Conclusions

Overall, research conducted in my courses and beyond as part of SoTL have a great impact on my teaching and how I modify courses to continuously improved student learning. In the future, I hope to further investigate better ways to instruct students in flipped and fully online environments. This will occur through combining the information I have learned about Flipped Classroom research, need supportive interventions, metacognition in my field, and autonomy supportive teaching. I also hope to expand upon the work I have done in autonomy support of collegiate instructors. While still early in the process, I hope to someday use this information to help instructors improve the teaching process.

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**Condensed Curriculum Vita**  
**EDUCATION**

- 2007-2010                      Doctor of Philosophy  
University of South Carolina  
Columbia, South Carolina  
Concentration: Physical Education Teacher Education
- 2003-2005                      Master of Science in Exercise and Sport Science  
University of Florida  
Gainesville, FL  
Concentration: Physical Education Pedagogy
- 1999-2003                      Bachelor of Science in Exercise and Sport Science  
University of Florida  
Gainesville, FL  
Concentration: Athletic Training

**PROFESSIONAL EXPERIENCE**

Present Position

2010-Current                      Associate Professor  
Georgia Southern University  
School of Health and Kinesiology  
Statesboro, GA

**Published Articles**

**Langdon, J.L.**, Sturges, D., & Schlote, R. (in press, 2017). Flipping the classroom: Perceptions of course experience, academic motivation, and performance in an undergraduate research methods course. *Journal of the Scholarship of Teaching and Learning*.

**Langdon, J.L.**, Melton, B., Schlote, R., & Tessier, D. (2017). Effectiveness of a need supportive teaching training program on the developmental change process of graduate teaching assistants' created motivational climate. *Psychology of Sport and Exercise*, 28, 11-23.

**Langdon, J.**, & Schlote, R. (2014). The relationship between perceived and observed autonomy support in a physical activity setting. *The Chronicle of Kinesiology in Higher Education*, 25(3), 11-16.

**Articles in Process**

**Langdon, J.L.**, & Wittenberg, M. (in review). Graduate teaching assistants' reflections of adopting an autonomy supportive teaching approach. *Physical Education and Sport Pedagogy*.

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Yasue, M., **Langdon, J.**, & Geno, L. (in review). University instructors' self-determined motivation and implications for teaching in higher education. *Research in Higher Education*.

**Langdon, J.**, Sturges, D., Riggs, A.J., Mutchler, J., Caciula, M., Syno, M., & Wittenberg, M. (in preparation). Developing metacognition in Undergraduate Human Anatomy and Physiology: An exploration of metacognitive strategies. *Advances in Physiology Education*.

### Scholarly Presentations

#### *Invited*

**Langdon, J.** Teaching Toolbox: Autonomy Supportive Teaching. Georgia Southern University Centers for Teaching and Technology Teaching Academy, Statesboro, GA.

**Langdon, J.** (October 20, 2016). Methodology - Quantitative vs. Qualitative Approaches. Georgia Southern University SoTL Academy, Georgia Southern University, Statesboro, GA.

Sturges, D., & **Langdon, J.** (April 22, 2016). Conducting SoTL research in kinesiology. School of Health and Kinesiology Research Seminar, Georgia Southern University, Statesboro, GA. \*

**Langdon, J.** (April 21, 2016). Using the Flipped Learning model to support student writing in the discipline. Flipped Learning Faculty Showcase Panel, Georgia Southern University, Statesboro, GA.

Sturges, D., & **Langdon, J.** (January 14, 2016). Making SoTL projects work: A glimpse into qualitative and quantitative data. CT2, Georgia Southern University, Statesboro, GA.

#### *National*

Metzler, M., & **Langdon, J.L.** (2018). Promoting SoTL in kinesiology departments. Paper accepted to the National Association for Kinesiology in Higher Education (NAKHE) Conference, Phoenix, AZ.

**Langdon, J.** (2018). Autonomous motivation in university instructors: What drives our choice to be autonomy supportive. Paper accepted to the National Association for Kinesiology in Higher Education (NAKHE) Conference, Phoenix, AZ.

Wittenberg, M.S., & **Langdon, J.L.** (2018). Graduate teaching assistants' reflections of adopting an autonomy supportive teaching approach. Paper accepted to the National Association for Kinesiology in Higher Education (NAKHE) Conference, Phoenix, AZ.

Sturges, D., & **Langdon, J.** (2018). Making the case for the scholarship of teaching

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and learning. Paper accepted to the American Kinesiology Association Leadership Workshop. Denver, CO.

**Langdon, J.** & Metzler, M. (2017). SoTL research in kinesiology: What it is and why we need to engage in it. Paper presented at the National Association for Kinesiology in Higher Education (NAKHE) Conference. Orlando, FL.

Sturges, D., & **Langdon, J.L.**, & Schlote, R. (2016). Flipping the classroom in an undergraduate kinesiology class: Basic need satisfaction, motivation, and academic performance. Paper accepted to the Hawaii International Conference on Education, Honolulu, HI.

**Langdon, J.**, & Sturges, D. (2015). Effects of the Flipped Classroom Model on course experience, basic need satisfaction, and motivation in an undergraduate research methods course. Paper presented at the Scholarship of Teaching and Learning Commons Conference, Savannah, GA.

**Langdon, J.L.**, Melton, B., & Schlote, R. (2015). Improving Instructional Physical Activity Programs through Graduate Teaching Assistants (GTA) Autonomy Supportive Teaching Training. Paper presented at the Society of Health and Physical Educators National Conference, Seattle, WA.

**Langdon, J.**, & Sturges, D. (2014). The impact of the Flipped Classroom Model on basic need satisfaction, motivation, and attitudes in an undergraduate research methods course. Paper presented at the Scholarship of Teaching and Learning Commons Conference, Savannah, GA.

**Langdon, J.**, Gurvitch, R., & Wilson, C. (2014). Experiences in using the flipped classroom model in higher education. Paper presented at the National Association for Kinesiology in Higher Education Collaborative Conference and International Congress, San Diego, CA.

### Funded Grant Proposals

**Langdon, J.** & Melton, B. (2014). ADA Badminton and Tennis Association ADA Badminton and Tennis Company's College and University Instructional Physical Activity Program (C/UIPAP) Research Award (\$5000) for *Improving IPAPs through GTA Autonomy Supportive Teaching Training*.

**Langdon, J.** (2013). Georgia Southern University Scholarship of Teaching and Learning Fellowship (\$3000) for *Determining the Effectiveness of the Flipped Classroom Model on Student Learning and Attitudes in an Undergraduate Research Methods Course*.

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### **Recommendation from Trent Maurer**

25 October 2017

Dear Members of the Awards Committee:

Dr. Jody Langdon has requested that I write a letter in support of her nomination for the FY 2018 Regents' Scholarship of Teaching and Learning Award. As the FY 2011 Award winner, and long-time colleague of hers, it is indeed my privilege to do so.

Dr. Langdon has been active in the Scholarship of Teaching and Learning at Georgia Southern University for the past five years. Her involvement began in 2013, when she was awarded an internal SoTL Fellowship that provided the opportunity for her to conduct a SoTL research project under the mentorship of one of our established SoTL scholars, Dr. Diana Sturges, FY 2015 Regents' SoTL Award winner.

From this initial project, Dr. Langdon's involvement in both SoTL research and the local SoTL community of scholars grew rapidly. Since that time, she has received the 2017 Georgia Southern University SoTL Award, been named to the Georgia Southern University SoTL Leadership Team, and has mentored three other Georgia Southern University faculty on SoTL projects. She has also delivered multiple SoTL presentations and published multiple SoTL research articles. Her level of engagement with SoTL has been quite impressive.

In reviewing Dr. Langdon's SoTL research, three characteristics stood out to me. First, unlike most SoTL scholars (Hutchings, 2007), Dr. Langdon's SoTL research is firmly grounded in and logically flows from a theoretical perspective, in her case self-determination theory. This helps her to set clear, achievable goals for her projects, and evinces more than adequate preparation for the inquiry. This also enables her to more easily relate her work to other lines of inquiry that share a common theoretical perspective.

Second, Dr. Langdon's work is firmly grounded in and gives significant attention to context, which is identified by Felten (2013) as one of the key principles of good SoTL work. She situates all of her projects in the broader context of what other scholars have found before, and when reporting results that differ from what other scholars have found, she attempts to identify what in the local context of her specific execution of the research may explain these differences. This attention to the role of local context in being able to replicate—or fail to replicate—prior research is a very meaningful contribution to the SoTL literature. Indeed, as Hattie (2009, pp. 15-16) has identified, “about 95 percent of all things we do [in education] have a positive influence on [student] achievement.” Null results are rare and attention to the contexts in which they occur could provide unique insight into teaching and learning.

Finally, Dr. Langdon engages in significant reflective critique of her own SoTL work, the least commonly used of all of the six criteria for assessing scholarship, yet one that is

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critically important to the growth and maturation of any scholar (Glassick, Huber, & Maeroff, 1997). She uses the results of her SoTL research not just to improve upon future research but also to change her teaching practice to improve student learning.

It is evident to me that Dr. Langdon has established a name for herself in the field of SoTL research, particularly in her discipline. She has participated in numerous collaborative projects, she has initiated multiple projects of her own design, and she has taken a leadership role in the Georgia Southern University SoTL community of scholars. I can think of no one with a more impressive SoTL vita in the past few years and no one more deserving of this award. I give her my highest recommendation.

Sincerely,

Trent W. Maurer, Ph.D.  
Professor of Child & Family Development  
School of Human Ecology  
Georgia Southern University

### References

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### **Recommendation from Diana Sturges**

November 24th, 2017

Dear Members of the Awards Committee:

Dr. Jody Langdon has requested that I write a letter in support of her nomination for the FY 2018 Regents' Scholarship of Teaching and Learning Award. I am excited to support her nomination and I am confident that she is deserving of the award. As a recipient of the FY 2015 Regents' Scholarship of Teaching and Learning Award, I would be honored to have her join the ranks of past awardees.

In working with Dr. Langdon, I managed to observe her passion for SoTL, a firm knowledge of SoTL research methodology, an enthusiasm for learning and a dedication to engaging with and advocating for SoTL. However, I know that her first priority are her students and the learning that happens in the classroom. These characteristics rightfully earned her the Georgia Southern (GSU) SoTL Award in 2017 and nominations for the SoTL Leadership Team, on which she has been actively serving since 2015 and the review board for the SoTL Commons conference, one of the premier SoTL conferences in the US.

In 2013, Dr. Langdon was awarded the GSU SoTL Fellowship. The fellowship is aimed at promoting SoTL research by supporting a faculty member on a new SoTL project. As a member of the SoTL Leadership Team, I volunteered to serve as her mentor during the fellowship. Although we were colleagues in the same department, this was my first opportunity to work with her directly, which in turn led to many other SoTL projects. As of today, we jointly published one peer reviewed manuscript and are preparing another one for submission. We collaborated on three peer-reviewed presentations, have another one accepted for the *American Kinesiology Association Leadership Workshop* (January 2018) and presented two invited talks on SoTL methodology. We are also currently collecting data for three more SoTL projects on motivation and metacognition. All of Dr. Langdon's projects are aimed at understanding student learning in her own classroom, across multiple classes in kinesiology and among first-year students.

I would like to talk about two aspects that I find important in her contribution to SoTL. Firstly, I believe that Dr. Langdon is producing high quality scholarship that is benefitting students. In my 14-year career in the academia I reviewed for multiple SoTL venues and presented many workshops to novices in SoTL. Invariably, one of the biggest challenges that faculty face when starting a SoTL project is the lack of knowledge about appropriate methodology, an important component of good SoTL. This in turn makes it very difficult, if not impossible, to systematically collect data about student learning. Dr. Langdon's biggest strength is a good understanding of research methods and a mastery of quantitative analysis and interpretation. In our projects together, she is the "go to" member of the group when decisions are made about research methodology or data analysis. For example, we started a Faculty Learning Community in the School of Health and Kinesiology to study the effects of different teaching strategies on students'

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metacognition. Her input on research design and choice of instruments was invaluable. She was also influential in extending the project to upper division kinesiology classes, besides the introductory human anatomy and physiology classes. In addition to metacognition, which is receiving much attention in the current SoTL literature, the influence of flipped teaching and motivation on student learning are equally as important.

I know that her research results are finding their way back into her classroom and those of her colleagues. Based on the findings of her research that indicated low levels of student engagement, mostly due to insufficient time spent on recorded lectures, she made appropriate changes to her flipped classroom. This in turn resulted in higher student engagement, with students watching more of the required videos and for a longer viewing time. Our project on metacognition across all sections of Human Anatomy and Physiology I and upper level kinesiology classes showed us that using just one strategy to teach about metacognition in a one-time intervention does not effectively develop metacognitive skills in kinesiology students. As a result, we changed our approach and are currently using two strategies concurrently over an entire semester for all students enrolled in Human Anatomy and Physiology in our college (a follow-up project on metacognition). Moreover, her continuous reflection on student learning led to the follow-up project on metacognition (data collection fall 2017), in addition to a collaborative Strategy Project with Dr. Steiner from Kennesaw State University, in which Dr. Langdon is replicating the use of a specific metacognitive intervention implemented in Kennesaw's first-year experience program (data collection fall 2017). You can also see that her projects have progressed through different levels: from her own Research Methods classroom (flipped project) to a) multiple sections of Human Anatomy and Kinesiology classes (incl. nutrition and motor control) in our school (metacognition project), and b) first-year experience classes (strategy project). This is certainly a good indication of the reflective, reflexive and recursive nature (Gilpin, 2009) of Dr. Langdon's SoTL activity.

Secondly, I believe that Dr. Langdon *is proving to be an active leader in promoting and advocating for SoTL*. Since 2013, I have chaired the SoTL Leadership Team at Georgia Southern. The team serves in an advisory role to the university's Centers for Teaching and Technology on matters that are related to SoTL. As a member of this team since 2015, Dr. Langdon reviewed applications for SoTL activities on campus (SoTL fellowship, Academy, the Award and the Travel award for the SoTL Commons Conference); served on the review board for the SoTL Commons conference and the *International Journal for SoTL* (IJ SoTL, published at Georgia Southern) and mentored new faculty participating in SoTL related events. The team currently has 12 members and I can say that Dr. Langdon is one of the most active participants. I can always rely on her for timely feedback, leading SoTL workshops and volunteering for any additional activities. In addition, as the Editor-in-Chief for the *International Journal of Kinesiology in Higher Education*, she advocated for inclusion of SoTL in the aims and scope of the journal, thus given deserving recognition to SoTL as a valid form of scholarly activity (Boyer, 1990) and opening a new venue for SoTL publications in kinesiology.

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For the past five years, I have seen Dr. Langdon “grow” into SoTL, develop her own SoTL research agenda, actively engaging in promoting SoTL on campus and in her profession and serving as mentor to new faculty at Georgia Southern University. Above all, I believe that she contributed valuable data to the existing literature on flipped learning, metacognition and motivation. I feel she is well deserving of this award and give her the highest of recommendations.

Sincerely,

Dr. Diana Sturges  
Professor, School of Health and Kinesiology  
Georgia Southern University  
Chair, SoTL Commons Conference  
Chair, Georgia Southern University SoTL Leadership Team

### References

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