As you settle in, think about and note...

THE SORT OF INSTITUTION WHERE YOU TEACH
WHAT YOU TEACH
YOUR STUDENTS

COMMON DIFFICULTIES STUDENTS FACE IN YOUR COURSE
YOUR PREFERRED TEACHING METHODS AND ASSESSMENTS
OTHER IMPORTANT VARIABLES YOU ENCOUNTER

Doing SoTL

• Jim Berger, Georgia College
• Kathryn Crowther, Perimeter College, Georgia State University
• Michele DiPietro, Kennesaw State University
• Mark Johnson, Abraham Baldwin Agricultural College
• Deborah Richardson, Augusta University
By the end of this workshop, you should be able to

- Define: the Scholarship of Teaching and Learning and discuss its relationship to “good” and “scholarly” teaching
- Describe: a step-by-step process for implementing a SoTL project
- Identify: a working research question for a SoTL project
- Discuss: how you could incorporate elements of SoTL in your FLCs

Objectives

Why do SoTL?

You have already committed time and energy to the Chancellor’s Learning Scholars program and the FLC

Get a publishable product out of this!
SoTL Conferences

Teaching Conferences Directory
Center for Excellence in Teaching and Learning
Kennesaw State University
http://cetl.kennesaw.edu/teaching-conferences-directory

SoTL Journals

Teaching Journals Directory
Center for Excellence in Teaching and Learning
Kennesaw State University
http://cetl.kennesaw.edu/teaching-journals-directory
SoTL Awards!

USG SoTL award:
https://www.usg.edu/faculty_affairs/awards/regents_scholarship_of_teaching_and_learning_awards

Regents' Scholarship of Teaching & Learning Awards
CALL FOR NOMINATIONS FOR INDIVIDUAL FACULTY AND STAFF

History & Definitions
A short history of SoTL

Boyer report (1990) argued that teaching should be considered—and carried out as—a form of scholarship.

Very convincing argument, as you can see from the journals and conferences and professional societies it sparked.

From Good Teaching To SOTL
Good Teaching

All faculty have an obligation to teach well, to engage students, and to foster important forms of student learning – not that this is easily done. Such teaching is a good fully sufficient unto itself.
- Hutchins & Shulman, 1999

Scholarly Teaching (Richlin, 2001)

- Reflective and informed
- **Collect** evidence of success (e.g., classroom assessment)
- **Incorporate** current ideas in discipline content and pedagogy
- **Invite** peer collaboration and review
Scholarly Teaching

We are all expected to be scholarly teachers at the USG!

“All faculty members are encouraged to enhance their classroom instruction by using scholarly teaching.”

USG Academic and Student Affairs Handbook 4.7.2
https://www.usg.edu/academic_affairs_handbook/section4/C691/

SoTL focuses on systematic inquiry into student learning and/or one’s own teaching practices in higher education

As scholarship, it must:
• Use sound methods appropriate to the research question
• Be peer reviewed and evaluated
• Be disseminated as scholarly work

When we do SoTL we join the global conversation on teaching and learning!
Steps in a SoTL study

1. Identify the research question
2. Design the study
3. Collect the data
4. Analyze the data and draw conclusions
5. Present and publish your SoTL project

- Bishop-Clark & Dietz-Uhler (2012)
<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify the research question</strong></td>
<td>Will TiTLing an assignment lead to improved products (and better grades)?</td>
</tr>
<tr>
<td><strong>Design the study</strong></td>
<td>TiLT half of the assignments and leave the other half un-TiLTed. [will need IRB approval]</td>
</tr>
<tr>
<td><strong>Collect the data</strong></td>
<td>Review assignment grades and/or rubric categories</td>
</tr>
<tr>
<td><strong>Analyze the data; draw conclusions</strong></td>
<td>Compare performance on TiLTed and non-TiLTed assignments</td>
</tr>
<tr>
<td><strong>Present and publish your SoTL project</strong></td>
<td>Find a disciplinary or general SoTL conference and submit it</td>
</tr>
</tbody>
</table>

Example (adapted from B-C & D-U 2012)

1. Identify the research question
Sources for research questions

- Situational context
  - Institutional characteristics
  - Student characteristics
  - Student challenges
  - New teaching methods
- Use the FLC topics for inspiration
- Start from the bottlenecks in your courses (Middendorf & Pace, 2004)

Generating a productive research question can be a challenge

Usually the first questions that come to mind are too broad, difficult to tackle, or unmeasurable

We often need to narrow them down to a measurable question
For example...

What are best practices for inclusive pedagogy?
- What are current approaches to inclusive pedagogy?
- What assignments reinforce inclusive pedagogy?
- Do students learn as much with inclusive pedagogy?

Instructors' reports
- Syllabus analysis
- LMS Analytics; Student reports
- Pre-post tests with a control section;
  Longitudinal data across the semester

Your Turn

FOLLOW ALONG ON THE WORKSHEET
WORK INDIVIDUALLY, GENERATE A QUESTION, REFINE AND NARROW IT
MATCH IT WITH APPROPRIATE EVIDENCE

PAIR WITH SOMEONE, SHARE YOUR THINKING, GIVE EACH OTHER FEEDBACK
REFINE SOME MORE
WE’LL SHARE A FEW WITH THE LARGE GROUP
In your packet

- Research question handout
- Annotated bibliography
- Blank SoTL planning template to use in your FLCs
- Annotated worksheet
- Worked out example focusing on flipped courses

Digital versions will be available on the USG website:
https://www.usg.edu/facultydevelopment/chancellors_learning_scholars

2. Design the study
2. Design the Study

**Conduct a pilot study**: Develop pedagogies/measures

**Choose a research approach**: Align approach and question

- Descriptive studies
  - “What is...?”
- Experiments or Quasi-experiments
  - “What works?”

Where do data come from?

- Observations
- Case Studies
- Surveys
- Interviews/Focus Groups
- Single Subjects
Student Participation in Research: Considerations

Students = human subjects → ethics review, usually by “Institutional Review Board”

- Informed consent
  - (Parental consent for minors)
- Right to privacy (confidentiality, anonymity) and data security
- Risk of harm
- Debriefing

Do you know the website for your institution’s IRB?

Heavily constrained: January-April!

Need time for question refinement, literature review, IRB, and data collection

Pilot!

What works vs. What is
3. Collect the data

Start by looking at what data are already available

- Does it help answer your question?
- What are examples of already available data?
Already available data

- Syllabi and other course materials
- Student evaluations (numerical/comments)
- Student Outputs (exams, papers, etc)
- Discussion boards on LMS
- ANYTHING (esp. metadata) on LMS!!
- Assessment reports
- Placement data

Sources of evidence

**Selecting measures**: Student behaviors, learning, attitudes

- Frequency Counts
- Archival measures (e.g., Transcripts)
- Surveys
- Tests
- Rubrics
- Classroom Assessment Techniques (Angelo & Cross 1993):
  - Minute paper/muddiest point
  - Background knowledge probe
  - Problem recognition tasks
4. Analyze the Data and Draw Conclusions
5. Present and publish your SoTL project

General Considerations for Analysis and Publication

What support do you have at your institution for various kinds of data analysis?
• Statistics and data analysis center
• Colleagues specializing in specific methods (co-authorship?)
• Centers for Teaching and Learning

What conclusions are warranted?
• Generalizations?
• Limitations?
• Future research?

SoTL is its own genre and has a wider audience, so write accordingly
• Read other SoTL articles
(6.) Change the campus culture!

Questions for reflection or discussion

- How is SoTL regarded at your university?
- How does it figure in Promotion and Tenure guidelines?
- Who are the people on campus who “get it?”
- How can you leverage the USG focus on SoTL to elevate its profile at your institution?
What’s next?

You could facilitate a SoTL FLC
   Learning how to do SoTL
   Reading SoTL
   Developing SoTL project(s)
Or...

You could incorporate SoTL in your topical FLC

• Small teaching: examine effect of teaching changes
• Mindset: Does teaching to growth mindset make a difference in student success?
• Inclusive pedagogy: Does it have a positive effect on the learning environment?
• TiLT: Do TiLT assignments lead to better student products?
• Course Design: Does explicit incorporation of learning outcomes throughout the course produce better student understanding?

And there are resources to help you
SoTL Resources: The Boyer Model of Scholarship

1990: Scholarship Reconsidered
1997: Scholarship Assessed
2011: The Scholarship of Teaching and Learning Reconsidered

SoTL Resources: Books on Conducting SoTL

Bishop-Clark and Dietz-Uhler (2012)
Gurung and Wilson (2013)
McKinney (2013)
Chick (2018)
SoTL Online Resources

University of Central Florida Faculty Center
[https://fctl.ucf.edu/research-on-teaching/getting-started/](https://fctl.ucf.edu/research-on-teaching/getting-started/)

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**Getting Started**

**Why should I do SoTL research?**

Compelling reasons to do SoTL research include:

**SoTL can improve your teaching effectiveness:** By its very nature, SoTL directly impacts your teaching and student learning. Engaging in SoTL will help you become a more effective teacher, as you become increasingly aware of your classroom practices and make strides toward systemic change.

**SoTL can impact your application for tenure or promotion:** SoTL makes it easy to demonstrate your practices in the classroom, and highlights your active interest in improving your teaching. Outcomes from SoTL research make natural components of teaching portfolios, which are often used in tenure and promotion decisions.

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**USG SOTL Resources**

The USG office (Denise and Jeff) and the institutional educational development point persons are also great resources, take advantage!
References


References


References


