INTRO TO THE SCHOLARSHIP OF TEACHING AND LEARNING

2022 TA WINTER INSTITUTE

LEARNING OBJECTIVES

By the end of this workshop, you will be able to:

- **Describe what SoTL is and the process of SoTL**
- **Identify a question related to your own teaching experience**
- **Develop a plan to help you conduct your own SoTL project**

Mute | Stop Video | Security | Participants 16 | Chat | Polls | New Share | Pause Share | Annotate | Slide Control | More

You are screen sharing | Stop Share

Mouse | Select | Text | Draw | Stamp | Spotlight | Eraser | Format | Undo | Redo | Clear | Save
Who can see what you share here?

WHAT ARE CHARACTERISTICS OF AN EFFECTIVE REFLECTIVE TEACHER?

setareh kordmir

setareh kordmir

- How you would describe a reflective teacher – write words/phrases onto the sl
- What do you do before/after teaching a class?

Thought-pro
has many ways of teaching

looking into new research or conflicting perspectives on thier research.

Uses assements to monitor student learning, but also the effi ...efficacy of teaching strategies

When students struggle with a concept, thinks about how it can be better explained

ask students for feedbacks

Thought-provoking, open questions

looking back on well-known topics for changes/developments

open about when they don't know

constanly reflecting

Ask for students their feedback and apply the constructive ones

flexible - willing to make

solicits and considers feedback

looks to the theoretical lit

FROM REFLECTIVE PRACTICE TO SOTL

After teaching a class, we tend to ask ourselves:

- Why did this teaching strategy (group activity, discussion, lecture, etc.) work or not work?

- Why did it or did it not achieve the intended outcome?

- What information will I need to determine whether the strategy achieved the intended outcome?

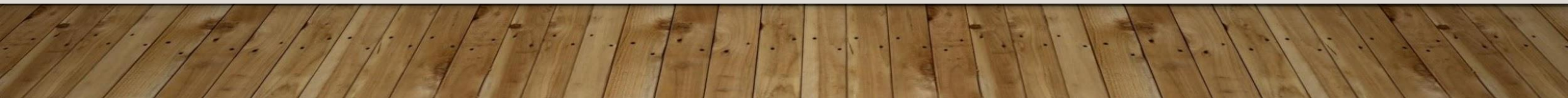- How can I implement different strategies to meet the intended outcome?

FROM REFLECTIVE PRACTICE TO SOTL

When thinking about what we do in the classroom and how it affects student learning we tend to:

- engage in asking ourselves questions
- form hunches
- possibly start looking at data on student achievement to see if our hunches have merit

This process of engaging our thinking about and for our teaching and learning is:

- reflective practice
- or being a reflective practitioner

REFLECT ON YOUR OWN PRACTICE?

- What challenges to student learning have you observed in your teaching?

- How did/could you help your students overcome this challenge?

- On your worksheet, write this challenge into box 1)
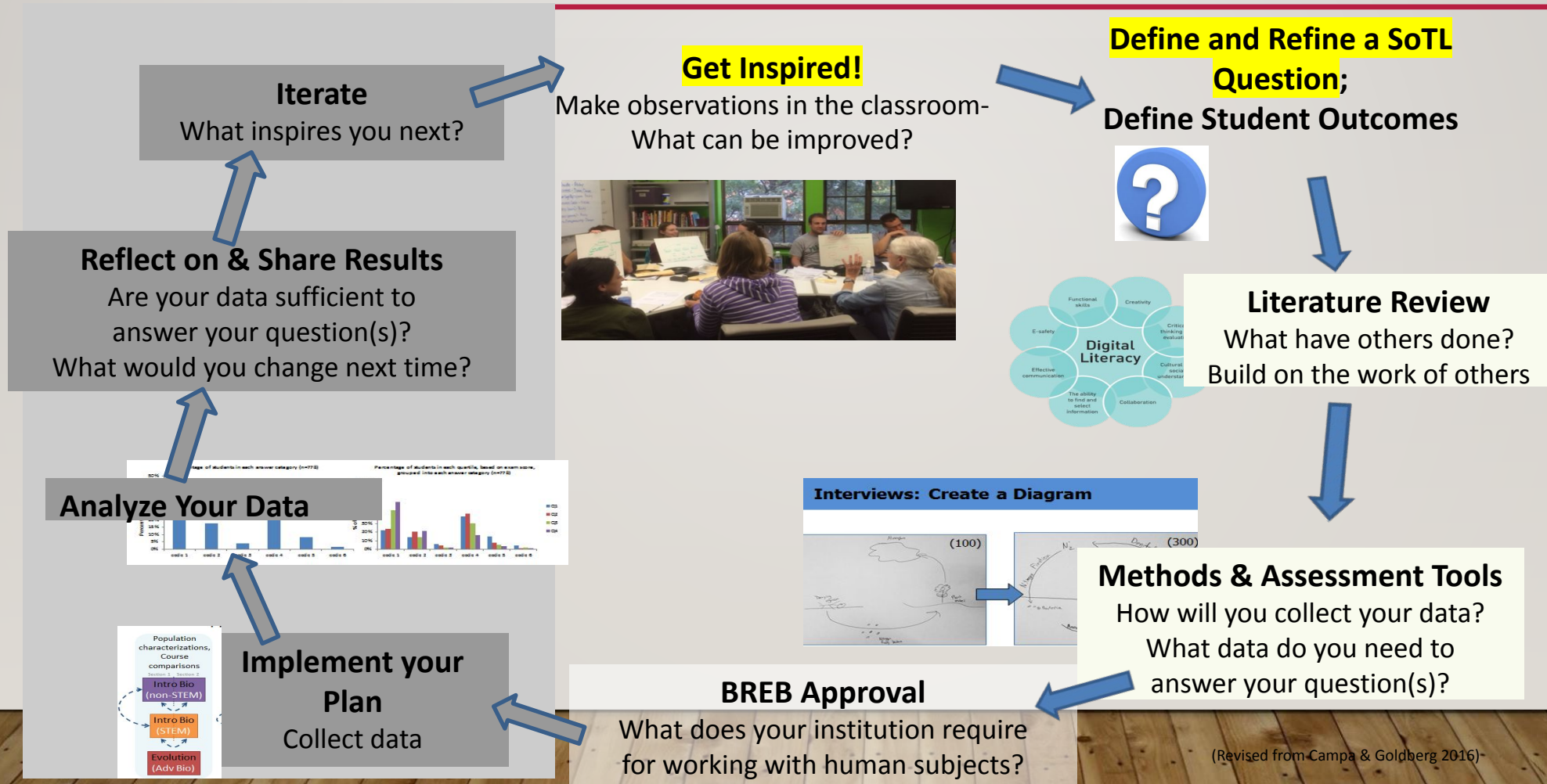
WHAT IS EDUCATIONAL RESEARCH?

A cyclical process of steps that typically begins with identifying a research problem or issue of study. It then involves reviewing the literature, specifying a purpose for the study, collecting and analyzing data, and forming an interpretation of information. This process culminates in a report, disseminated to audiences, that is evaluated and used in the educational community.

(Creswell, 2002)

How does this definition relate to being a reflective teacher?

FROM REFLECTIVE PRACTICE TO SOTL - THE SOTL INQUIRY CYCLE

Iterate
What inspires you next?

Get Inspired!
Make observations in the classroom-
What can be improved?

Define and Refine a SoTL Question;
Define Student Outcomes

Reflect on & Share Results
Are your data sufficient to
answer your question(s)?
What would you change next time?

Literature Review
What have others done?
Build on the work of others

Analyze Your Data

Interviews: Create a Diagram

(100)   (300)

Methods & Assessment Tools
How will you collect your data?
What data do you need to
answer your question(s)?

Implement your Plan
Collect data

Population characterizations, Course comparisons

Intro Bio (non-STEM)

Intro Bio (STEM)

Evolution (Adv Bio)

BREB Approval
What does your institution require
for working with human subjects?

(Revised from Campa & Goldberg 2016)

TYPES OF SOTL RESEARCH QUESTION

"What works" questions
> Inquiry into the effectiveness of teaching practices and pedagogical approaches

"What is" questions
> Descriptive inquiry about students' learning, students' prior knowledge, characteristics of a pedagogical approach, a problem a teacher has encountered in a classroom, etc.

"What could be" questions - Visions of the possible:
> Inquiry focused on what might be

Formulating new conceptual frameworks
> Models and frameworks that lead to new inquiry questions

https://youtu.be/JCxPttq_e_Y

WHAT TYPE OF SOTL RESEARCH QUESTION ARE YOU ASKING?

What works?

Does using interactive technology in an introduction to Engineering course improve student performance and retention?

What is?

Why don't C, D, and F students review their test paper and learn from their mistakes?

What is it that students do when they solve statistics problems?

What could be? – vision of the possible

Each semester the ability of a few students to solve problems improves dramatically during a semester-long course. Can I document the progression of such a student?

What happens if group projects on community issues are added to a quantitative literacy course?

WHAT TYPE OF SOTL RESEARCH QUESTION ARE YOU ASKING?

Individually:

Revisit your identified challenge to student learning

- What type of SoTL research question could help you answer this question?
- Write your SoTL research question

With a partner:

- Share your research question
- Is it clear, measurable, feasible? Make suggestions

SOURCES ~~~~~~~~~ FOR SOTL RES~~~

What type of data could you collect in a classroom?

Student participation

attendance (if relevant)

qualitative and quanti   grade

student surveys

Ask students what they are finding unclear or difficult

survey

WHAT DATA WILL YOU COLLECT TO ANSWER YOUR SOTL RESEARCH QUESTION?

Individually:

- What type of data (quantitative vs qualitative) can help you answer your research question?

- What will you use as data to answer your research question?

With a different partner:

- Share your research question and insights

- Give suggestions

WHAT'S NEXT?

Interested in continuing working on this or other questions? The Teaching as Research (TAR) program will be starting their pre-TAR workshops at the end of March. Find more information at:
https://cirtl.ubc.ca/get-involved/cirtl-practitioner/tar-internship/