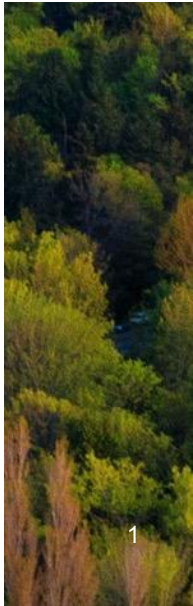


An Introduction to the Scholarship of Teaching and Learning (SoTL)

Monday May 30, 2022
9-10:30AM

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Trish Varao-Sousa, Evaluation & Research Consultant





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Workshop Outline

- An introduction to the Scholarship of Teaching and Learning
 - Activity: What brought you to this session?
 - What is (and isn't) SoTL?
 - Why do SoTL?
 - Activity: Is this SoTL?
- Getting started with SoTL
 - Common challenges and how to address them
 - Creating your own SoTL question
- Ethics in SoTL
- Q&A

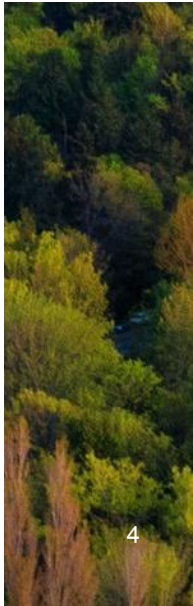


What brought you to this session?

Thank you for taking time to fill out your responses in Jamboard!



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What is SoTL?

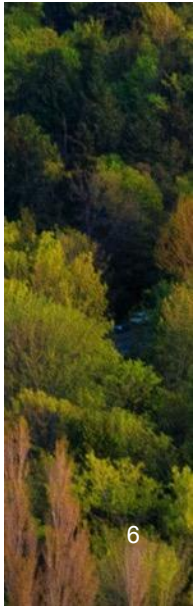
“The systematic study of teaching and/or learning and the public sharing and review of such work”

(McKinney, 2006, p. 39)



Scholarly Teaching vs SoTL

Scholarly teaching	Evidence-based teaching informed by the teaching and learning community	<i>Consumers of knowledge</i>
SoTL		<i>Producers of knowledge</i>

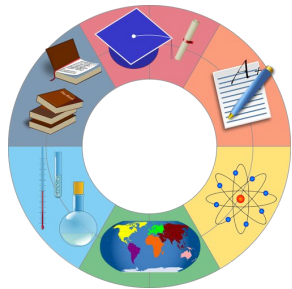


Education Research and DBER



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Education Research: investigates education and learning processes; goal is to understand how contexts of education affect all forms of learning.



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Discipline Based Educational Research (DBER): Grounded in the STEM disciplines; addresses questions of teaching and learning within those discipline contexts.



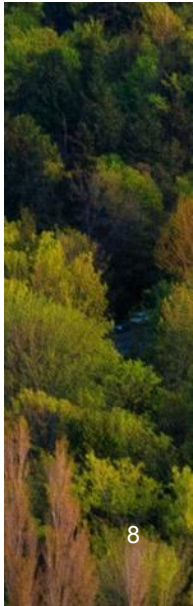
Why do SoTL?

Engaging with SoTL can support purposes beyond improving classroom-level teaching and learning including:

- Support program assessment, review, or accreditation;
- Facilitate partnerships among faculty, staff, and students;
- Provide data to enhance institutional and/or disciplinary priorities and initiatives;
- Support tenure and promotion via scholarly outputs resulting from work.



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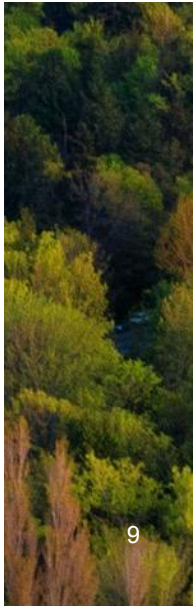
Is this SoTL? Two Examples:

Example 1:

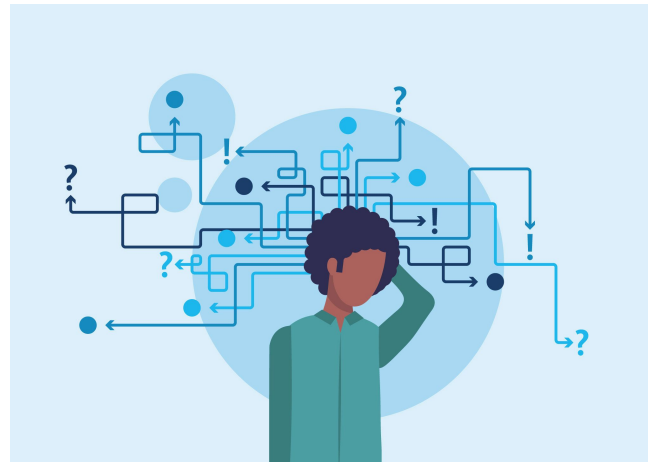
Is this SoTL? Yes/no? Why not?

Example 2:

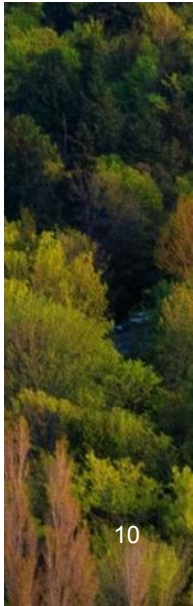
Is this SoTL? Yes/no? Why not?



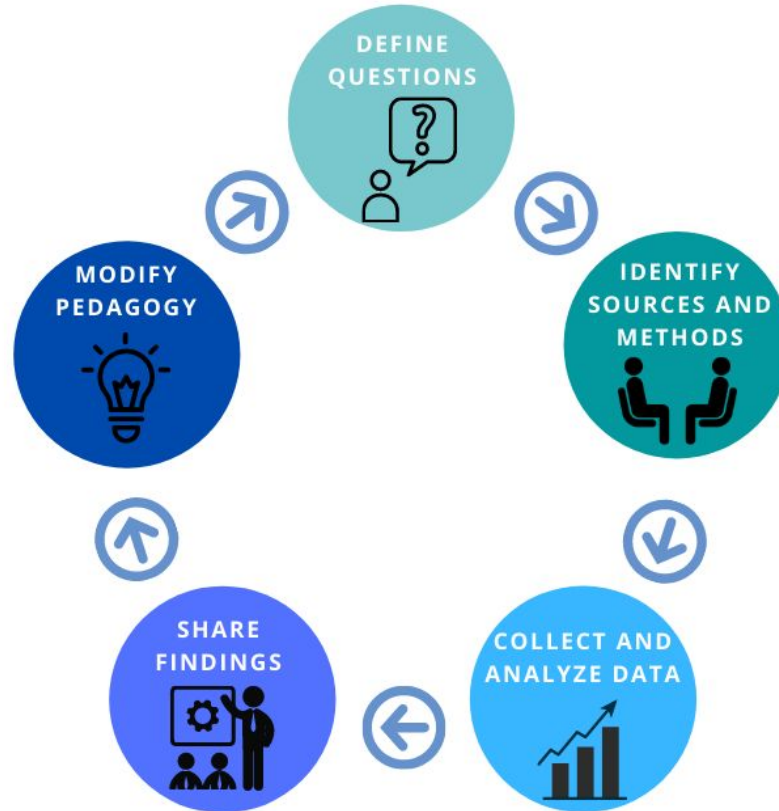
Getting started with SoTL common challenges (and how to address them)



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The SoTL Cycle



Defining Your SoTL Questions

Challenge:	How to address it:
<p>Big questions are hard to tackle. They also tend to require more resources (i.e. time, funds).</p>	<ul style="list-style-type: none">● Break down big questions into smaller components; start with the pieces you most care to find out.● Aim for questions for which it is possible to find responses through collectable data within a reasonable timeline.● Is it SMART? (specific, measurable, achievable, relevant and time bound?)



Common Types of SoTL Questions

“What works...?”

- Evaluative: Seek evidence of the relative effectiveness of particular teaching approaches

“What/how is...?”

- Descriptive & exploratory: Seek to describe, but not evaluate, a phenomenon observed in the classroom or the consequences of particular teaching approaches



Acknowledging Context

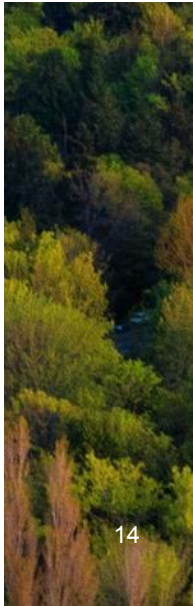


Challenge:

In SoTL, context is everything!
The singularities of your teaching situation will dictate what data you collect, how you do it and what you do with it.

How to address it:

- Recognize that generalizability and transferability of findings is not a primary goal in SoTL.
- Situating your work in context will allow others to gauge the extent to which your findings can inform their own teaching.

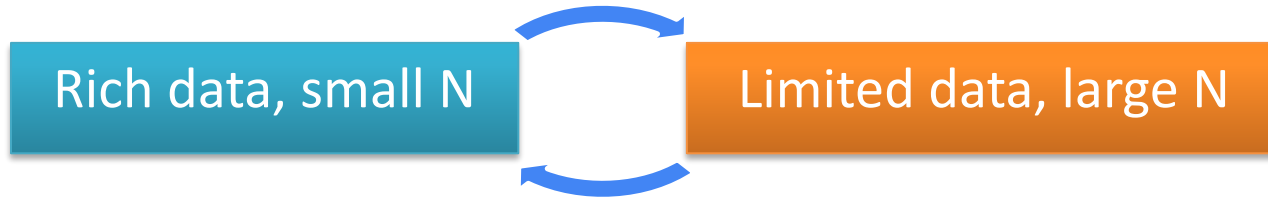


Choosing a Method

Challenge:	How to address it:
<p>Inquiring into teaching and learning means researching behaviours, attitudes and perceptions. Some instructors possess disciplinary tools to do this while some may not.</p>	<ul style="list-style-type: none">● There's room for quantitative and qualitative philosophies within SoTL.● As you plan your study, do not lose sight of your SoTL questions or the context where the work will be done.● Seek support from colleagues and experts if your SoTL work is pushing you beyond your expertise.



Choosing a Method



Introducing SoTL Activities



Challenge:

The teaching team and students are often busy with regular course requirements. Introducing extra activities related to SoTL could be challenging.

How to address it:

- Maximize the use of existing course activities.
- Be mindful of the rhythm of your course (e.g. a survey is likely to be ignored if launched immediately before or during an exam period).



Communicating Findings

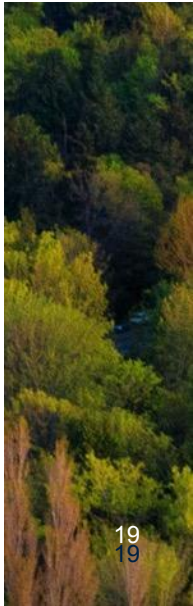
Challenge:	How to address it:
<p>Writing about your teaching practice may be new and unfamiliar. Finding the right outlet for your work can also take time.</p>	<ul style="list-style-type: none">● Explore different dissemination venues, from peer reviewed journals to internal/local meetings and alternative outlets (e.g. social media).● SoTL typically invites conversations with a growing community of practice that understands the nature of SoTL



Having BREB approval vs. Being ethical



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Survey governance committee: <https://pair.ubc.ca/surveys/survey-governance/>

Sample consent forms: <https://isotl.cilt.ubc.ca/resources/resource-hub/>

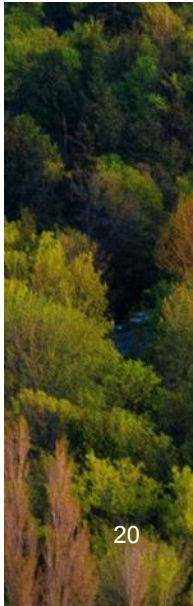
Guide for deciding if you need to pursue institutional ethics: <https://isotl.cilt.ubc.ca/breb-application/>

“Do you need ethics approval?” (10 minute video) https://www.youtube.com/watch?v=hU_SY5EeYSM

Generating a SoTL Question



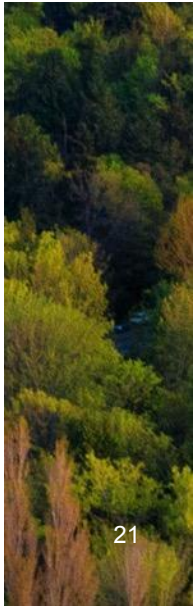
- What interests you about teaching and learning?
- Is there anything in your classroom that ignites your curiosity?
- Is there anything you would have liked to have seen as a student in the classroom?



Activity: SoTL Question(s)



Context (e.g., classroom; lab-setting; undergraduate level)	Practice(s) (e.g., team-based learning, assessments, office hours)	Area(s) of Impact (e.g., student attitudes and motivation, student knowledge, wellbeing)	SoTL Question(s)



Questions?

ctlt.isotl@ubc.ca



Engage with the SoTL Seed Program

- Up to 70 hours of SoTL Specialist support - graduate students with experience in ethics applications, surveys, focus groups, experiments, observation, text analysis and analytics.
- Cohort-based meetings which provide feedback and collegial engagement by SoTL Seed peers.
- Funding for research expenses (\$200) and dissemination (\$500)
- Next call will open October 2022



References & Resources

References

- Potter, M.K., & Kustra, E. (2011). The relationship of scholarly teaching and SoTL: Models, distinctions, and clarifications. *International Journal of the Scholarship of Teaching and Learning*, 5(1).
- Shulman, L. S. (1999). Taking learning seriously. *Change: The Magazine of Higher Learning*, 31(4), 10-17.

Additional Resources to get you started

- Center for Engaged Learning. (2013, September 9). Key characteristics of the scholarship of teaching and learning. Retrieved from <https://youtu.be/yvDKHHyx7YY>.
- Hubball, H., & Clarke, A. (2010). Diverse methodological approaches and considerations for SoTL in higher education. *Canadian Journal for the Scholarship of Teaching and Learning*, 1(1), 2.
- Hutchings, P., Huber, M. T., & Ciccone, A. (2011). *Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact*. San Francisco, CA: Jossey-Bass.
- Rowland, S. L., & Myatt, P. M. (2014). Getting started in the scholarship of teaching and learning: A “how to” guide for science academics. *Biochemistry and Molecular Biology Education*, 42(1), 6-14.



Various methodologies in SoTL

Interviews:

- Wieman, C. E., Adams, W. K., & Perkins, K. K. (2008). PhET: Simulations that enhance learning. *Science*, 322(5902), 682-683.
- Berg, C. A. R. (2005). Factors related to observed attitude change toward learning chemistry among university students. *Chem. Educ. Res. Pract.*, 6(1), 1-18. Chicago

Surveys:

- Birol, G., Han, A., Welsh, A., & Fox, J. (2013). Impact of a First-Year Seminar in Science on Student Writing and Argumentation. *Journal of College Science Teaching*, 43(1).

Experiments:

- Gilley, B. H., & Clarkston, B. (2014). Collaborative Testing: Evidence of Learning in a Controlled In-Class Study of Undergraduate Students. *Journal of College Science Teaching*, 43(3).

Observations:

- Stang, J. B., & Roll, I. (2013). Interactions between teaching assistants and students boost engagement in physics labs. *Physical Review Special Topics-Physics Education Research*, 10(2), 020117.
- Smith, M. K., Jones, F. H., Gilbert, S. L., & Wieman, C. E. (2013). The Classroom Observation Protocol for Undergraduate STEM (COPUS): A New Instrument to Characterize University STEM Classroom Practices. *CBE-Life Sciences Education*, 12(4), 618-627.





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