

# Engaging in the Scholarship of Teaching and Learning


## Slides

### **Context**


This all-day faculty workshop was offered in September, 2013. I co-developed and facilitated the session with my colleague, Dr. Natasha Kenny. This kind of collaboration is typical within our educational development unit. The workshop outcomes were designed to introduce faculty members interested in the Scholarship of Teaching and Learning to the field and engage them, with their peers, in a process to develop a relevant research question and map future plans. This focus on future action on the part of participants was an important characteristic of the session as it encourages engagement in the topic beyond the day of the workshop.

### **Impact**

Participants rated the quality of the workshop as 4.5/5 (where 5=excellent and 1=poor, n=18). Following a post-then-pre evaluation design we also asked participants to rate their confidence in developing a SoTL research plan before the event and rate their confidence after the event on a scale of 1-10 (where 1=not very confident and 10=very confident). The average self-reported rating of confidence in developing a SoTL research plan increased 2 points on the scale (pre=5.2, post=7.2, n=18).



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## Engaging in the Scholarship of Teaching and Learning

Dr. Natasha Kenny  
Dr. Gavan Watson

## Outcomes

- Explore the scholarship of teaching and learning as it related to your own teaching practice
- Develop an awareness of the ethical considerations and procedures related to the SoTL
- Create a central research question and a plan for moving forward

## Outline

**10:00-11:00** Contextualizing the SoTL

**11:00-12:00** Developing a research question

**12:00-1:00** Lunch sponsored by PSEER

**1:00- 2:00** Ethical considerations related to the SoTL

**2:00-2:15** Break

**2:15- 3:30** Developing a research plan





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## CONTEXTUALIZING THE SoTL

## Reflection

What questions related to student learning that, if answered, would help you improve your teaching practice?

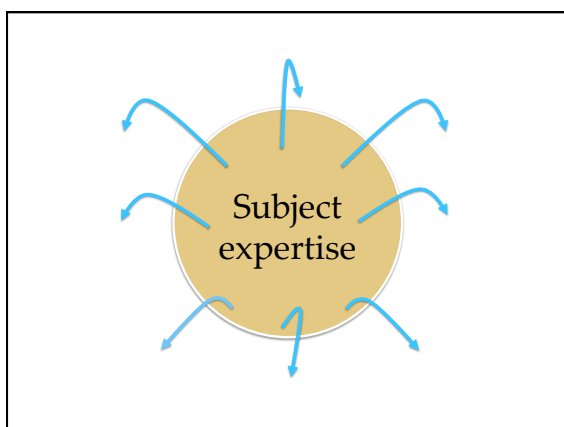
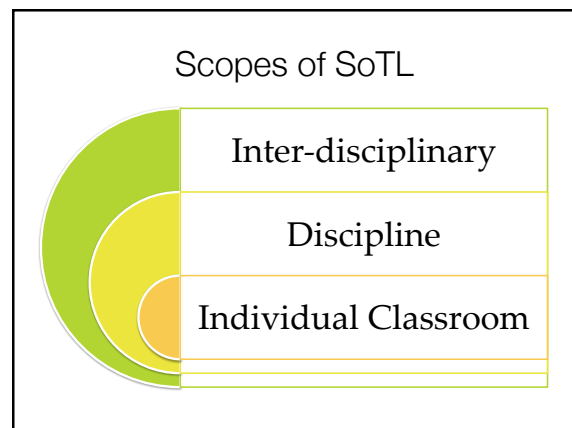
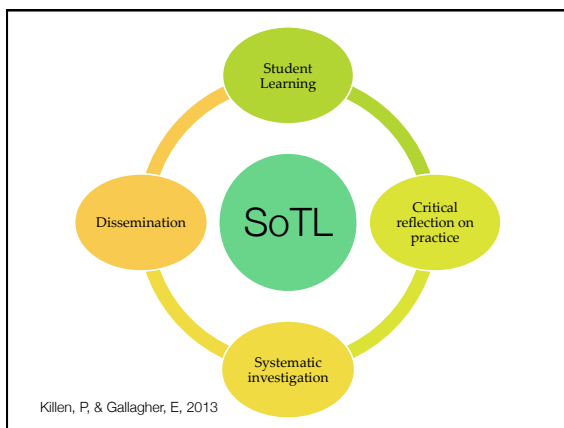
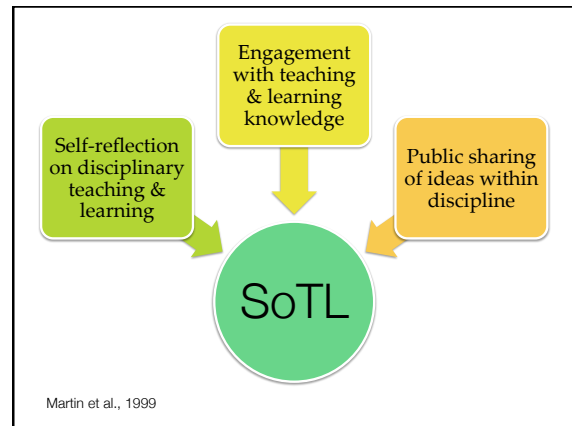
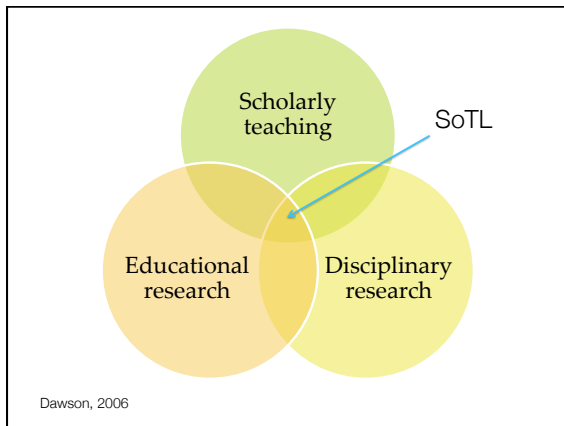
- In groups of four, generate list
- Record on flipchart paper





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## DEFINING THE SCHOLARSHIP OF TEACHING & LEARNING



"For me the main point of engaging in the scholarship of teaching and learning in higher education is to work towards improving our students learning."  
(Prosser, 2008)

{ necessarily }  
 Excellent teaching  $\neq$  SoTL ?

But...  
 Engagement in SoTL can  
 improve teaching  
(Brew and Ginns, 2008)

In summary

SoTL is:

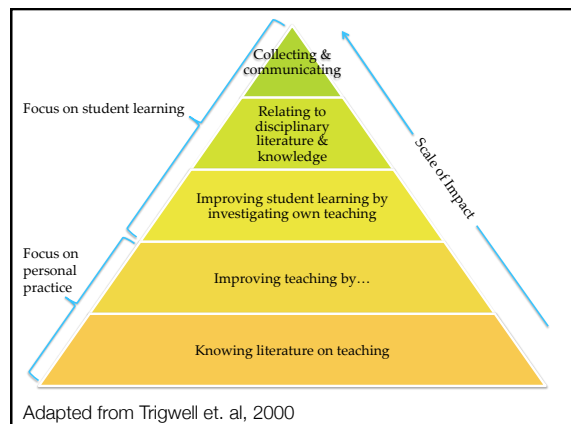
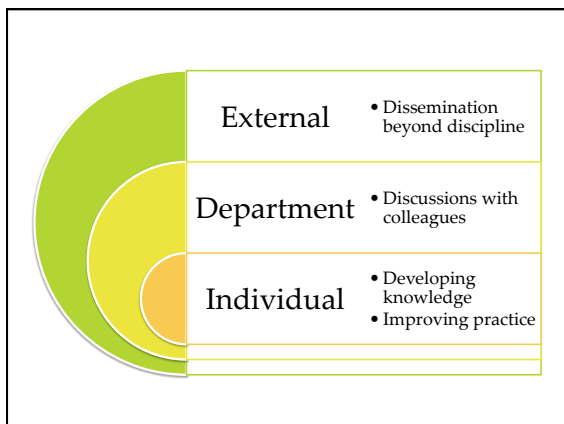
- A scholarly practice (see Boyer, 1991)
- (Often) based in first-hand experience
- Sustained critical reflection on practice
- Grounded in literature
- Focused on improving student learning
- Has cross disciplinary application
- Results meaningfully communicated to others

open



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**MODELS FOR SoTL  
ENGAGEMENT**

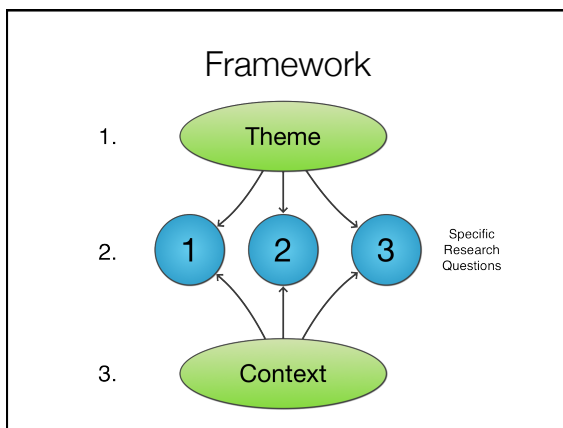


Where are you comfortable operating within this framework?



Developing a research question

## EXPLORING YOUR INTERESTS IN RESEARCH & PEDAGOGY



### Using the framework: an example

1. Theme  
Does using active learning improve student learning in a laboratory setting?
2. Three more-specific research questions

### Using the framework: further context

3. Further context
  - Human anatomy laboratory
  - 3<sup>rd</sup> year course
  - Using jigsaw as an active learning technique
  - Class topic is the anatomy of hands and feet

### Example Research Question

Does the implementation of the “Jigsaw” active learning technique in a 3<sup>rd</sup> year human anatomy laboratory improve students’ ability to identify the anatomical features of human hands and feet?

## Process

**Step 1:** Work on steps 1-3 individually (20 min)

**Step 2:** In groups of 4, at your tables:

- complete step “4”, review and get feedback on questions (4x10 min = 40 min)



Courtesy of the Physical Science and Engineering Education Research Centre

**LUNCH**



**ETHICAL CONSIDERATIONS  
RELATED TO THE SoTL**



15 min

**BREAK**



**DEVELOPING A RESEARCH  
PLAN**

## A SoTL Process

Identify a problem  
or a question about  
student learning in  
a course

Contextualize it in  
the SoTL literature

Propose a solution  
or a new way of  
understanding the  
issue

Gather relevant  
evidence

Discuss the  
evidence with  
peers

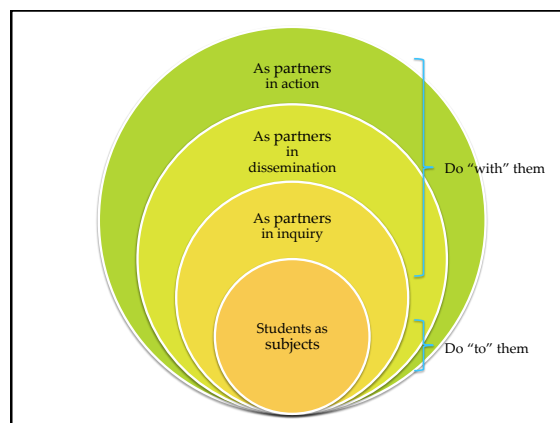
Make findings  
public

Killen, P & Gallagher, E., 2013

## An overall question

How will students be involved in your research process?

(beyond being subjects)



## Process

**Step 1:** Work on the SoTL plan worksheet individually (15-20 min)

**Step 2:** With a partner, review a challenging area that you would like feedback on (2x15 min = 30 min)

**Step 3:** Based on this conversation, identify 2-3 concrete actions for moving forward using the action plan worksheet (10 min)



## WRAP-UP

## OpenEd Services Offered

- Faculty workshops
- Individual consultations
- SoTL community of practice
- Teaching and Learning Innovations Conference
  - April 30<sup>th</sup>, 2014: Learning Outcomes
- Course Re-Design Institute
- University Teaching: Theory & Practice

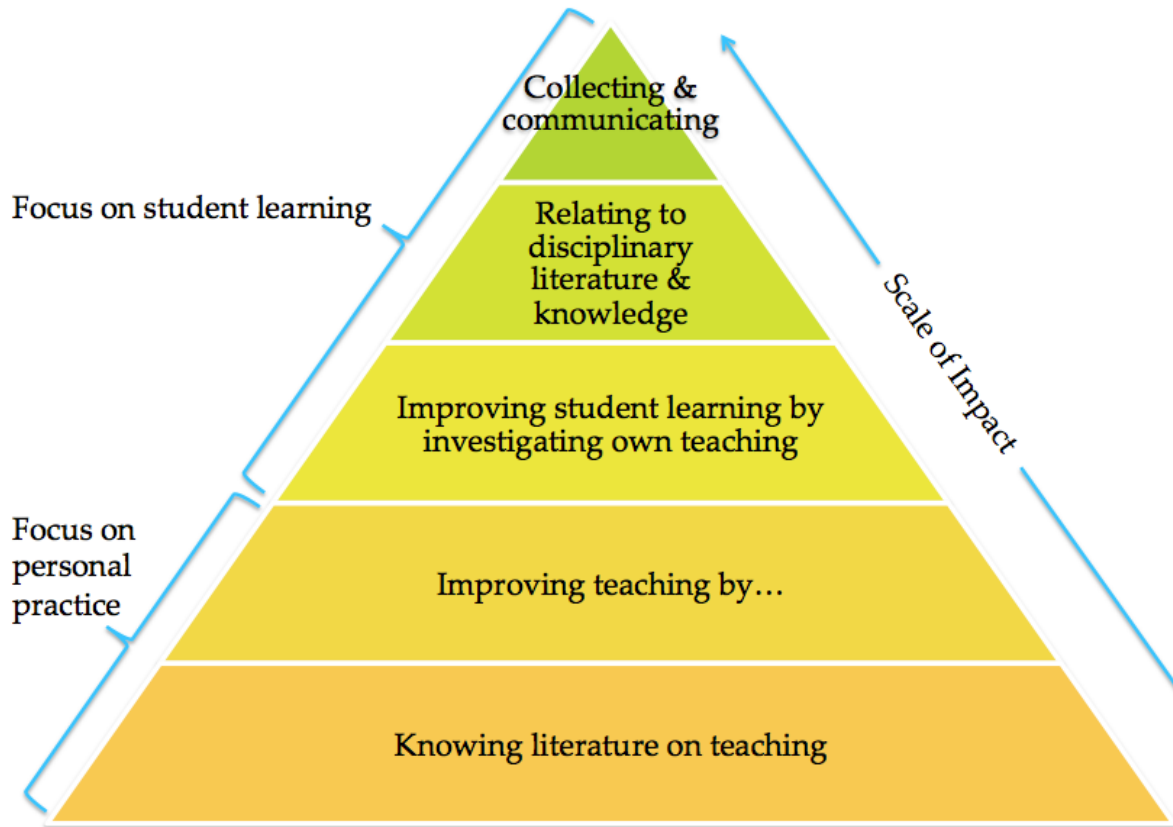
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# Handouts

## Model for SoTL engagement



### Contact information

Natasha Kenny, PhD, [nkenny@uoguelph.ca](mailto:nkenny@uoguelph.ca), x. 52963

Gavan Watson, PhD, [watsong@uoguelph.ca](mailto:watsong@uoguelph.ca), x. 56856

## Reflection

What questions related to student learning that, if answered, would help you improve your teaching practice?



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## Scholarship of Teaching and Learning Workshop

September 20, 2013

### Identifying Your General Research Interests

1. Identify your research theme or the general area that you would like to investigate related to teaching and learning in higher education. Write this in the form of a question.
  - a. Why is answering this question important to improving student learning?
  - b. How is your own personal teaching practice reflected in this question?
  - c. How would the findings of answering this question be applied to classrooms outside your discipline?

## Identifying your Specific SoTL Research Questions

2. Based on your responses to question 1, identify 3 specific research questions related to your research theme. Be sure to write your responses in the question-form.
  
3. Next, re-write your 3 questions, getting even more specific by adding additional detail based on your particular instructional context. Write each of your questions in terms as precisely as possible.
  
4. Review your questions with colleagues, and together identify the question that: a) resonates most with others and b) clearly states the problem or issue to be addressed.

The questions of the worksheet have been adapted from the following sources:

Bishop-Clark, Cathy, & Dietz-Uhler, Beth. (2012). *Engaging in the Scholarship of Teaching and Learning: A Guide to the Process, and how to Develop a Project from Start to Finish*: Stylus.

Felten, Peter. (2013). Principles of Good Practice in SoTL. *Teaching and Learning Inquiry: The ISSOTL Journal*, 1(1), 121-125.

Killen, Patricia O'Connell, & Gallagher, Eugene V. (2013). Sketching the Contours of the Scholarship of Teaching and Learning in Theology and Religion. *Teaching Theology and Religion*, 16(2), 107-124.

## Creating a SoTL Plan Worksheet

*Briefly respond to the questions, don't be concerned if you don't have a clear vision. Use the worksheet to brainstorm and begin to understand the scope and context of your SoTL project.*

<p><b>Scope:</b> What methods would be appropriate to answering this question? Where will you conduct the study? What groups do you want to study? How many people will you study? What kinds of outcomes do you expect?</p>	<p><b>Data Collection:</b> What data will you collect? When will you collect the data? Who will collect the data? Why are you collecting these data?</p>
<p><b>Data Analysis:</b> How will you analyze the data? If your data set needs to be coded, who will code it?</p>	<p><b>Reporting:</b> How will you share results of this work? Where do you plan to present and publish your findings?</p>

Adapted from: Bishop-Clark, Cathy, & Dietz-Uhler, Beth. (2012). Engaging in the Scholarship of Teaching and Learning: A Guide to the Process, and how to Develop a Project from Start to Finish: Stylus.

**SoTL Action Plan Worksheet**

Goal for Moving Forward	Concrete Next Step	Timeline	Additional Information

Engaging in the Scholarship of Teaching  
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# Evaluation

## Educational Development Workshop Evaluation

Fall SoTL Workshop  
Kenny / Watson

Friday September 20<sup>th</sup>

Overall, I would rate the quality of this workshop as:				
1	2	3	4	5
Poor				Excellent

My constructive suggestion for improvement is:

What was the most important thing that you learned at today's session?

What question(s) were you left with at the end of this session?

Before this event, how confident did you feel in developing a SoTL research plan?

1	2	3	4	5	6	7	8	9	10
Not				Somewhat					Very
Very									

Now, how confident do you feel in developing a SoTL research plan?

1	2	3	4	5	6	7	8	9	10
Not				Somewhat					Very
Very									

Additional comments?

Thank you for taking the time to complete this evaluation. We truly value your feedback!