



Student Voices in the Scholarship of Teaching and Learning CASTL Institutional Leadership Group



California State University – Long Beach, Elon University, Illinois State University, North Seattle Community College, Western Washington University

MISSION STATEMENT

As participants in the CASTL Institutional Leadership program and the Student Voices leadership theme, this group of institutions is committed to engaging students as collaborative partners in improving teaching and learning; creating models that re-conceptualize learning spaces and roles, while investigating, expanding, sharing, and reflecting upon experiences of learning founded on participation, reciprocity, and trust toward the development of student voices in the scholarship of teaching and learning.



Participants at the October 2007 CASTL Student Voices Convening at the University of Nevada, Las Vegas

STUDENT VOICES BOOK IN PROCESS

We have completed a book manuscript entitled *Sustaining Student Voices in the Scholarship of Teaching and Learning*, forthcoming in Fall of 2009 from Stylus Publishing. The book has 41 contributors, most are active participants in the CASTL Student Voices group, and features a Foreword written by Pat Hutchings and Mary Huber from the Carnegie Foundation 11 chapters (most of which are co-authored by faculty-student teams), and a conclusion written by the co-editors, faculty member Carmen Werder and graduate student Megan Otis (WWU).

WEBSITE

More information about the Student Voices CASTL Institutional Leadership Group can be found on their website:
<http://www.wvu.edu/studentvoices>

RESEARCH AGENDA

California State University – Long Beach

CSULB student voices group has focused its efforts on two main projects. First, a student-faculty collaboration developed a capstone course for the Interdisciplinary Studies Program in spring 2007 which culminated in a showcase of student research in May 2008. This project was presented at the 2008 ISSOTL Conference in Edmonton. The second, a student-faculty collaboration engaged in the revision/redesign of a senior-level English course to enhance teaching-specific curricula and pedagogy therein. The findings from the project were presented at the Festival of Scholarship conference at Western Washington University in April, 2008.

Elon University

In early 2008, the Elon Teaching and Learning Partnership (ETLP) was launched, funded by the Arthur Vining Davis Foundations (<http://org.elon.edu/etlp>). ETLP is a SoTL program that brings together high school and college faculty to work on year-long connected inquiries into student learning. Additionally, Elon has a number of faculty collaborating with students on course redesign projects; several of which will be featured in the upcoming book, and one such collaboration was presented on at the 2008 ISSOTL Conference.

Illinois State University

The focus at Illinois State has been on student voices in and through SoTL research on *learner autonomy*. An internal program offers small grants to faculty-student research teams to investigate learner autonomy; Reports and KEEP web snapshots on some of these projects available at <http://www.sotl.ilstu.edu/castlAahe/learnAutonomy/snapshots.shtm>. Also a qualitative assessment of the results, impact, and role of students in SoTL internal grants was published. Results from some research projects on learner autonomy, and on the impact and role of students will be featured in the upcoming book. ISU also holds regular university-wide student-faculty conversations on learner autonomy.

North Seattle Community College

At NSCC, the Student Voices SoTL focus has been on creating video “captures” of students during a group learning situation in a chemistry class. Faculty researchers then present these captures to the students themselves for reflection and analysis, as well as to faculty groups for

RESEARCH AGENDA Continued...

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reflection and analysis. By capturing the learning negotiation process as it is happening in an actual classroom, researchers can help make explicit what we usually can not see. As a result, students can gain metacognitive benefits, and faculty can use the insights to pedagogical advantage. The results of this project will be featured in the upcoming book.

Western Washington University

Student voices in SoTL at WWU resound through several research projects: on First-year student perceptions of teaching and learning (which was presented at the Festival of Scholarship conference in May 2008), on classroom culture and practices (including a study on classroom disruptions which was presented at the 2008 ISSOTL conference, and multiple studies conducted by faculty-student teams on the effects of different writing instruction practices on student learning and writing proficiency), and on the effects of the Teaching-Learning Academy (TLA), WWU’s hub for student voices work (two different studies on the TLA will be featured in the upcoming book, and one such study was presented on at the 2008 ISSOTL Conference).

CONVENINGS

October 2007 at UNLV

On October 11-12 2007, 26 participants, including faculty and students from each institution, convened at UNLV and presented the questions they’re asking with students at their institutions on teaching and learning. Participants also drafted the book prospectus for the upcoming edited volume on student voices.

October 2008 at ISSOTL, Edmonton

On October 16th 2008, 16 participants from each institution, including 12 faculty and 4 students, convened at the Shaw Conference Center in Edmonton, Alberta, Canada, preceding the 2008 ISSOTL Conference and presented their updated research agendas from each institution. Participants also discussed the book project, including the book title, structure, table of contents and the timeline and process for editing chapter drafts.

Future Meeting: October 2009 at ISSOTL, Bloomington

In October 2009, the Student Voices themed group plan to convene prior to the ISSOTL conference at the University of Indiana in Bloomington. There they plan to present findings on research begun in 2007.

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