

Applying/Using SoTL at Class, Course, Program, Department/School Levels: A Panel and Mini-Workshop

Panelists:

- Jennifer Friberg, CSD
 - Phyllis McCluskey-Titus, EAF
 - Kathleen McKinney, Cross Chair in SoTL
 - Cheri Simonds, COM
-

Goal of Panel

Describe and illustrate strategies for applying SoTL literature and results to enhance student learning at multiple levels and in multiple contexts.

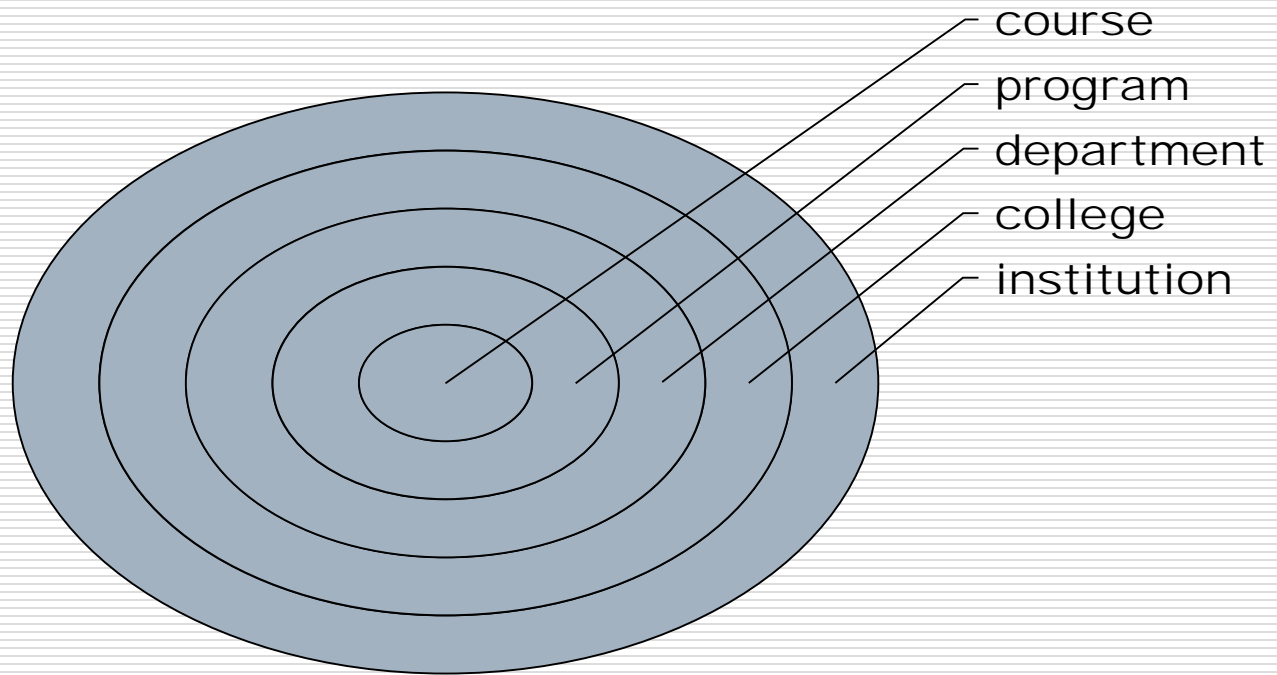
But, First, A Definition of SoTL

The systematic reflection/study of teaching and learning [of our ISU students] made public (Illinois State University definition).

How Can We Impact Learning via SoTL In and Beyond our Classrooms?

- ❑ By making applications of own or others' SoTL work to teaching and learning practices in our classes.
 - ❑ By engaging in a SoTL research agenda and connecting with others doing similar work. And make SoTL public.
 - ❑ By doing SoTL that fills the gaps in SoTL literature.
 - ❑ By increasing student voices in SoTL.
 - ❑ By making applications of own or others' SoTL work at broader, more 'macro' levels (institution and discipline)
 - ❑ By being a social change agent for SoTL and those doing SoTL.
-

Make applications of own or others' SoTL work at the course, program, department, college, or institutional levels.



Make applications of own or others' SoTL work at various levels using existing 'mechanisms.'



Panel presentations addressing SoTL research applied at various levels

- Class/Course level: Kathleen
 - Course, Program levels: Jennifer
 - Program level: Phyllis
 - Course, Program, Institution levels:
Cheri
-

Kathleen – Capstone Research/Thesis Course in Sociology

- ❑ Multi-method SoTL study of our capstone course
 - ❑ Interested in what course 'looked like' as taught, student perceptions of course, & student outcomes
 - ❑ Used analyses of random sample of theses, student reflections, focus groups
-

Kathleen – Capstone Research/Thesis Course in Sociology

- ❑ Students... felt that time management and structure were critical to success in the course.
 - ❑ ...believed they needed some different preparation re statistics and theory.
 - ❑ ...became proud of their project and thesis over time but not interested in doing more sociology research.
 - ❑ 'Weakest' parts of thesis were the Intro and Disc sections.
-

Jen – Using Technology to Support Learning in CSD

My initial question:

How can I get my students to think more like clinicians in CSD 321?

Change to course curriculum:

I added a culminating course project to encourage clinical thinking and problem solving.

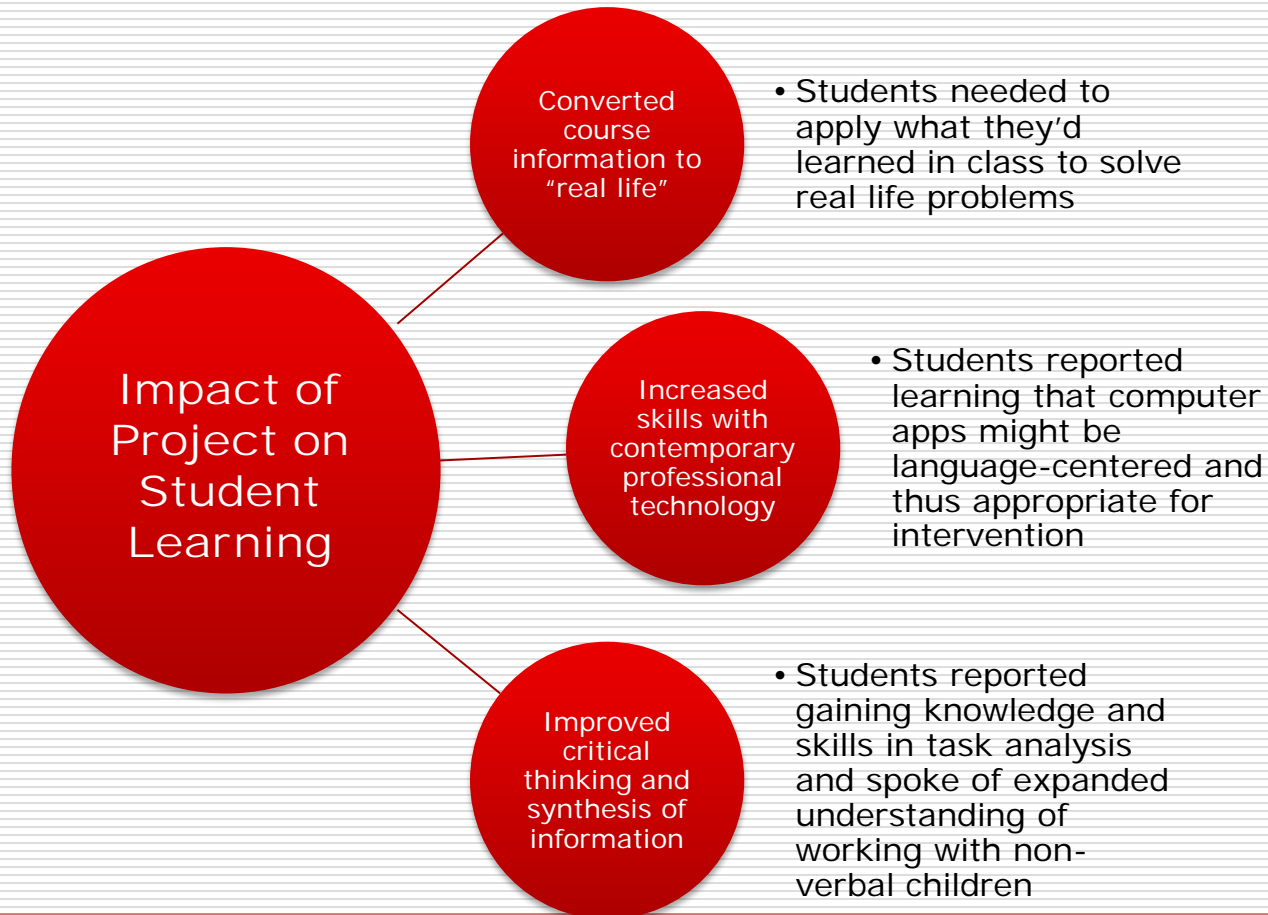
My SoTL Question:

Did the newly added project in CSD 321 impact student learning? If so, how?

Jen – Using Technology to Support Learning in CSD

- After the project was completed, students were asked to identify the following in an open-ended, anonymous reflective paper:
 - Three most/least successful aspects of the project
 - Ways in which this project did or didn't enhance/impact learning
 - Improvements which could/should be made to enhance/impact learning
-

Jen – Using Technology to Support Learning in CSD



Phyllis – Assessing Learning in a Student Affairs Graduate Program

- Grant funded project involving 3 students (still in process)

 - Research questions:
 - What are the competencies students report at three different points in the graduate program?
 - Where do students report learning these competencies?
-

Phyllis – Assessing Learning in a Student Affairs Graduate Program

- Nationally accepted competencies developed by two student affairs professional associations

 - Methodology
 - Survey
 - Exit interviews
-

Phyllis – Assessing Learning in a Student Affairs Graduate Program

□ Findings

- Students reported basic competence across all areas:
 - strongest in helping/advising, diversity, ethics, leadership
 - weakest in assessment/research, law/policy
 - Students reported learning mainly in graduate coursework, graduate assistantships, internships
-

Phyllis – Assessing Learning in a Student Affairs Graduate Program

□ Program strengths

- curriculum aligned with competencies
- validation of program emphasis
- able to apply classroom learning on site

□ Program improvement/enhancement

- assessment as a necessary skill
 - more opportunities for “big picture” thinking
-

Cheri – Persuasion Pedagogy in Com 110

- General Education Assessment
 - Intellectual and practical skills
 - Deliver purposeful presentations that inform attitudes or beliefs
 - Persuasive Speeches
-

Cheri – Persuasion Pedagogy in Com 110

- Assessing pre-emptive arguments in persuasive speech outlines (Meyer, et al. 2010)
 - 67% of students used pre-emptive arguments
 - Most of those arguments were not meeting quality expectations
 - Quality of arguments did not predict score
-

Cheri – Persuasion Pedagogy in Com 110

- Changes to Pedagogy and Training
 - Added items to evaluation form and criteria
 - Added intentional and deliberate pedagogy to two units of the course
 - Created models of expected performance
 - What's Next?
-

Worksheet

- 1. List one or more results from your previous SoTL work, that of a colleague, or from SoTL literature you know that can be applied to improve teaching and learning.

 - 2. Select one of the above and think about a specific, concrete action you would take or change you would make to apply that result to improve teaching and learning.

 - 3. What mechanisms could you use to apply this data or information or result to improve this aspect of teaching and learning?
-

Be a Social Change Agent for SoTL in our Institution

- ❑ Support junior faculty and graduate students in SoTL work.
- ❑ Co-opt respected colleagues as allies in the social movement.
- ❑ Push for SoTL resources on campus.
- ❑ Help with faculty development about SoTL.
- ❑ Send relevant SoTL citations and results to decision makers.
- ❑ Educate those making decisions in the reward system about SoTL work.
- ❑ Volunteer to help rework the reward system to increase value for SoTL.



Be a Social Change Agent in Your Discipline

- ❑ Connect people in your discipline to the SoTL movement.
 - ❑ Volunteer to lead a workshop or organize a session on SoTL at your disciplinary conference.
 - ❑ Push for a plenary/keynote on SoTL at your disciplinary conference.
 - ❑ Work to make sure SoTL is part of and matters to any 'teaching-learning' subgroup in your discipline.
 - ❑ Help establish an award or grant for SoTL work in your disciplinary organization.
-