

# SoTL 101 Workshop 1: SoTL 101 and Idea Exploration

January 12<sup>th</sup>, 2017

9:00 am – 12:00 pm Rinker Environmental Learning  
Center

**Facilitators** Target Audience: Faculty & Academic Staff

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Associate Provost for Faculty Development

## **Today's Goals**

You will ...

1. describe what SoTL is in context of Boyer's model,
2. compare/contrast the four taxonomy dimensions of SoTL, and
3. identify challenges and opportunities in pursuing SoTL research.

# Think | Pair | Share

## **What distinguishes SoTL from good teaching?**

- THINK: *Take 1 minute to think about this question.*
- PAIR and SHARE *with your partner.*

*Notes from Peter Felten's discussion:*

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**Potential Stakeholders by Dimension:**



**Scholarship of Educational Development**

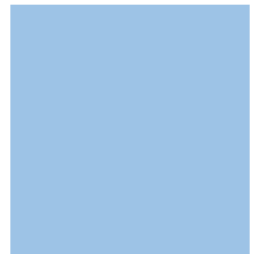
A  
**Taxonomy**

List Groups  
 You Feel Are  
 Potential  
 SoTL  
 Stakeholders  
 by Taxonomy  
 Dimension

**PRACTICE**

Scholarship in this category is all about what we do—our practice. This can range from a report on what works (or doesn't work) to qualitative and quantitative assessment of changes in practice.

Palmer, M.S., Bach, D.J., & Streifer, A.C. (2014). Measuring the Promise: A Learning-Focused Syllabus Rubric. *To Improve the Academy: A Journal of Educational Development* 33 (1), 14-36.



**INTEGRATION**

Scholarship in this category is all about integrating other perspectives into our work, whether it is a theory, concept, framework, or method.

Manathunga, C. (2006). Doing Educational Development Ambivalently: Applying Post-Colonial Metaphors to Educational Development? *International Journal for Academic Development*, 11(1), 19-29.



**HIGHER EDUCATION**

Scholarship in this category is all about our role in organizational development and focus, looking at teaching and learning in the big picture (i.e. higher education). This could focus on a key issue or a particular method or instrument for increasing our understanding.

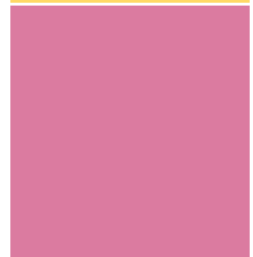
Sorcinelli, M.D. et al. (2005). *Creating the Future of Faculty Development: Learning from the Past, Understanding the Present*. Bolton, MA: Anker.



**SYNTHESIS**

Scholarship in this category is all about synthesizing evidence, from creating bibliographies or literature reviews, to developing guidebooks, how-tos, and other useful collections of knowledge.

Gillespie, E. & Robertson, D. (2010). *A Guide to Faculty Development* (2nd Edition). San Francisco: Jossey-Bass.



Laura Cruz, "The Scholarship of Educational Development: A Taxonomy"

## ***Examination of Research Question: Dimension 1-Practice***

adapted from handouts from Hawkins and Smentkowski POD session,

“Getting Started: To Improve the Academy and the Scholarship of Educational Development”

### **Situation**

Stetson’s Quality Enhancement Plan (QEP) for institutional accreditation by SACS is “Transitions: Enhancing Student Learning and Success Through Transitional Programs.” You are serving on a committee that oversees transfer student orientations to facilitate a smooth transition by these students as they begin the next stage of their academic career at Stetson. In an effort to make iterative improvements, you would like to know what changes should be put forward to the committee for future consideration.

### **Research Question-First Attempt**

Are our transfer students attending the orientation finding the experience helpful in their transition to Stetson? Is there something not offered in the orientation that we need to add?

### **Research Question-Revised**

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## ***Examination of Research Question: Dimension 2-Integration***

adapted from handouts from Hawkins and Smentkowski POD session,

“Getting Started: To Improve the Academy and the Scholarship of Educational Development”

### **Situation**

A course in your program is soon expanding from two sections per term to six, some of which will be taught by adjunct faculty. Up until now, there has never been a pressing need to align the course among several sections. In an effort to bring consistency to these course sections, you would like to develop a set of online course modules to ensure a core of common objectives and related class activities/assignments. Adopting these online modules would indicate a move towards a blended course design across all sections.

### **Research Question-First Attempt**

Does using a common set of online course modules for a blended multi-section course improve consistency? If so, to what extent?

### **Research Question-Revised**

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## ***Examination of Research Question: Dimension 4-Synthesis***

adapted from handouts from Hawkins and Smentkowski POD session,

“Getting Started: To Improve the Academy and the Scholarship of Educational Development”

### **Situation**

A group of students at Stetson are reporting instances of micro-aggression and tokenizing students of color, both in the classroom and at other places on campus. In response to these reports, your unit assembles an annotated bibliography of some just-in-time research on strategies coupled with some materials developed for addressing instances like the ones reported.

### **Research Question-First Attempt**

What just-in-time strategies to counteract micro-aggression and tokenizing students of color are most impactful at a teaching institution?

### **Research Question-Revised**

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# Think | Pair | Share

**Consider your response to the pre-reflection:**

***“Describe an aspect of your work that impact student learning, which you would like to examine further.”***

**Find the taxonomy dimension (practice, integration, higher education, synthesis) fitting your response best.**

- **THINK:** *Take one minute to think about this question. (Feel free to take a peek at Laura Cruz’s taxonomy from the stakeholder page.)*
- *Not down your taxonomy dimension and explain how this aspect of your work fits in this taxonomy dimension.*
  - **PAIR and SHARE** *with your partner.*



## ***10-min Free Writing***

Write continuously for 10 minutes | Pen never leaves paper

Write whatever comes to your head (you won't have to share!)

**What aspect of student learning in your “daily grind” do you want  
to research?**

**DEAD  
QUIET  
No  
talking**

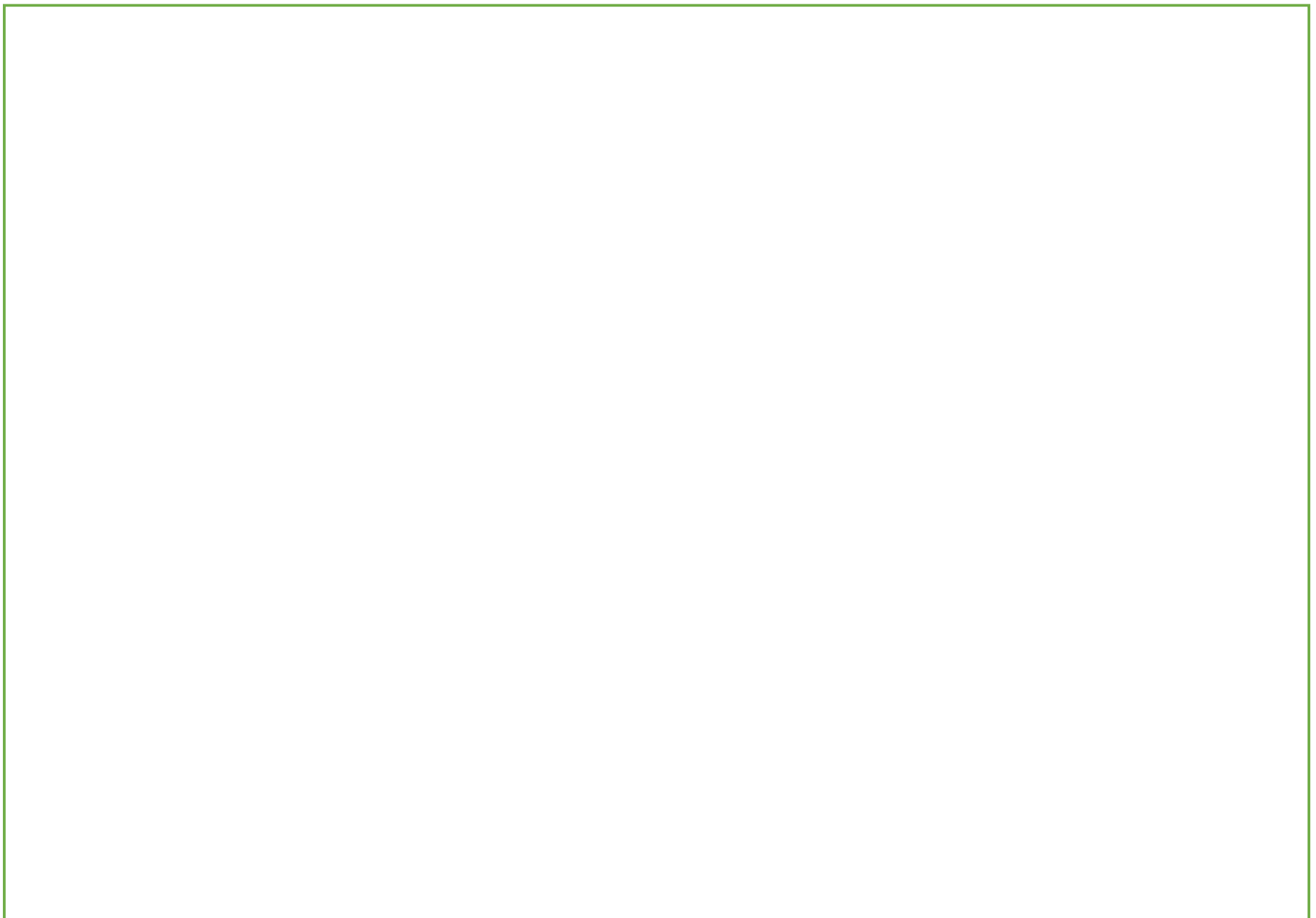
***10-min Free Writing***

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# Elevator Pitch

- A: Take 2 minutes to distill your 10-minute free writing and form a research question. Jot anything below you might need for this process.
- B: When the 2 minutes are up, find a person that you have not shared with today and give each other a minute to pitch research questions to each other. (Feel free to get up and walk around to find your partner!)

## *Pitch Notes*



# Ticket out the Door

Now that you have pitched your research question, make any changes or refinements you feel are needed. Once you are done, before leaving, enter the revised research question at:

<https://www.surveymonkey.com/r/SoTL1>

## *Homework*

1. Make further refinements to your research question. We'll enter any newly refined questions at the next workshop on February 3rd.
2. Find one article relating to your research question. Please be able to provide a citation for the article at the February 3rd workshop.

We hope to see you at the second workshop in the series, "Refining your Question and Literature Review." It is scheduled for Friday, February 3<sup>rd</sup>, 2-5 pm.