Introduction to Scholarship of Teaching and Learning

The University of Vermont
3.8.2018
Session Objectives

By the end of this session, our goal is for you to be able to:

1. Explain what SoTL is to other faculty members in your department
2. Identify the steps in the SoTL process
3. Describe the basic structure of the SoTL pilot initiative at UVM
What is SoTL?

- Traced back to Boyer’s (1990) Scholarship Reconsidered

- Call for more inclusive view of scholarship
  - “Knowledge that is acquired through research, through synthesis, through practice, and through teaching”

- Boyer put forth the concept of “Scholarship of Teaching”
What is SoTL?

- Hutchings & Shulman (1999)
  - “Systematically investigating questions related to student learning…with an eye toward improving both your own classroom practices and advancing practice beyond it” (p. 13).

- Kem, Mettetal, Dixson, & Morgan (2015)
  - Systematic or methodical inquiry to obtain credible results
  - Must be shared to advance practice beyond individual classrooms
  - Ultimate goal is student learning that results from faculty teaching
Informal  

Systematic  

Private  

- Scholarly Teaching  
  - Use of classroom assessment techniques  
  - Literature based teaching  
  - Attending teaching conferences  
  - Curriculum design  
  - Change teaching based on feedback and reflection  
  - Develop lesson  

Public  

- Scholarship of Teaching & Learning  
  - Peer-reviewed published empirical research  
  - Meta-analysis  
  - Textbook  
  - Literature review  
  - Published case studies  
  - Published curriculum  
  - Shared teaching portfolio  
  - Presentation or publication of teaching tips  
  - Blog on teaching  

Practice of Teaching  

- Classroom action research shared locally  
- Teaching portfolio for award or promotion  
- Course development  

Sharing about Teaching  

(Kem et al., 2015)
Different Types of SoTL

• What works (evidence of effectiveness)
  – E.g., Measuring effect of iClickers on student engagement

• What (descriptions)
  – E.g., Describing how students solve computer programming problems

• Visions of the possible
  – E.g., Showing how social media can be used to promote disciplinary objectives

• New conceptual frameworks
  – E.g., Theorizing a framework for problem-based learning

(Hutchings, 2000)
Why Engage in SoTL?

• Please turn to a neighbor and discuss the following questions:
  
  – Why might you be interested in undertaking a SoTL project?
  
  – What do you think are some potential benefits of engaging in SoTL research?
Why Engage in SoTL?

• It enables you to…
  
  - Systematically investigate questions important to you
  - Assess efficacy of your teaching practices
  - Better understand your students and their learning
  - Improve teaching and learning in your own classroom
  - Improve teaching and learning in your discipline
Steps in SoTL Process

1. Identify problem or opportunity
   - What do you wish to change, assess, or understand, and why?

2. Literature review
   - What have others done to address this question?

3. Design study/IRB approval
   - How will you address and study the problem or opportunity?

4. Collect data
   - What data will you collect to answer your research question(s)?

5. Analyze data
   - How will you make sense of the data you have collected?

6. Presenting and publishing
   - Where will you share what you have found?
UVM SoTL Initiative

• Partnership between the Office of the Provost and the Center for Teaching and Learning

• Started with cohort of 13 faculty members in September 2017

• Accepted new cohort of 8 faculty members in January 2018

• Intended to foster and promote SoTL work at UVM
Structure of UVM SoTL Initiative

• **Formal workshops**
  - Spring 2018: Literature review, research design, IRB, and interview/focus group protocol development
  - Fall 2018 and Spring 2019: Data analysis and dissemination

• **Interdisciplinary faculty learning communities**
  - Formal and informal self-organized meetings to refine and advance SoTL projects
  - Each group learning community has a CTL facilitator

• **Individual consultations**
  - CTL postdoc is available to support all aspects of SoTL projects
Goals of the SoTL Initiative

• Provide structured support for each step of the SoTL process

• Create a supportive environment that fosters collaboration and learning among researchers

• Support studies that will improve teaching and learning at UVM and in higher education

• Advance the Teacher-Scholar model that is central to UVM’s mission as a land grant university
Fall 2017 SoTL Projects

• Effect of embodied teaching methods on student engagement and learning (Rehabilitation and Movement Science)

• Student perceptions of specifications grading with attention to motivation and engagement (Nutrition and Food Science)

• Student perceptions of tier one restorative circles as the foundation for group work (Special Education)
Discussion

Please take a few minutes to discuss the following question:

– What is an area of your teaching or students’ learning that you might be interested in focusing on for a SoTL project?
Upcoming Workshops

• Friday, March 30th, 1-2 pm (Bailey/Howe 303)
  – Workshop on obtaining IRB approval for SoTL research

• Friday, April 13th, 1-2 pm (Bailey/Howe 303)
  – Workshop on interview/focus group questioning route development
Questions?

Contact information:

Steve Netcoh
snetcoh@uvm.edu

For more information about UVM’s SoTL initiative, please visit this link.
References


