

Scholarship of Teaching and Learning as a Pedagogical/Research Practice



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Introductions and Discussion (during lunch)



- Please introduce yourself and answer the following:
 - What is your name and department?
 - Do you have any experience with the Scholarship of Teaching and Learning(SoTL)?
 - What do you hope to learn today?

Scholarship of Teaching and Learning



- The Scholarship of Teaching and Learning (SoTL) recognizes teaching as *scholarly work* and encourages faculty to *use research* to better understand their own teaching practices and to share results with the broader educational community
 - Evidence-supported practices rather than informal “lore”
- SoTL emphasizes improvements in teaching and building relationships with students as co-collaborators rather than passive participants (Bishop-Clark and Dietz-Uhler, 2012)

Benefits of SoTL for College Faculty



- According to Chick (2013), SoTL includes:
 - “asking meaningful questions about student learning and about the teaching activities designed to facilitate student learning
 - answering those questions by first making relevant student learning visible as evidence of thinking and learning (or mis-learning), and then systematically analyzing this evidence
 - sharing the results of that analysis publicly to invite review and to contribute to the body of knowledge on student learning in a variety of contexts, and
 - aiming to improve student learning by strengthening the practice of teaching (one’s own *and* others’)”

SoTL vs. Other Kinds of Research



- SoTL is a movement within higher education that focuses on studying one's own practices (similar to “self study” used in numerous fields or “teacher action research” used in the K-12 setting).
 - Focus at the level of the course, and focuses on systematic practitioner inquiry using research-based approaches.
- Educational research is typically discipline-based, and it focuses on research on/about/in educational settings
 - Focus: is often more broad than a si
- “Learning Sciences” is an interdisciplinary field that focuses on the science of learning, or using scientific research to understand learning.
 - Often employs quasi-experimental approaches and/or experimental approaches to research

Initial SoTL Ideas - Brainstorm



- Take a few minutes to write questions down you have about your teaching and possible SoTL projects. We will be working on these questions throughout our time here.
 - What questions arise from your teaching you'd like to answer?
 - What puzzles you?
 - What do you wish you knew more about with regards to your students and their learning?
 - What data do you already have access to?

Basics of SoTL: Conducting a Lit Review



- Like other kinds of research, SoTL researchers should conduct a thorough lit review
 - Several places to look for SoTL research:
 - ✦ Teaching journals in your field or in closely related fields
 - ✦ Cross/Interdisciplinary journals on SoTL research
 - ✦ Conference proceedings
 - ✦ Books and Edited Collections (*How People Learn*, others)
- Reference librarians can meet with you for a consultation

Basics of SoTL: Refining Research Questions



- Research questions vs. hypotheses depend on the nature of the study
- Well-written research questions determine the data collection and analyses you will do.
- How is reflective writing useful for writing instruction? (Bad question, too vague)
- Does reflective writing paired with assignments allow students to produce better writing? (Better question)
- Examples from the group?

Basics of SoTL: Methodological Considerations



- Indirect vs. direct measurements of student learning
- Summative (at conclusion) vs. formative (at a point in time) assessments of student learning
 - Both are useful for SoTL research
- Qualitative, quantitative or mixed
 - Data collection should match the research question and goals of the study
 - Multiple phases may use different kinds of approaches
- Existing Institutional Data (See OIRA site)

Basics of SoTL: Ethics/IRBs



- **Informed Consent in One's Own Class / Avoiding coercion**
 - End-of-Semester Strategy
 - External Aid strategy
- **Comparison Groups in SoTL research**
 - Pre/post method
 - Multiple sections method
 - Compare across courses method
- **Normal Class Procedures and SoTL as Student Learning**
 - I've worked to make sure any data collected for SoTL projects have educational significance in the class: reflective writing, surveys students respond to, etc.
- **Students as Co-authors/collaborators**

Ethics Discussion (5 min)



- Examine your research questions and choose one that you'd like to talk through further.
- With a partner or small group, discuss the ethical issues that might arise with your study and how to address them

Basics of SoTL: Tools for Collection and Analysis



- **Data Collection Programs:**
 - Survey Monkey
 - Qualtrics (CAS)
 - Google Forms
- **Analysis Programs:**
 - Dedoose (Mixed methods, Qualitative)
 - SPSS, SAS, JMP (Statistical packages)
 - Nvivo (Qualitative)
- **Other Services**
 - Odesk – Transcription services
 - Refworks – Reference Management Tools for Writing

Funding Opportunities for SoTL



- **OU Funding for SoTL Projects:**

- OU URC Faculty Fellowship Award (\$10,000, summer, due in two weeks)
- OU URC Faculty Research Award (\$1200, due end of January)
- CETL Summer Stipends (2014)
- OU Educational Development Grants (2014)

- **External Funding for SoTL Projects**

- External funding usually takes place for larger-scale projects or multi-institutional projects.
 - ✦ Spencer Foundation
 - ✦ Department of Education
 - ✦ National Science Foundation

- In addition to federal and foundation funding, some professional organizations offer smaller competitive grants for research on teaching and learning. Check with your professional organizations to see if such grants are available.

Workshopping your Projects



- In small groups, continue to workshop your projects.
Consider:
 - Goals for projects
 - Methods of data collection
 - Analysis approaches
 - Funding/Resources
 - Collaborations
 - Dissemination of results (conferences, publications, etc.)

Sample SoTL Study: Peer Tutoring and Learning Transfer



Context:

○ **WRT320: Peer Tutoring in Composition**

- ✦ Teaches students how to effectively tutor others in writing in a one-on-one setting
- ✦ Emphasis on tutoring strategies, interpersonal communication, writing/rhetoric/genre knowledge, and adapting to different learner needs
- ✦ General Education: Writing Intensive + Knowledge Applications

● Research questions:

- How do students in WRT320: Peer Tutoring in Composition connect their learning/work/personal life during the course?
- How do they anticipate using WRT320 beyond the course?
- Do students in WRT320 successfully transfer knowledge of tutoring to diverse settings?

Data Collection Methods



- Research questions and data collected:
 - How do students in WRT320: Peer Tutoring in Composition connect their learning/work/personal life during the course?
 - ✦ Emphasis on data collected during the course from *student reflective writing* and *student projects*
 - How do they anticipate using WRT320 beyond the course?
 - ✦ Data collection during and at end of course from *student reflective writing* and *student projects*.
 - Do students in WRT320 successfully transfer knowledge of tutoring to diverse settings?
 - ✦ *Follow-up interviews* and *text-based interview* examining a piece of writing they did the year after WRT320 concluded

Analysis & Dissemination

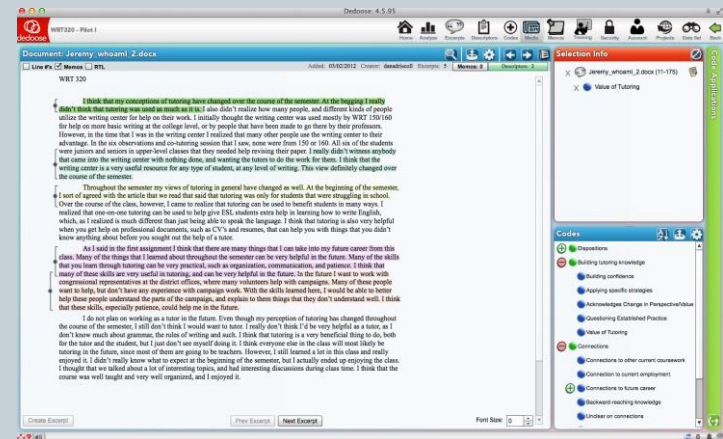
Analysis (Mixed methods) focused on:

- De-identification of all student material (per IRB protocol)
- Qualitative coding of interviews and course materials using a multi-level coding scheme from Saldaña (2009)

Dissemination

- Early piece on pedagogy published in the *Writing Lab Newsletter* (2012) with a student collaborator
- Data-supported results presented at CCCC 2013 and forthcoming in the *Writing Center Journal* (2015)

Coding completed using Dedoose Mixed Methods Coding Software (screenshot below)



Volume 36, Number 7-8

Promoting the exchange of voices and ideas in one-to-one teaching of writing

March/April, 2012

— FROM THE EDITOR —

As I put together this issue of the *Writing Lab Newsletter*, I realized how tightly the issue focuses on tutors. Each article helps us extend our knowledge about training and working with our staff. Dana Driscoll and Sarah Harcourt introduce us to their training program that helps tutors learn how to transfer the knowledge they acquire during and after training and, in turn, how those tutors can help students learn to transfer

INSIDE

Training vs. Learning: Transfer of Learning in a Peer Tutoring Course and Beyond

✦ Dana Lynn Driscoll and Sarah Harcourt ✦

Page 1

TRAINING VS. LEARNING: TRANSFER OF LEARNING IN A PEER TUTORING COURSE AND BEYOND¹

✦ Dana Lynn Driscoll and Sarah Harcourt
Oakland University

What did I learn? What did I do with it?



- Overall, results suggest that a transfer-focused pedagogy in this peer tutoring course was highly effective in:
 - building connections to future writing/tutoring/teaching situations, fostering metacognition, and building writing studies knowledge
 - Students report directly using WRT320 material 1 year after the course ends (including: interpersonal skills, writing knowledge, tutoring knowledge)
- However, students were less effective in:
 - Building upon prior knowledge from previous courses
 - Understanding writing genres and learning theories
 - ✦ These two areas provided me clear strategies of revising my course after completing the pilot study.

Thank you!

