

# Introduce yourself to your table and share

- What brought you to this session today?
- What do you hope to learn or discover from this session?

# SoTL Research and Experiential Learning: Getting Started

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Waterloo ExL Symposium



# The plan today...

- Define SoTL
- Identify 5 key steps to conduct SoTL research
- Understand how SoTL differs from effective teaching
- Offer insights and lessons learned from a successful project
- Highlight Resources available to help get your proposal funded

According to Bender and Grey, the scholarship of teaching and learning means

"that we invest in our teaching the intellectual powers we practice in our research."

(Bender & Grey, 1999)

<http://www.indiana.edu/~rcapub/v22n1/p03.html>

# Differences...

## **Good Teaching**

Teaching that promotes student learning and other desired student outcomes

## **Scholarly Teaching**

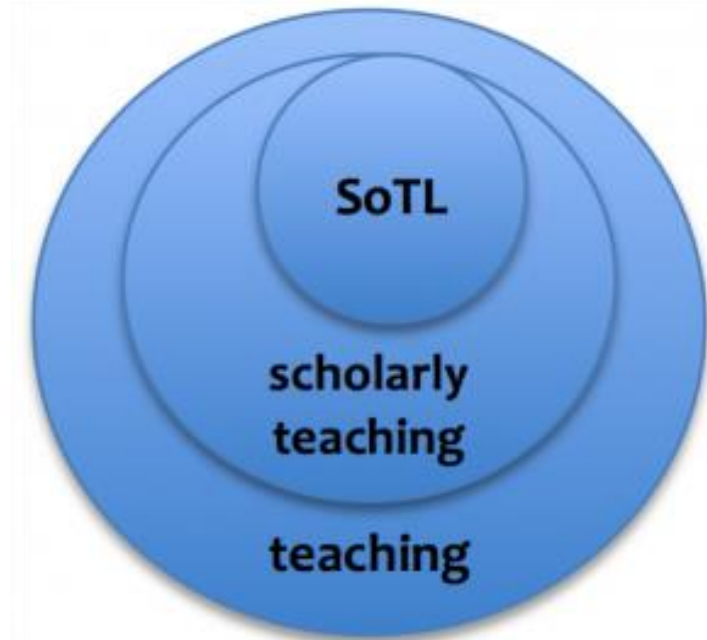
Teaching which is supported by a body of research to increase effectiveness

## **Scholarship of Teaching and Learning**

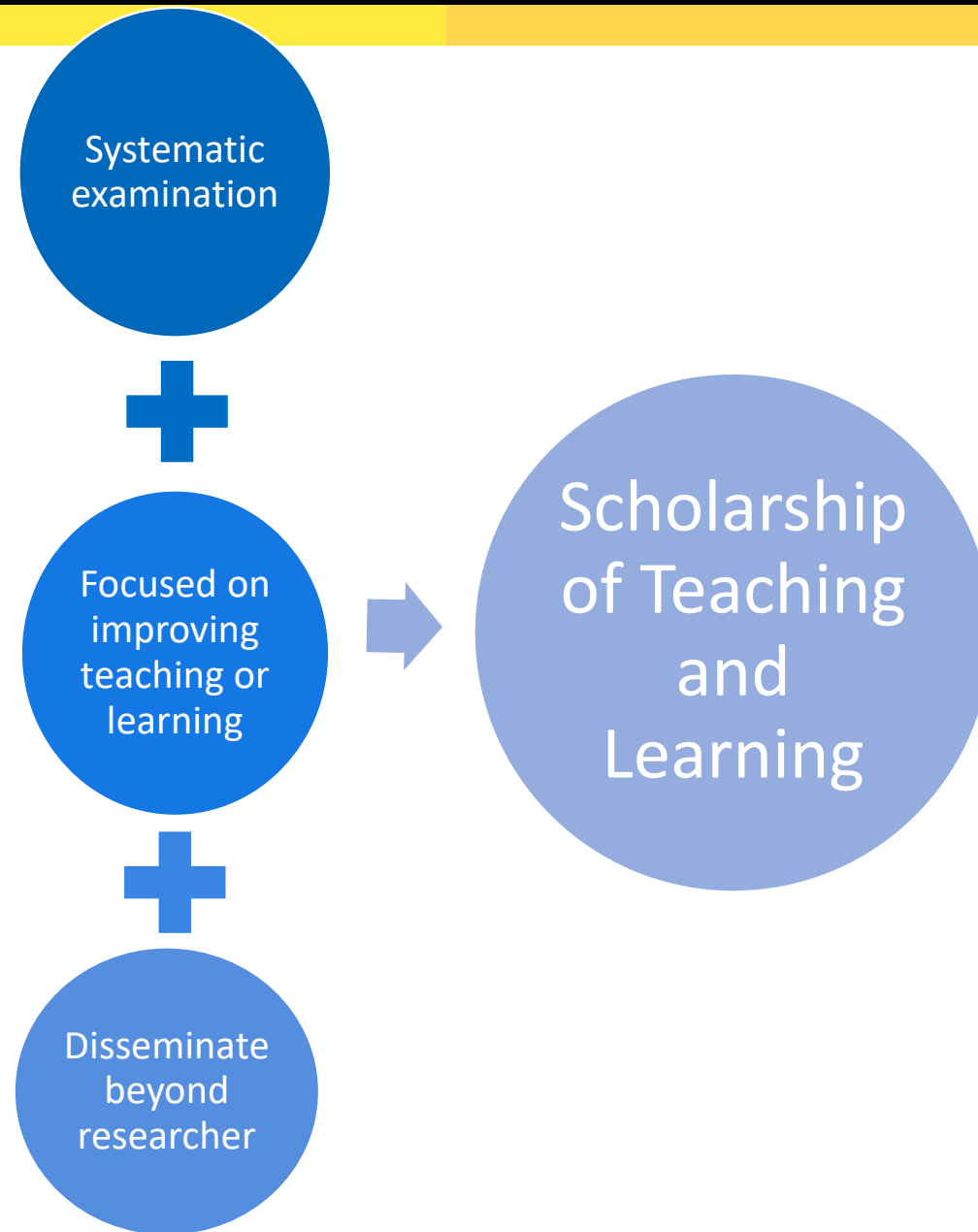
Combination of reflection and knowledge which yields questions about teaching for study

(McKinney, 2007)

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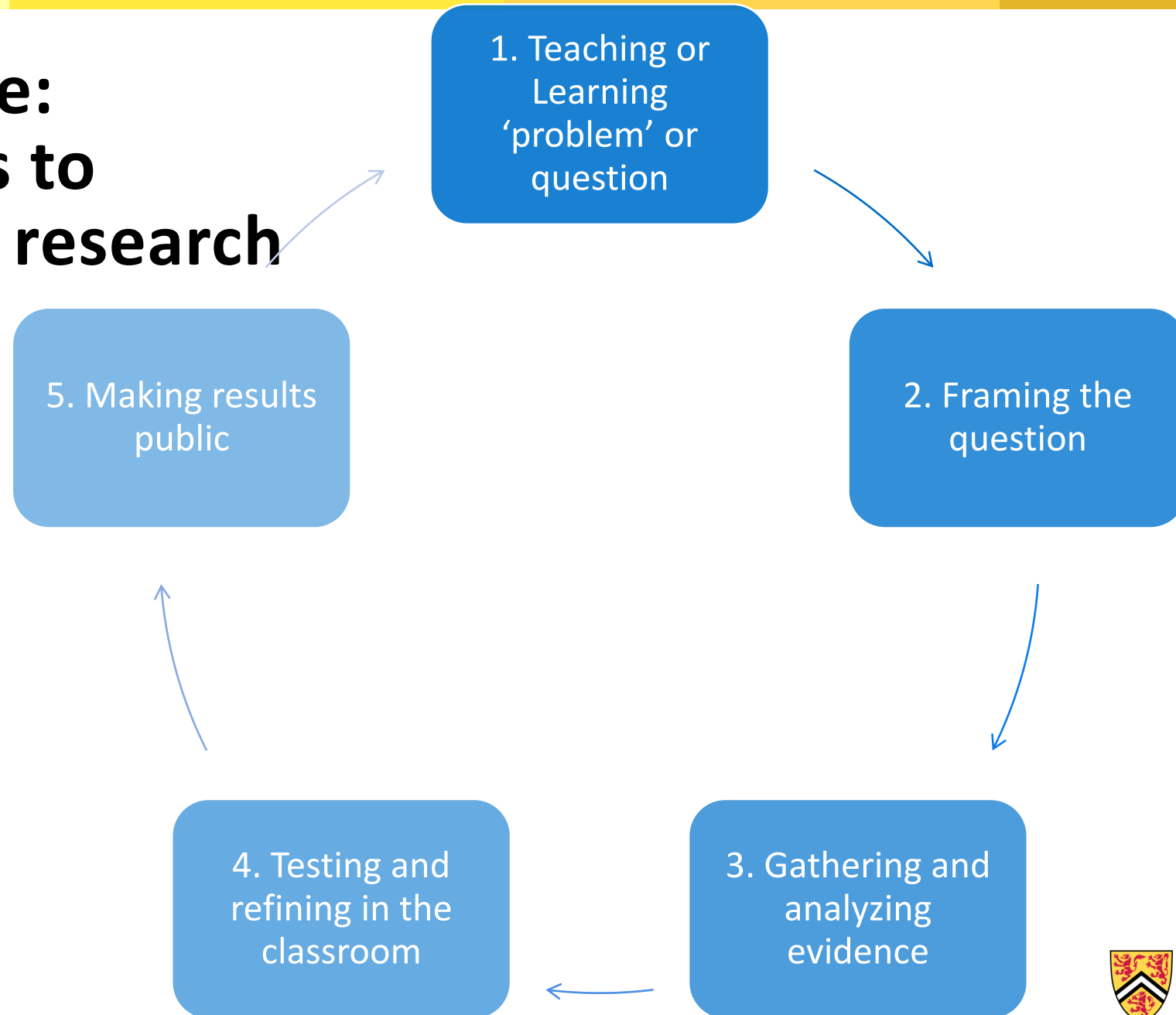


# What is SoTL?



(Friberg, 2014, p.4)

# The SoTL cycle: Five key steps to conduct SoTL research



# Quality SoTL work must have:

- Clear goals – research question
- Appropriate methods – to address your research question
- Significant results – what can be learned from your research?
- Reflective critique – consider alternative interpretations of your results
- Effective dissemination – conference presentation and/or peer-reviewed journal



# TYPES OF SoTL RESEARCH QUESTIONS

***What is*** or ***Why*** questions investigate the student experience

- A “What Is?” Project ...begins with questions that seek to describe but not evaluate: What’s happening in the classroom? What are students thinking when they \_\_\_?

***What works*** questions investigate the effectiveness of pedagogical approaches

- A “What Works?” Project ...begins with questions that seek evidence about the effectiveness of specific teaching strategies or approaches: Will students understand this concept/apply this skill more effectively if they do x, instead of the y I’ve assigned in the past?

***Visions of the possible*** to explore new strategies

- Theory Building about Assessment or Valuing and Evaluating Teaching

Pat Hutchings (2000)

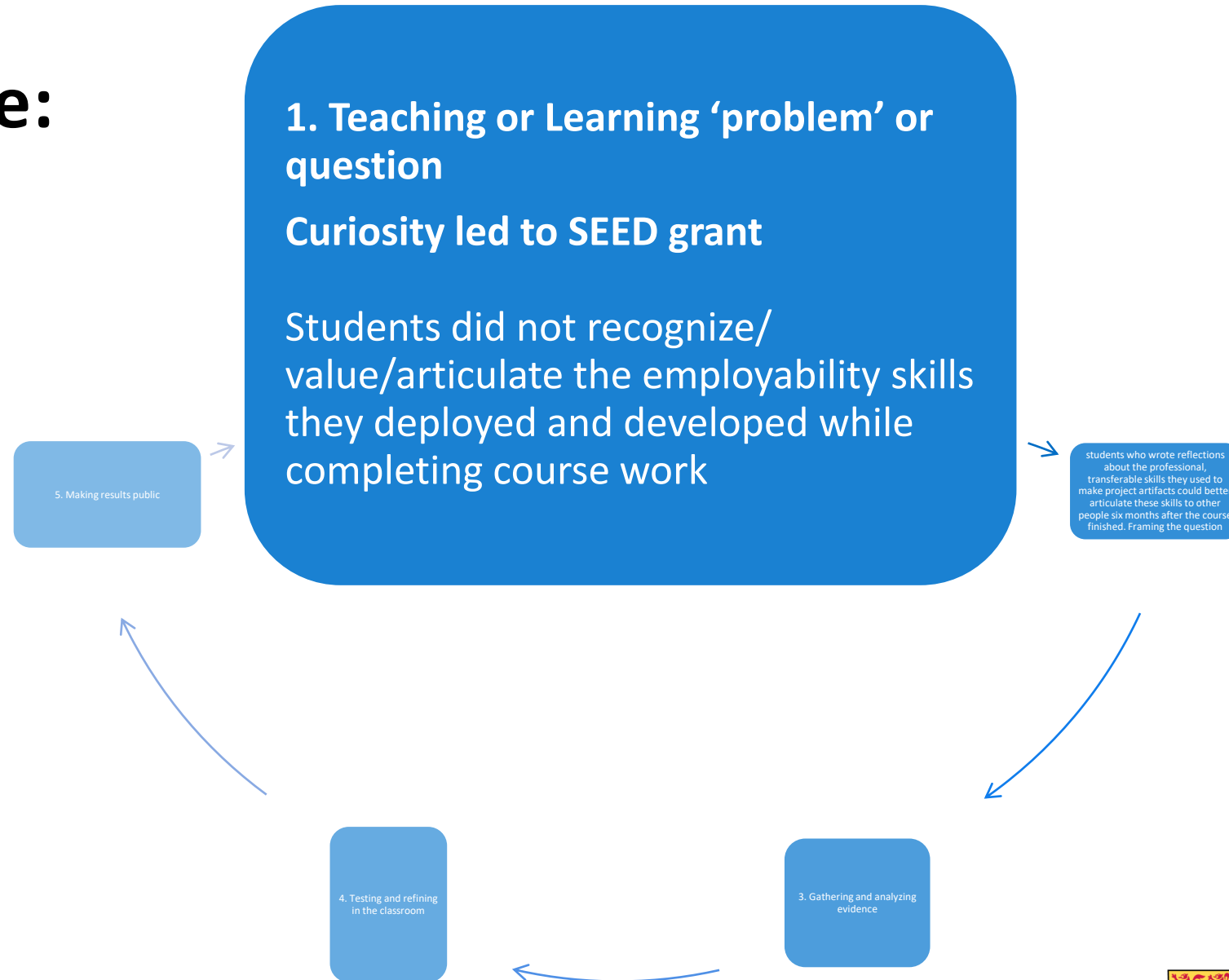
# Making SoTL Public (Sharing)

- To contribute to the body of SoTL knowledge
- To encourage additional applications of results by colleagues or students
- To strengthen annual review or tenure/promotion files
- To earn an award

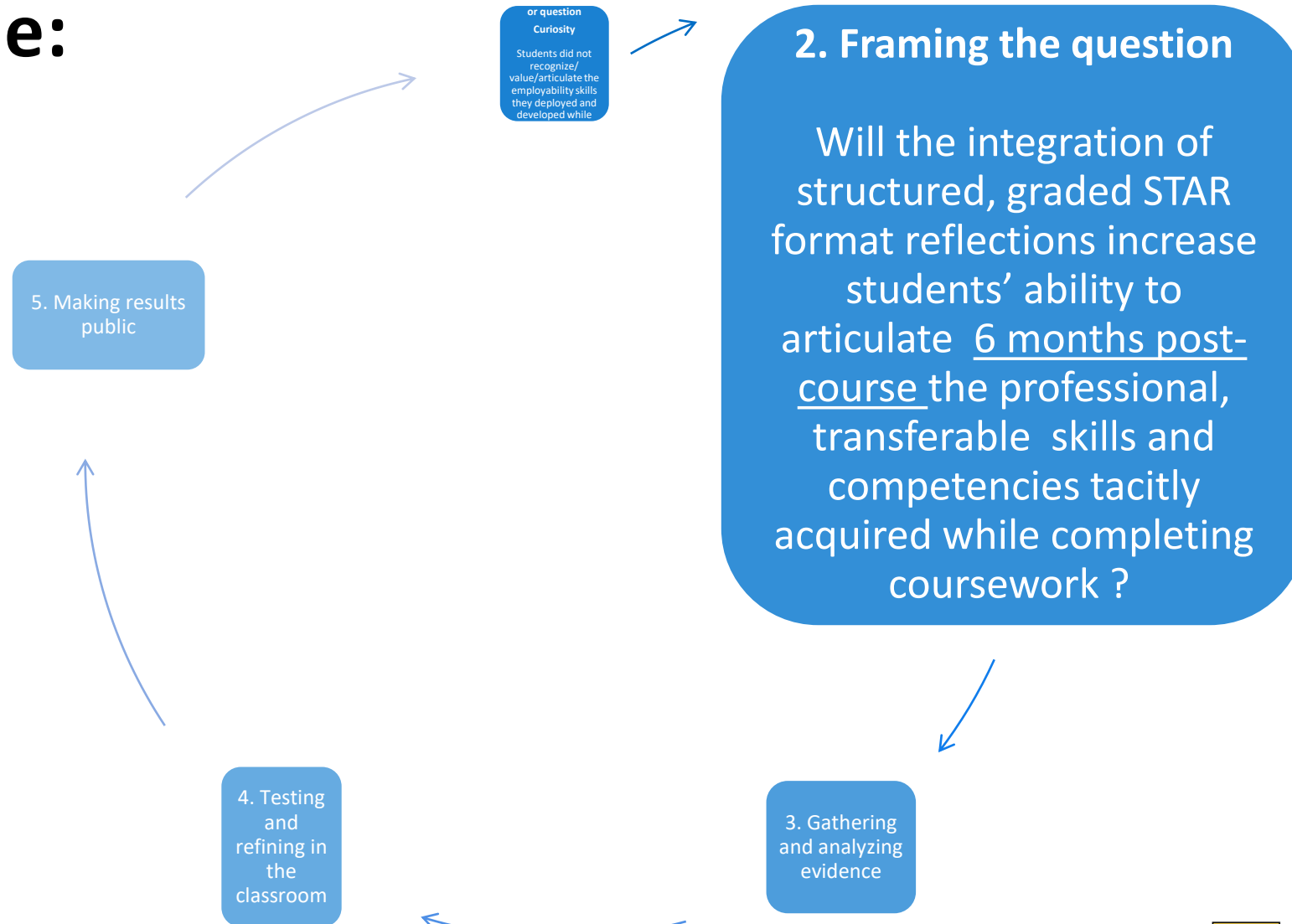
# SoTL at the University of Waterloo

<b>Micro</b>	<b>Individual researchers and their classes</b>
Meso	Department-wide discussion and pursuit of SoTL
Macro	Communities of Practice, grants, conference, SoTL support from CTE, language in Promotion & Tenure guidelines
Mega	Presentations at discipline and SoTL conferences (including CTE Teaching and Learning Conference), publications, involvement in national and international societies

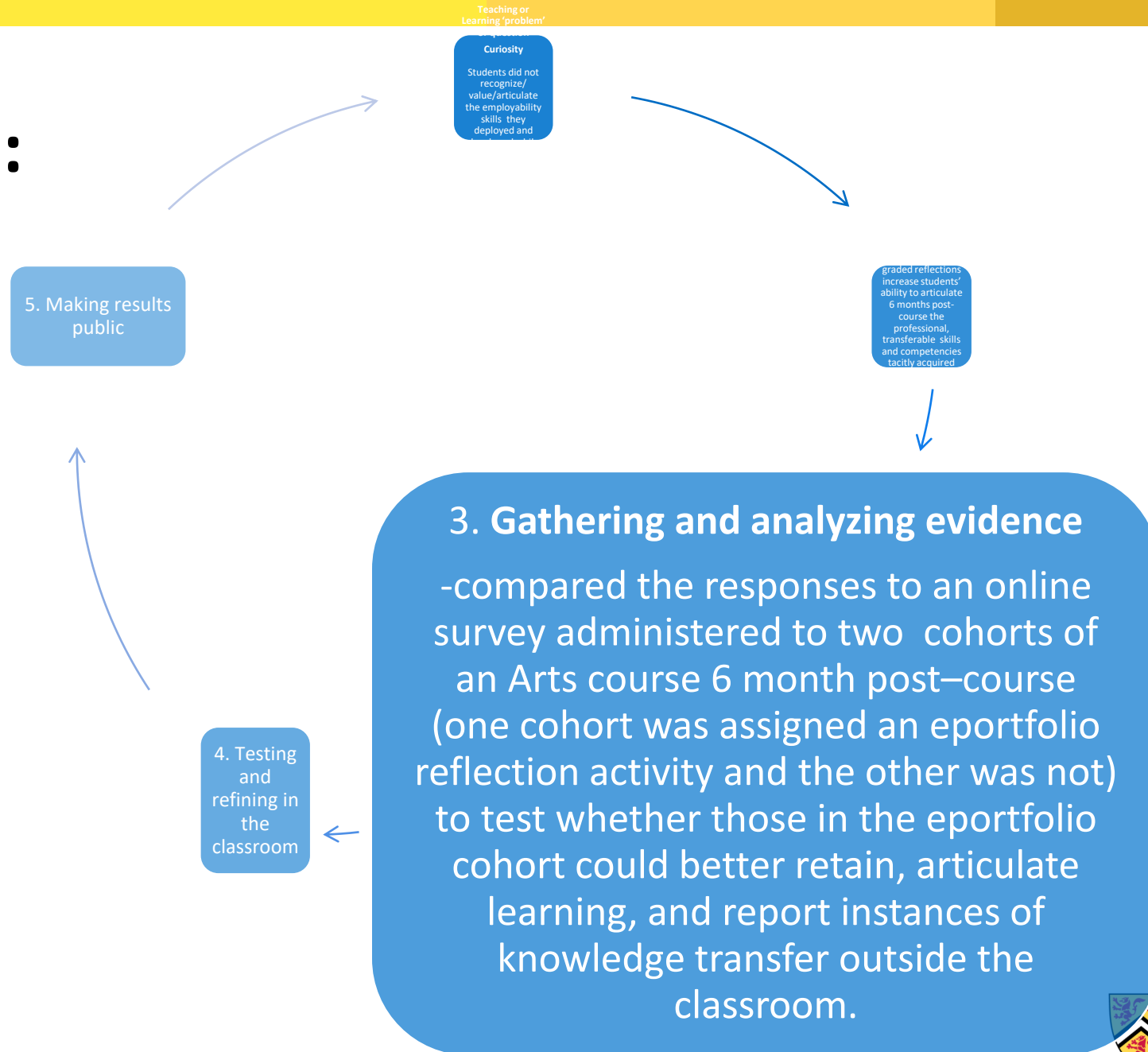
# The SoTL cycle:



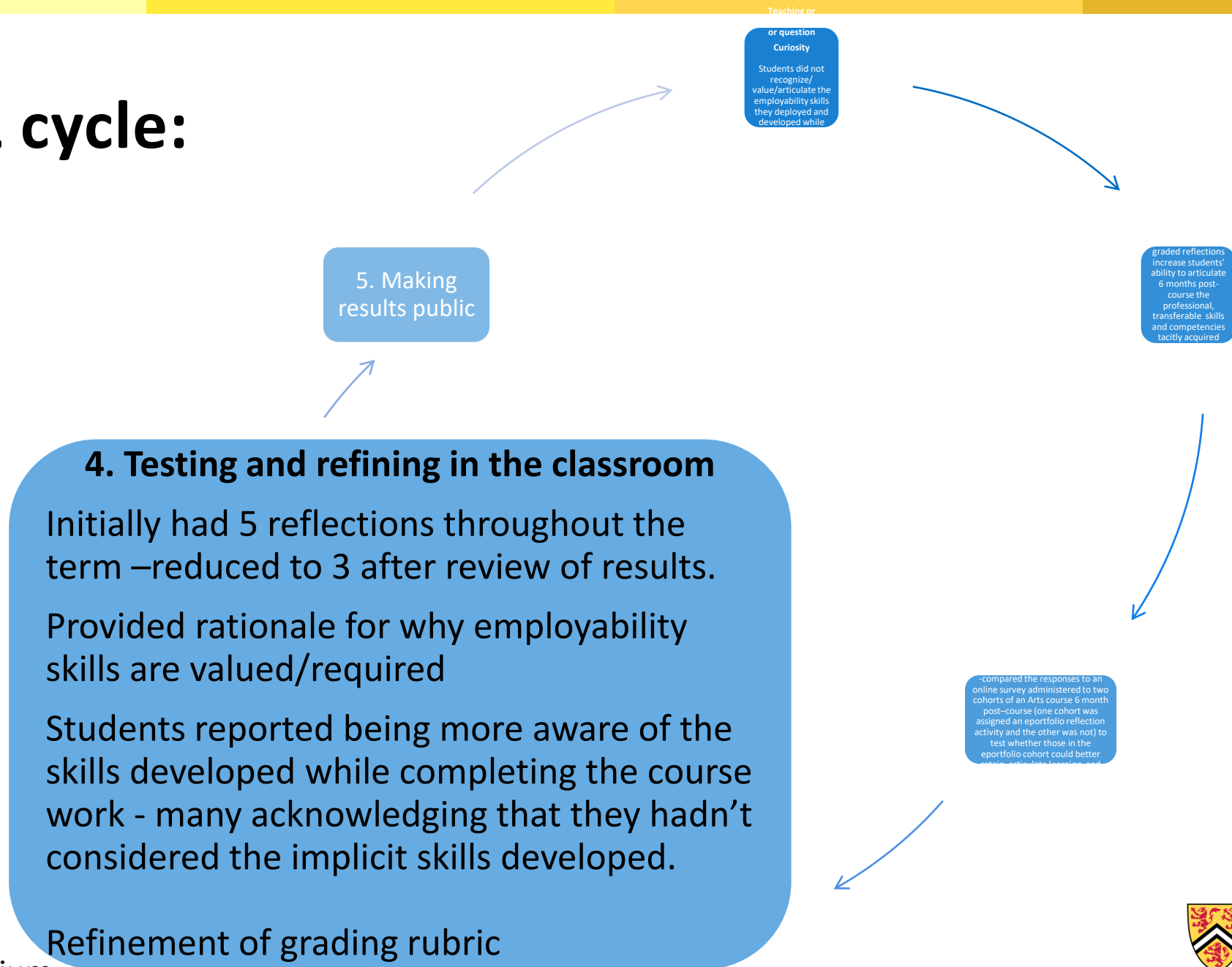
# The SoTL cycle:



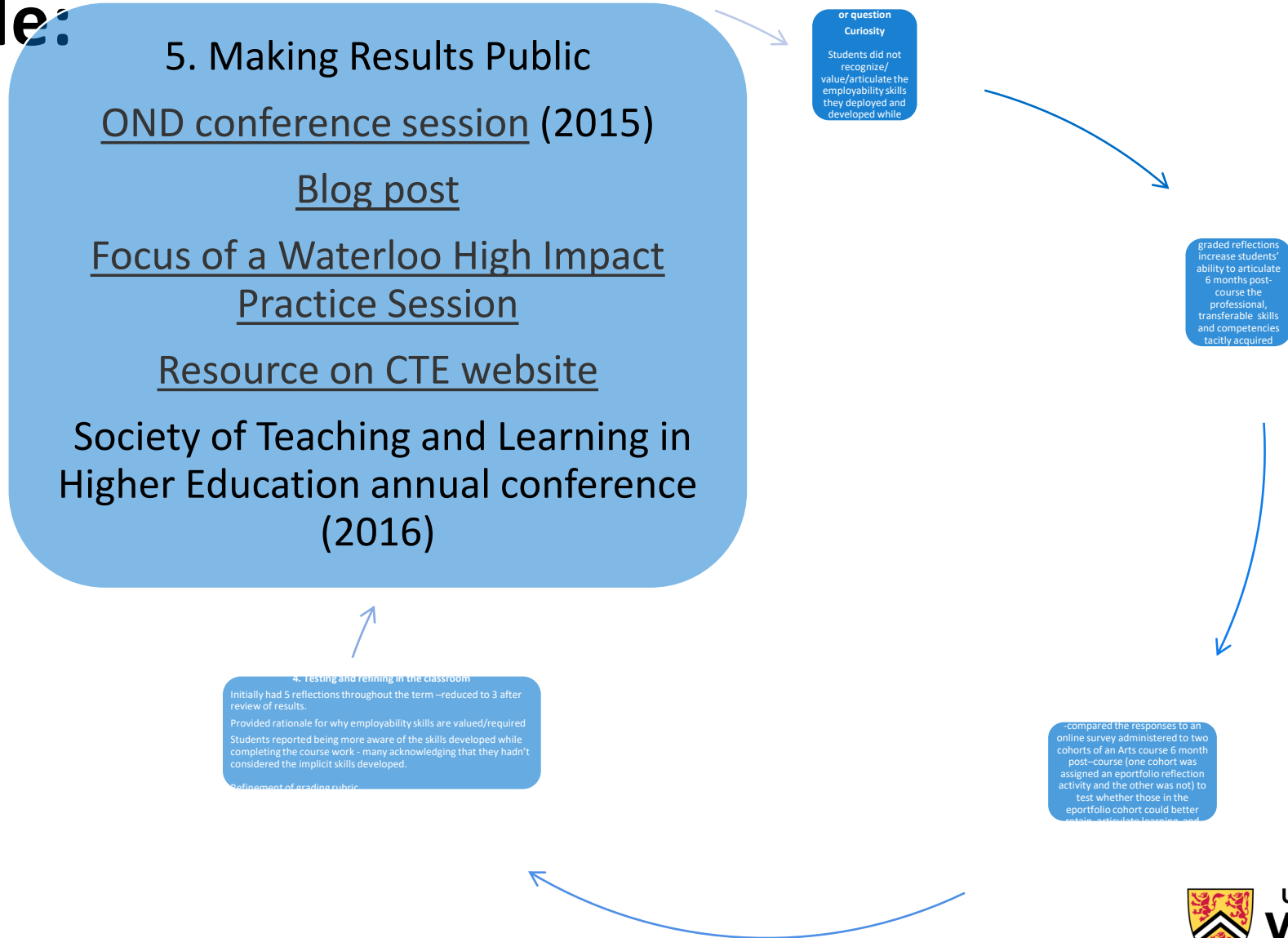
# The SoTL cycle:



# The SoTL cycle:



# The SoTL cycle:





# The SoTL cycle:

## Curiosity led to Full LITE Grant

This project is a test of whether our previous Seed grant results are generalizable.

**Size:** ~3400 students in 44 courses

**Scope:** in all academic years, from studio (25) to large lecture (350+ students)

**Transdisciplinary:** from all University faculties

**Program Designation:** in co-op and non co-op

5. Making results public

students who wrote reflections about the professional, transferable skills they used to make project artifacts could better articulate these skills to other people six months after the course finished. Framing the question

4. Testing and refining in the classroom

3. Gathering and analyzing evidence

# Tips

- Looking for ideas – see previous research projects
- Start with a small project – what are you currently doing that you might begin to collect some data on
- Make it meaningful to you – what interests you?
- Apply for SEED grant initially
- Apply for larger Full LITE grant if findings are encouraging, interesting – collaborate – consider interdisciplinary approach
- Importance of a good project manager
- Well thought out and detailed plan for research, creation of resources and publication
- Take advantage of resources in CTE ( faculty liaisons, LITE grant supports), support units like library, WatCACE, Statistical Consulting Centre

# Funding your Experiential SoTL Research

- Centre for Teaching Excellence Research SEED and Full LITE Grants
  - SEED (up to \$5k) : Feb. 1 and June 1; Full (up to \$30k): Oct. 1
  
- Desired Outcome:
  - Sharing of findings beyond grant reports – presentations, publications
  - Development of materials or processes that can be used beyond the research project
  - Ability to scale and sustain initiatives

# CTE/Library Resources to Support

- CTE Teaching and Learning Web Resources
- Library Teaching and Learning Guide which includes several sections on Research
- CTE/Library SOTL Workshop
- CTE Support: Kristin Brown or your CTE Liaison
  - Experiential Learning – Katherine Lithgow

# SoTL Resources

- <http://www.issotl.org/> -International Society for the Scholarship of Teaching and Learning; includes SoTL tutorial
- [www.sotl.ilstu.edu](http://www.sotl.ilstu.edu) SoTL site at Illinois State
- <http://academics.georgiasouthern.edu/ijsofl/index.htm> International Journal for the Scholarship of Teaching and Learning
- <http://www.cjsotl-rcacea.ca/> The Canadian Journal for the Scholarship of Teaching and Learning
- <https://tljournal.com/> Teaching & Learning Inquiry (ISSOTL's journal)
- <http://cetl.kennesaw.edu/teaching-journals-directory> - Kennesaw State's teaching journal list (searchable by "discipline") helpful source of information when choosing a journal
- <http://cetl.kennesaw.edu/teaching-conferences-directory> Kennesaw Center for Teaching and Learning (CETL) conference directory

# WatCACE

Mandate to conduct, support and disseminate research on co-op and other forms of Work-Integrated Learning: [www.watcace.uwaterloo.ca](http://www.watcace.uwaterloo.ca)

- Associates – UW faculty/staff involved in WIL research
- WIL Research Portal: <https://wilresearch.uwaterloo.ca>
- Seminars – sharing research done at Waterloo and elsewhere
- Monthly Newsletter – connecting educators/practitioners with published research



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# Questions to Consider

- Based on what you've heard today, what ideas do you have?
- How might you get started with SoTL?
- Is there something that you are doing in your classroom/program/department that you might begin to collect data on?



# Coming up

- Communities of Practice
- Waterloo ExL Institute – February 2019
- Teaching & Learning Conference – May 2, 2019.

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