Plan for a SoTL Project

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| **Research Question**  What are you curious about?  What would you like to know about strategies that might hinder and/or help students to learn, in your course?  Do you want to know if an activity, assignment, or teaching strategy “works?”  Do you have a question about how to help your students learn a particular skill?  Is HyFlex an effective method of delivery for students when courses are designed with intentionality and multi delivery modalities in mind? |
| **Identify challenge/outcome related to learning that is related to your question.**  Describe the learning in a way that suggests how you might *measure* it using either qualitative or quantitative methods.  **Challenges:**   1. Are students mature enough/ready to choose a methodology by which they can actually learn the course content? 2. Is the faculty development program sufficient PD to shift their delivery to a HyFlex methodology? 3. Is the technology to facilitate the in-class & online components easy for faculty and students to use, appropriate for the context?   **Outcomes:**   1. Determine student and faculty readiness for this type of teaching and learning modality (pedagogical & tech). 2. Establish if student success increases or decreases through this type of modality. 3. Review and evaluate faculty development program to determine if meeting the needs of faculty and contributing to the success of the initiative. |
| **Describe the instructional activity, assignment, or teaching strategy that will promote student learning on the outcome you identified.**  SoTL projects might investigate the impact of a *modification* to an existing strategy or assignment. Describe how the new approach differs from the old approach and why this modification might change student learning on this outcome.  HyFlex is a course design model that presents the components of hybrid learning in a flexible course structure that gives students the option of attending sessions in the classroom, participating online, or doing both. Students can change their mode of attendance weekly or by topic, according to need or preference. ([Northern Illinois University, 2021](https://www.niu.edu/keepteaching/resources/hyflex-course-model.shtml#:~:text=HyFlex%20is%20a%20course%20design,according%20to%20need%20or%20preference)).  As post-secondary student enrolment numbers continue to decline for a number of reasons, institutions are searching for ways to be seen as innovative and offer maximum flexibility with how and when students receive their education. Up until the COVID-19 pandemic in 2020, this flexibility was typically offered in a Hybrid course delivery modality with a blend of in-class and online learning opportunities pre-determined by the instructor. Many institutions are now investigating HyFlex delivery as an option to offer even more flexibility, as it will enable the students to choose whether they attend the campus, participate online synchronously via video conference software or if they participate asynchronously online each week.  The Centre for Teaching and Learning at Georgian College is beginning to form a faculty development plan that will guide faculty through the HyFlex course design process in which assessments, activities and engagement opportunities will be carefully designed to accommodate all three delivery modalities so that regardless of which path a students takes to complete the course, they will meet the learning outcomes. |
| **Describe the evidence that would persuade an external audience that the new or modified teaching strategy improves student learning on the targeted learning outcome.**  Describe the evidence you would need to collect to answer questions about the impact or value of this teaching strategy. How would you convince others that this approach is better than other approaches? What comparisons should you make? Examine students; skill before and after the assignment? Compare students who complete the learning activity to another group of students – what comparisons would be meaningful?   * Do grades increase or decrease in these environments? * student retention numbers up or down? * What are attendance statistics for each delivery modality each week? * How do the students feel? Gather student feedback (readiness survey, preferences, post survey) |
| **How and where would you publish, present, or disseminate this work?**   * Internally within our institution * Society of Teaching and Learning in Higher Education (STLHE), Advancing Learning Conference, other provincial educational conferences * SAGE Journals * Online Learning Consortium * International Journal of Education Research * IRRODL: international Review of Research in Open and Distributed Learning |
| **Ethical Considerations**  This SoTL Research plan will need to consider the ethical implications associated with surveying students and faculty. Survey questions will be developed for faculty and students at both the pre- and post- stages of the research project to determine readiness and outcomes. An internal Ethics Review Board application will be sought once the plan has been further developed to ensure the research will not infringe upon participants ethical rights. |

Adapted from: C. J. Stanny, E. M. El-Sheikh, & H-M. Chung (2009) ***Getting Started with a SoTL Project*** Center for University Teaching, Learning, and Assessment <http://uwf.edu/cutla/>