Plan for a SoTL Project

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| **Research Question**  What are you curious about?   * Triple jump assessments (Do they test what they need to? Are they the best way to test a students’ knowledge of how to interact with a client? Is there a way to scaffold these?)   What would you like to know about strategies that might hinder and/or help students to learn, in your course?   * How do you best prepare a student for a triple jump assessment? (i.e., if students are failing this assessment, how to we prepare them better to encounter it?)   Do you want to know if an activity, assignment, or teaching strategy “works?”   * Triple jump   Do you have a question about how to help your students learn a particular skill? |
| **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.   * Challenge: effectiveness of triple jump assessments / teaching required in order to help students do well on triple jump assessments * Outcome: students passing the triple jump assessment (class); students able to prepare for a client interaction (practice) * Measuring outcomes: Do students pass the triple jump? Do students do progressively better throughout the course to then do well on the triple jump? Do students feel confident preparing for a client interaction before the triple jump? After? * Quantitative: % of students that pass the triple jump exam; range, average, and median grades on the exam * Potentially qualitative: asking students about their experience completing the exam – could be a pre-post survey to see how their confidence has changed/improved for researching and hypothesizing about client files |
| **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.  Traditionally, the triple jump assessment has included getting a case and orally creating hypotheses (step 1), a chance to confirm your direction of inquiry with the instructor (step 2), and a final oral and written summary (step 3). This course occurs in term 2 of 4 for the students. We are considering modifying the assessment to be strictly oral, as the area that the students seem to be struggling most is with the written review of the case that must be submitted after step 3. At this point, the goal is to test the student’s ability to orally explain the situation, and to test the student’s ability to work on his/her/their own to come to these ideas, as most of their work has been in groups. They do an additional triple jump in Term 3, so making the Term 2 assessment oral-only and the Term 3 assessment oral and written will allow an opportunity for scaffolding the assessment and provide more opportunity for success in both terms. |
| **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?   * Grades and pass percentages of the assessment – especially as this assessment is a practical one and is meant to mimic what the students would need to do with a client file in practice, the grades on the assessment are a good indicator that the students are able to practically apply the information that they received/retrieved * Potentially evidence to answer qualitative information re: student experience in the assessment and whether they feel it prepared them for practice (i.e. asking whether they feel more confident, less confident, or same as previous about their ability to research and hypothesize around a client case file when they receive it) * Another piece that would be important to consider would be the quality of student responses given during the assessment – whether they fit what is expected for a student at this level? Does it meet learning expectations and outcomes? If we are seeing students meet criteria at or above the level of the learning expectations, that may be convincing evidence that this is a strategy that is working (in combination with the teaching provided in class). * Comparisons can be made to previous iterations of this assessment, where some students were failing the assessment, and thereby the course (as they need to pass the assessment to pass the course); comparisons can additionally be made to the course work where they have to do the same type of work, except in groups, not individually; additional comparisons can be made to their fieldwork on placement, as this is similar to what they would be expected to do in practice. * I would love to be able to track students’ self-confidence with the skill throughout this course, and see how the triple jump plays into that as well – specifically, how do they feel about the prospect of forming hypotheses and doing research based on a client’s file in order to prepare themselves for what an appointment might bring. * This class could be compared with previous cohorts of students, with the Term 1 students (who do not complete a triple jump at all), and/or with the Term 3 students who complete a full triple jump to see differences in the above criteria. |
| **How and where would you publish, present, or disseminate this work?**  I would first and foremost present these findings to my faculty group in the program to see what the implications might be for us as a teaching group. It may also be applicable to other areas of the college. I would start small with this, and if we were able to consistently implement it for a few cohorts, we would look at moving further. |

Adapted from: C. J. Stanny, E. M. El-Sheikh, & H-M. Chung (2009) ***Getting Started with a SoTL Project***

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