

Plan for a SoTL Project

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Research Question

What are you curious about?

- Fully Online Learning & Course Development

What would you like to know about strategies that might hinder and/or help students to learn, in your course?

- What are the best learning strategies, tools, approaches for building/developing the best fully online course that will keep students engaged, meet the learning outcomes.

Do you want to know if an activity, assignment, or teaching strategy “works?”

- Absolutely, in a fully online course this is extremely important.

Do you have a question about how to help your students learn a particular skill?

- Yes, how the course is delivered, graded assessments are given to assess if the students are learning the needed skills are extremely important.

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.

- Observing online engagement, participation, and attendance, asking questions (discussions), graded assessments, course evaluations are done at the ending of the semester, the questions provide feedback on the course and the overall experience.

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.

Within an online environment there are many different instructional activity, assignment, or teaching strategy that will promote student learning. Depending on the style of the course, whether it be a delivered synchronously or asynchronously will depend on this as well.

- Asynchronous: weekly module setup that follow the learning plan, recorded video's, quizzes/test that provide instant feedback, discussion boards, blogs, wikis, assignments/case studies, journals, group work. Include resources and references in all online material. Online help material / orientation to digital learning and provides useful information on all digital learning tools. Be available for questions, maybe hold virtual office hours once a week.
- Synchronous: Online attendance, online discussions, group work, video's, TEAMS meetings, guest speakers, visual presentations, online presentations / modules setup based on meeting material that students can download. Include resources and references in all online material.

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?

- Through both quantitative and qualitative data collection would be used to review and compare. Interaction within the course is a great sign on success whether it be asynchronous or synchronous. This can be done via course participation within online discussions / discussion boards. Group work with self and peer evaluations can give clear evidence. Student satisfaction, course evaluations, student overall success (final grade) would all need to be taken into consideration when looking at the evidence to convince others.

How and where would you publish, present, or disseminate this work?

There would be many ways you could publish your findings internally within the College:

- Conferences
- Department meetings
- workshops

- one on ones
- online resources

Ethical Considerations:

- With Fully Online Learning & Course Development there are many different aspect that you have to keep in mind:
 - Material Accessibility
 - Credibility of material
 - Instructor/faculty engagement
 - Student engagement
 - Cheating/Dishonesty
 - Plagiarism
 - Privacy concerns/identity and confidentiality

Reflection:

When starting this exercise I will admit I was a little apprehensive of this module. When I read through the material it seemed overwhelming. As I worked through the activities, it became clearer on the reasoning for the steps/ key components and why they are needed. When given the template SoTL Research Plan template, it made me really focus on the key components of Scholarship of Teaching and Learning. It mapped out a path on improving course design by research, identifying, developing/designing, reflecting/sharing. I was more concentrated/focused on the design/development/tools to improve the learning environment we provide the students, rather than the actual course content, as I am not the content expert when dealing with online courses. This module really made me sit back and look at all aspects of course design and development and ways to advance a deeper understanding of all aspects of online courses.



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/>

<https://bank.ecampusontario.ca/response/plan-for-a-sotl-project/>.