Plan for a SoTL Project

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| **Research Question**  What are you curious about?  I am interested in further learning about how the peer feedback of my students can better support their learning.  What would you like to know about strategies that might hinder and/or help students to learn, in your course?  I have noted from past peer review submissions that the quality of student feedback is inconsistent and that friendships impact the grading of peers. I value peer review as it provides an opportunity for reflection and if done well can support the personal learning of students receiving the feedback.  Do you want to know if an activity, assignment, or teaching strategy “works?”  When completing a group project, a peer assessment of group members is required. The peer review is worth 5 percent of the assignment grade.  Do you have a question about how to help your students learn a particular skill?  I am questioning the value of the peer assessment or how to make the peer feedback c more valuable for both the creator and the peer receiving the feedback. |
| **Identify a challenge/outcome related to learning that is related to your question.**  In the Recreation and Leisure field group work is required in much of the work. Peer review could be a valuable learning tool. I just don't feel that the current peer review practice is meeting my desired learning for the students.  **Describe the learning in a way that suggests how you might *measure* it using either qualitative or quantitative methods.**  A qualitative research method could support my learning. I could use a class as a case study and interview students who have completed the peer feedback portion of an assignment (some do not complete it as it is only worth five percent of the assignment). |
| **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.  The new approach for peer reviews would be modified based on the feedback provided by students. The changes would be based on the themed responses of students. |
| **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, skills before and after the assignment. Compare students who complete the learning activity to another group of students – what comparisons would be meaningful?  I would need to take the suggestions from the students and implement them into a future peer assessment (So I should start with first years). I would then reinterview the students to gain insight into the impacts of the changes. |
| **How and where would you publish, present, or disseminate this work?**  I could ask to share my finding within Conestoga College through teaching and learning. If my REB application was successful. I would work towards publishing my findings to be shared with other institutions at a conference or networking event.  I could create a PowerPoint video or online video after completing a paper on my finding with the intent of the paper being published. These sources can be easily shared with other teaching professionals. |
| **Ethical Concerns**  My main concern is around my role as an instructor facilitating research with my own students. I would assume that there would be a power dyspareunic due to this relationship. The potential impact of the faculty completing research on students could be unethical; would students feel obligated to participate? In addition to the power difference, I would need to navigate the time needed to complete the research (of myself and students) to ensure that the time does not impact class time.  Maybe the questions could be provided by students or using an online survey?  With the use of an online questionnaire, I would be concerned with how data is kept secure.  In addition, there will always be reason to believe that students responses will have biases, based on their experiences. I would need to take this into consideration well developing the questions; I should also be aware of the potential for biases well reviewing responses.  I would also suggest that as the researcher I have preconceived ideas about the peer review of students. I would need to be aware of this well reviewing the responses and theming the responses. I would need to ensure that I do not exclude any findings based on personal biases. |

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

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