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?"

I am intrigued by a novel addition to my class curriculum this year—the student group presentation assignment. This task requires students to not only convey their chosen concept or topic effectively but also to incorporate two interactive activities aimed at engaging the audience, which comprises fellow students in the classroom. This strategic approach seeks to augment the learning experience by fostering active participation and deeper comprehension of the subject matter. I am curious if this assignment format effectively facilitate learning for the students in this audience.

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

I have crafted a survey using Microsoft Forms to collect comprehensive feedback from students, focusing specifically on the design of the assessment. The survey encompasses multiple-choice questions and allows for short answers, aiming to gather both quantitative and qualitative insights into the students' experiences. This feedback will be instrumental in

refining and making informed modifications to enhance the future implementation of this assignment in the course next year.

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.

In prior years, student group presentations on course-related topics were met with apparent disinterest and multitasking among the audience. To address this, I have revamped the expectations for this year's group presentations, now requiring students to incorporate two interactive activities per presentation. The primary objective is to captivate the audience and elevate the overall learning experience by actively engaging them in the presented concepts. This modification reflects my commitment to enhancing student learning through innovative adjustments to the assignment structure.

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?

Utilizing Microsoft Forms, I am systematically gathering valuable feedback from students regarding the assignment format and their experience as audience members. Subsequently, I plan to meticulously review this feedback, identifying recurring themes and insights. With this comprehensive understanding, I aim to refine and enhance the assignment for the upcoming year, ensuring a continual evolution in its design that positively impacts the learning experience for my students. This iterative process reflects my commitment to adapting and improving instructional methods based on insightful feedback from the student body.

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

I would disseminate the survey results to the current students, emphasizing the tangible impact of their valuable input on the assignment's evolution. This feedback loop fosters a sense of collaboration and underscores the significance of their contributions. Additionally, I could share these findings with my colleagues during faculty meetings. Furthermore, there is potential to present the insights and adaptations at the College's annual learning conference, contributing to a broader conversation on effective teaching methodologies and enhancing the overall educational experience.