Plan for a SoTL Project

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| https://pixabay.com/photos/dreams-motivation-notes-notebook-3405257/  **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?  I am eager to explore the factors that motivate students to actively participate in class activities. Recognizing the crucial role of student engagement in the learning process, I plan to conduct a research into the motivations that drive students to contribute, ask questions, and collaborate during class sessions. The goal is to identify effective strategies that foster student engagement in class and ultimately improve the overall educational experience. |
| **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.  By employing a mix of qualitative and quantitative research methods, I plan to gather data on student perceptions, attitudes, and experiences related to class participation.  The challenge is to understand the impact of student motivation on learning outcomes, specifically in the context of class activities. |
| **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.  1- Reflection on outcome  2- Qualitative and quantitative assessment methods.  Qualitatively: group discussions with students can provide in-depth insights into their motivations, perceptions, and the impact of class activities on their engagement.  Quantitatively: participation rates such as frequency of questions asked, Tracking academic performance. |
| **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?  Collection of baseline data on students' motivation and engagement levels before implementing the modified teaching strategy. After the implementation, I can do more surveys to assess any noticeable changes. This could include questions about motivation, and overall satisfaction with their learning experience.  + Conducting classroom observations data to measure the level of student participation, collaboration, and overall engagement during the new teaching strategy. The results can be compared to standard values. |
| **How and where would you publish, present, or disseminate this work?**  The findings can be shared with my institution's teaching and learning community through workshops, seminars, or brown bag sessions.  Many universities have teaching and learning centers that serve as hubs for educational research and innovation. The results can be disseminated through workshops, webinars, or publications in their newsletters.  + Utilizing journals, online platforms and professional associations related to my discipline. |
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**SoTL Reflection:**

At the beginning, clearing my mind was a struggle, but with each step into SoTL, clarity emerged.

Exploring student motivation in class participation is a meaningful journey. Recognizing its impact on learning outcomes, I aim to identify effective strategies through a mix of qualitative and quantitative methods. The challenge lies in connecting motivation to tangible outcomes in class activities.

Combining qualitative insights from group discussions with quantitative measures like participation rates and self-assessment offers a comprehensive evaluation. Baseline data collection and classroom observations enhance the validity of the assessment.

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

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