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?”  Do you have a question about how to help your students learn a particular skill?  **How can we help faculty/subject matter experts/content experts develop asynchronous material when they are coming to us with no 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.  A method that would be within scope, budget and time is to tackle this question at the start of the project with a tool or methodology that would help the faculty/subject matter expert/content expert be in the mindset of writing content for asynchronous learners.  I can use tools to help faculty brainstorm and map their course with reminders that they should consider the end user, their student’s perspective. Perhaps starting with the Empathy Map would enable us to gain insight into the process from their perspective before making any judgments or considerations. |
| **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.  I would need to be aware of the amount of extra work required by the subject matter expert to ensure we are not overwhelmed by the work. Writing content requires time, so we need to be careful about asking for extra commitments as this may be out of scope and budget.  Faculty/SME/content experts should go through the modules however they should review the module considering their student’s perspective versus as a facilitator. |
| **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? The evidence would be through subject matter expert and facilitator surveys or focus groups. We would examine their responses, key words, skills or knowledge they believe would be helpful at the start of the project.  We’d have to do this for all projects in a given year to ensure we have captured a good sample of data.  The hope is that this evidence and data will help inform our process going forward with development projects. It may even shed light on how to work with faculty within specific disciplines. |
| **How and where would you publish, present, or disseminate this work?** I’d present this to my team for their feedback as well as to engage with my research so that together we can further improve our process.  **Dissemination Strategy for Reflecting Your SoTL Project:** Share via presentations at conferences and share these resources with the conference host to post. Another option is to write articles for blogs and forums related to education. |

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

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