Plan for a SoTL Project

by replace with your name, institution

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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?  Students miss out by not attending class and my last 2 sessions teaching, attendance has been an issue. Many teachers are finding that unless students gets marked for attending class then the majority will choose not to attend class. This takes significantly away from learning as well as making a fun and interactive learning environment.  For example, take a karate student. You say, kick as high as you can. They kick. Now you say, ok, now kick higher. They kick higher. How you hold a target up higher and say now kick this and I will give you a candy bar. Bang they kick the target. Now comes the lesson. Student, why did you not kick that high the first time I asked. Why do I need to give you a reward for you to do your best. Why do you not drive yourself to be the best? Why does someone have to reward you for you to do your best?  How can I make students want to come to class? How can I make them see value in coming to class? How can I make students see learning as the reward? |
| **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.  Measurement.   - How many people attend class.   - How many different people engage in class when they are there.  - Student survey. |
| **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 project idea would take 4 or 5 weeks of course and try different techniques to see what works or does not work in getting students to attend class. But not the first few classes as normally students come to these class. Like weeks 5, 6, 7,8 9 or 10  Week 5 – attendance taken (control)  Week 6 – do something completely not in the text book (challenge the idea that students don’t come because they can get all the course material from text – they can read it and still pass)  Week 7 – in class group assignment (do they respond better if they have to do something in the class)  Week 8 - they are the teacher – they have to present or teach something (do they respond well to having to present; will this make them more prepared if they have to actively do something in the class … upfront expectation)  Week – 9 – fun lesson (prepare a fun interactive lesson…. Let them know the week before – see if they know they are not walking into something boring or same ol same ol motivates them).  EDIT:  Week 1 – Engagement students in a discussion on what would motivate them to come to class. Then perhaps edit the weeks plan above with some of those ideas. This discussion should take about why they don’t attend class. What barriers they might have>  Week 11 / 12 – Last class – Have another group discussion on how did it got. Solicited feed back both in class and via a survey / questionnaire. What did they like. What did they not like. Etc.. |
| **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?  Taking attendance each class. Post class survey of what students though – they assess their level of engagement, what they liked / disliked. |
| **How and where would you publish, present, or disseminate this work?** Share within business department, fellow accounting teachers, members of my EEP class. |

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

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