Plan for a SoTL Project

By Carolyn Nesbitt-Larking, St. Lawrence College

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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?  One of the things I always remind my students is that once you have learned something, no one can ever take that away from you, and how powerful it is. Some students get it, and some really don’t see the connection between learning anything, not just in my class, but from anywhere. They do not see they have total control over this one aspect of their life. I’m curious why students have slowly become passive learners in this way. |
| **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.   - the type of authentic material they can produce.  - Engagement in class discussions – leading seminar type classes. |
| **Describe the instructional activity, assignment, or teaching strategy that will promote student learning on the outcome you identified.**  Find ways to collect data quantitatively and qualitatively. For example. It will also be important to collect this data qualitatively through potential assessment design and reflections. I think it will be important for students to reflect in a personal space rather than always in front of their peers. Also, have various low-bar activities that do not have grades attached to get student’s out of the mindset that all work has a grade attached to it. |
| **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?  Weekly journal prompts that student’s can engage with independently, and privately to work out their thoughts, then take that same prompt and have students engage in class being able to bring up some of their personal ideas they explored previously. One thing that would be stressed, in all situations, is to provide some kind of ‘proof’ or examples. Students tend to fall to ‘in my opinion’ which is okay, but how to take their ideas and add them to the scholarly evidence that already exists. |
| **How and where would you publish, present, or disseminate this work? In departmental and industry modes of communication. Within the campus, looking at how the department shares student work and activity engagement, and more broadly, looking at industry communiques. It would be great to have students reach out to experts in the field and demonstrate how they are engaging with material in the classroom.** |

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

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