
INTEGRATING SOTL INTO YOUR DAILY TEACHING PRACTICE

2ND UTRECHT SOTL CONFERENCE, MARCH 5 2020

RIETROELSEN, UNIVERSITY OF SOUTHERN DENMARK - RIET@SDU.DK

"Pedagogical
amnesia"
(Shulman, 1999)



PLAN FOR THIS MORNING



PROBLEM (1-3)



DESIGN (4-5)



DATA (6)



EVALUATION (7)

Utrecht Roadmap for Teaching Innovation and Scholarship

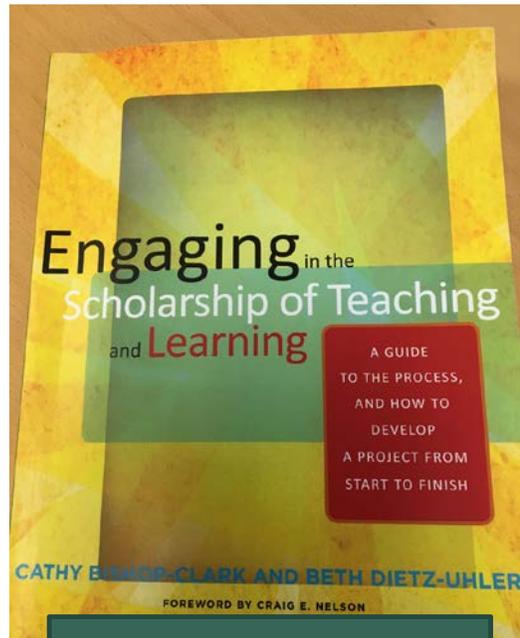


- ▶ Grounded in context (e.g. relevant theory, practice-based literature)
- ▶ Inquiry focused on student learning
 - ▶ Methodologically sound
- ▶ Preferably with students as partners
 - ▶ Appropriately public

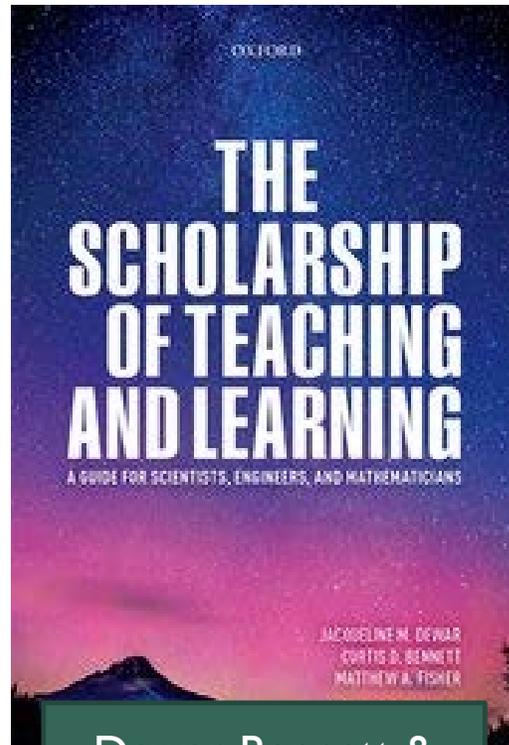
FUNDAMENTAL PRINCIPLES

(Based on Felten, 2013)

LEARN MORE ON SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)



Bishop-Clark & Dietz-Uhler (2012)



Dewar, Bennett & Fischer (2018)

”All teachers want their students to learn. Most will attempt to make some adjustments to their teaching if their students do not learn. Afterwards, they will have a gut feeling about whether the result was better. But the key to improving teaching and learning is to determine if the changes did make a measurable difference.”

(Dewar, Bennett & Fischer, 2018, p.5)

Students do not complete the formative assessment

Alex require students to complete five e-postings about their practical work



Alex compares this cohort's final results with results from previous years

Alex includes questions about e-postings in his post-course evaluation survey

The data gives Alex some confidence that the intervention could make a difference for the learners.

EXAMPLE

From Alkema 2011

What is a teaching problem to you – what are you curious about?

WHAT IS SOTL (NOT)?

In SoTL you view a teaching problem as an invitation to a scholarly investigation



Scholarly teaching

Teaching informed by research on methods and how students learn



The Scholarship of Teaching and Learning

”Making it transparent how learning has been made possible”

Discipline based educational research



Not Education Research

Educational research is conducted by educational researchers

EXAMPLES OF TEACHING PROBLEMS

Presage

- What students and teacher bring in to the teaching situation

Proces

- Factors in the teaching situation

Product

- Learning acquired by students and teacher

What does "active learning" mean to my students – and to me?

How can I make group work work in large classes?

How did my students improve in terms of independence through their bachelor projects?

FORMULATION OF PROBLEMS, CONT.

- What works?
 - Method/assignment/approach is effective?
- What is?
 - Doing/thinking/feeling of students?
- What could be?
 - A vision of the possible

Does reading quizzes
make students read the
text?

What do students
think is the purpose
of lab classes?

What happens if I let
students co-create the
curriculum on icon cities
with me ?

(Hutchings 2000)

CATEGORIZING YOUR TEACHING PROBLEM



- What works?
 - Method/assignment/approach is effective?
- What is?
 - Doing/thinking/feeling of students?
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 - A vision of the possible

Presage

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EXAMPLE

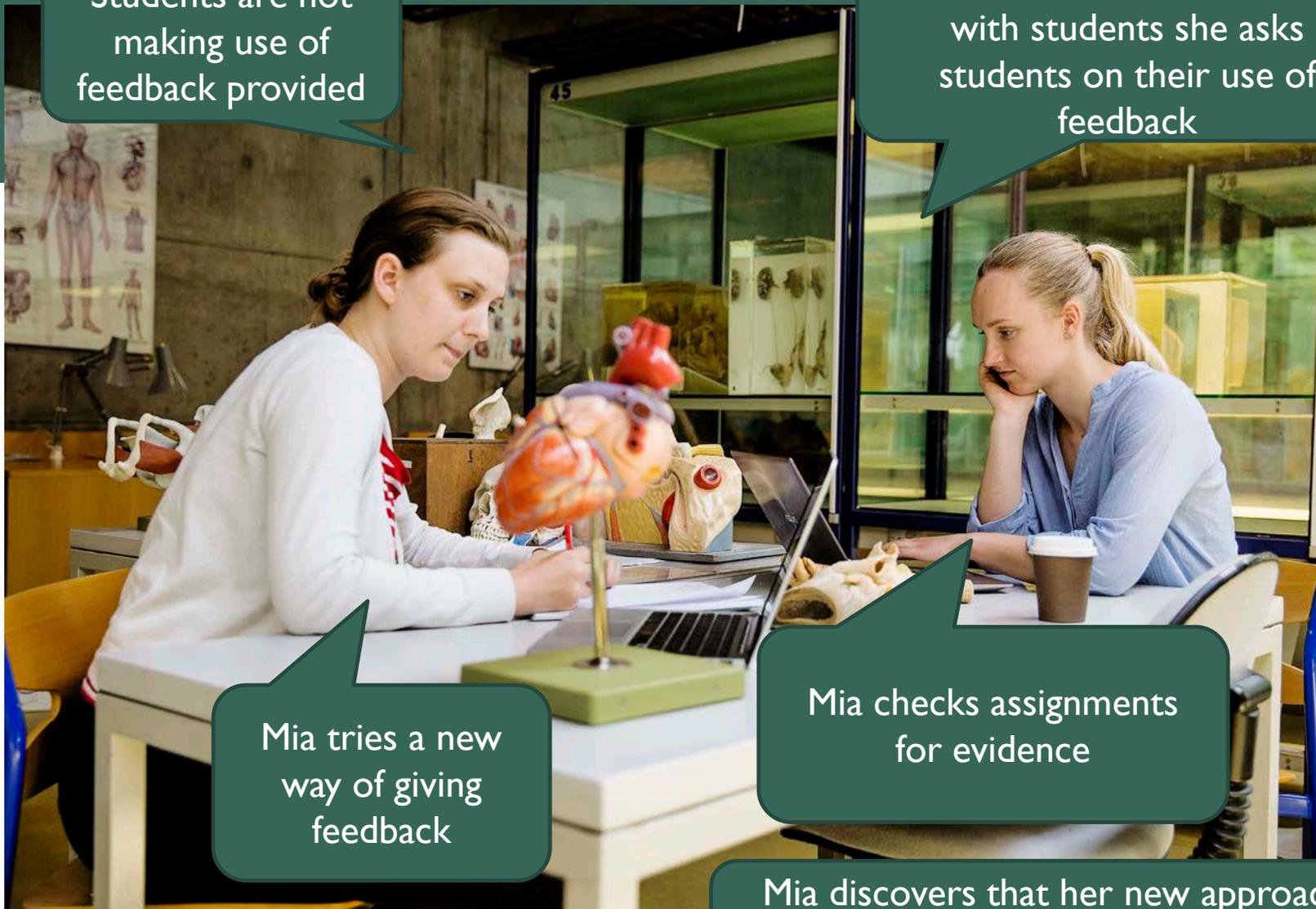
Students are not making use of feedback provided

In a formal feedback session with students she asks students on their use of feedback

Mia tries a new way of giving feedback

Mia checks assignments for evidence

Mia discovers that her new approach makes little difference and realises that she needs to rethink



DESIGNING A SOTL PROJECT

Databases; ERIC, PsychINFO,
EBSCO

<https://sotlannotations.com/>

- Grounding

- What is already known/tried out/thought of?
 - To find out if others have asked the same question, how they answered that, what they found and how your investigation will complement theirs
- What is feasible - in terms of time, students, resources?
 - Challenge in lack of control group: work with other kinds of baseline data

- Designing

- Intervention
- Data collection

Read more in
Dewar, Bennett & Fisher
(2018). *The Scholarship of
Teaching and Learning*, p. 39-45

COLLECTING DATA

Possible questions	Possible data sources and collection tools
Who are my students?	Central database: enrolment data Questionnaire
How do I know that the specific practices I am using are working, e.g., how do I know that my students are actively engaged and motivated and learning?	Questionnaire Observation (self, peer, supervisor) Critical Incident analysis Peer/supervisor review Open class discussion Student-led review
What do my students think about my teaching practices?	Questionnaire Student-led review In-class conversation Student experience survey
How satisfied are my students with the experience they have had in my course?	Student experience survey Interviews with individuals, focus groups, or key informants

DATA COLLECTION METHODS

- Observation
 - Of specific behaviour (on/offline – oral/written)
 - Consider: who is doing the observation and when?
- Focus group interview
 - Open-ended questions on experiences, views, reactions
 - Consider: who to invite, which questions to ask, how long and how to document the results
- Case study
 - In-depth description of few informants
 - Consider: what case to select and why?
- Survey
 - Use existing, validated questionnaires, like Course Experience Questionnaire (CEQ), or from literature
 - Consider: questions and response options are aligned with project aim

CEQ: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.623.6651&rep=rep1&type=pdf>

Find the scales in page 16-18

SELF EVALUATION AS DATA



Reflection writing

(write all you can in 10 minutes – don't bother to check grammar or finished sentences)



Record yourself

(use your phone and dictate impressions/reflections to your self)



Visualise

(draw a sketch, take a photo or find a picture that shows important features of your reflections)



...

EXAMPLE

FROM ALKEMA 2011

Students are having problems with structuring their writing

Asks for oral feedback on the frame and compares students' work with previous work

Decides to use a writing frame to help students

Shares frame, feedback and comparative data at team meeting

Collectively the team use this evidence to inform the use of writing frames



01

Which variables (concepts, issues, contexts) are included in your problem?

02

By which data collection tool will you measure each variable?

03

When, where and how will you collect your data?

SCAFFOLDING YOUR DESIGN DECISIONS

Reflect individually on these questions and share with colleagues

EVALUATING (WRAPPING UP AND LOOKING AHEAD)

Arrange for a brown bag meeting with colleagues

Write an article in an international journal (e.g. Teaching and Learning Inquiry)

Write notes to yourself

Submit a poster to the Utrecht SOTL conference next year

