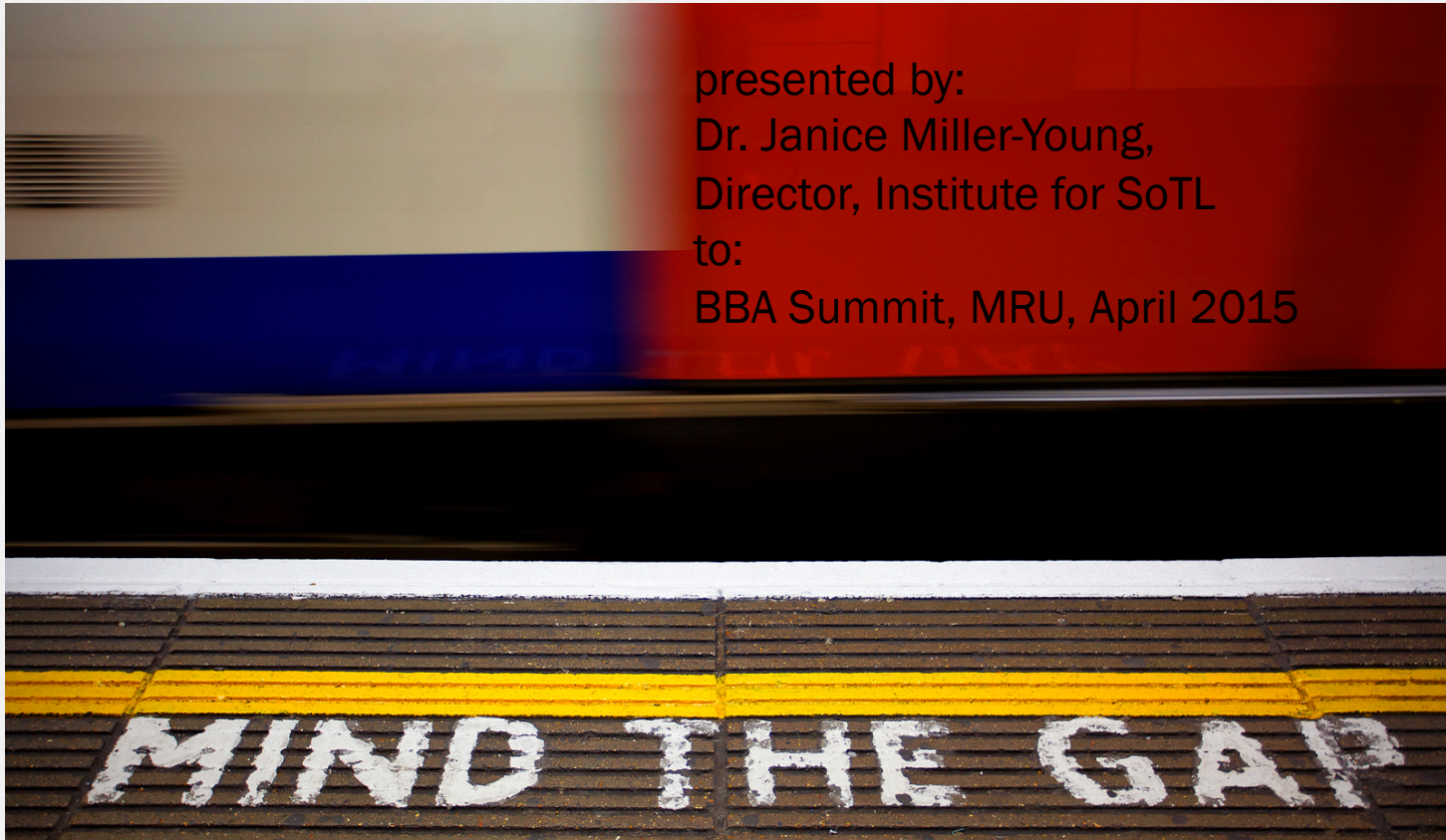# Scholarship of Teaching and Learning – Minding the Gap

presented by:
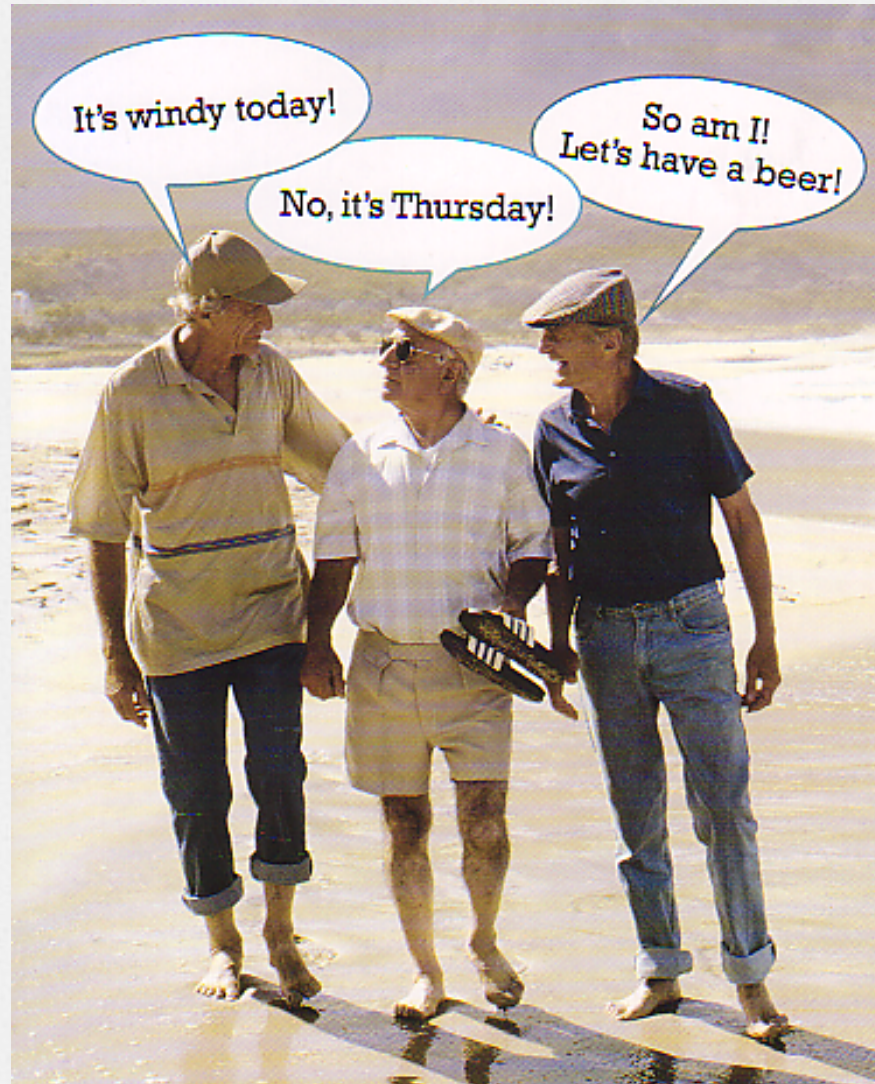Dr. Janice Miller-Young,
Director, Institute for SoTL
to:
BBA Summit, MRU, April 2015
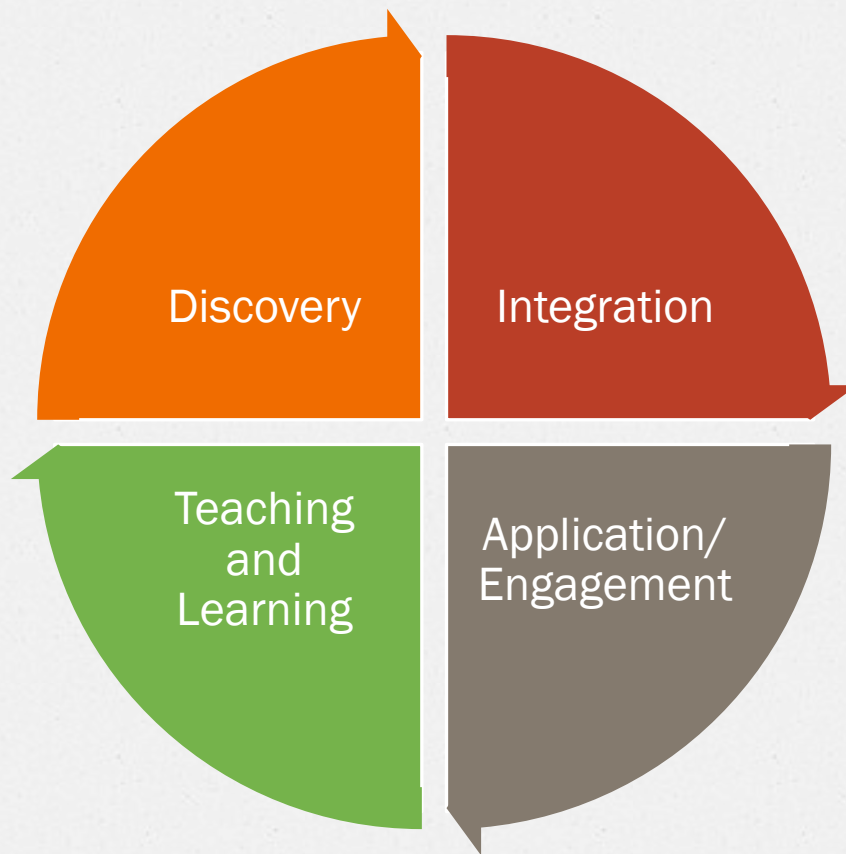
Outline

O What is SoTL?

O Why would I bother?

O How do I get started?

Boyer's (1990) Model of Scholarship

Four Separate Yet Overlapping Functions

Characteristics of Scholarship:

- Disciplinary expertise
- Peer review
- Public dissemination
- Advance knowledge

Diagram quadrants: Discovery, Integration, Teaching and Learning, Application/Engagement

What is 'Research'?

O Research is an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation.

- TCPS2

Back to 'What is SoTL'?

Discovery

Integration

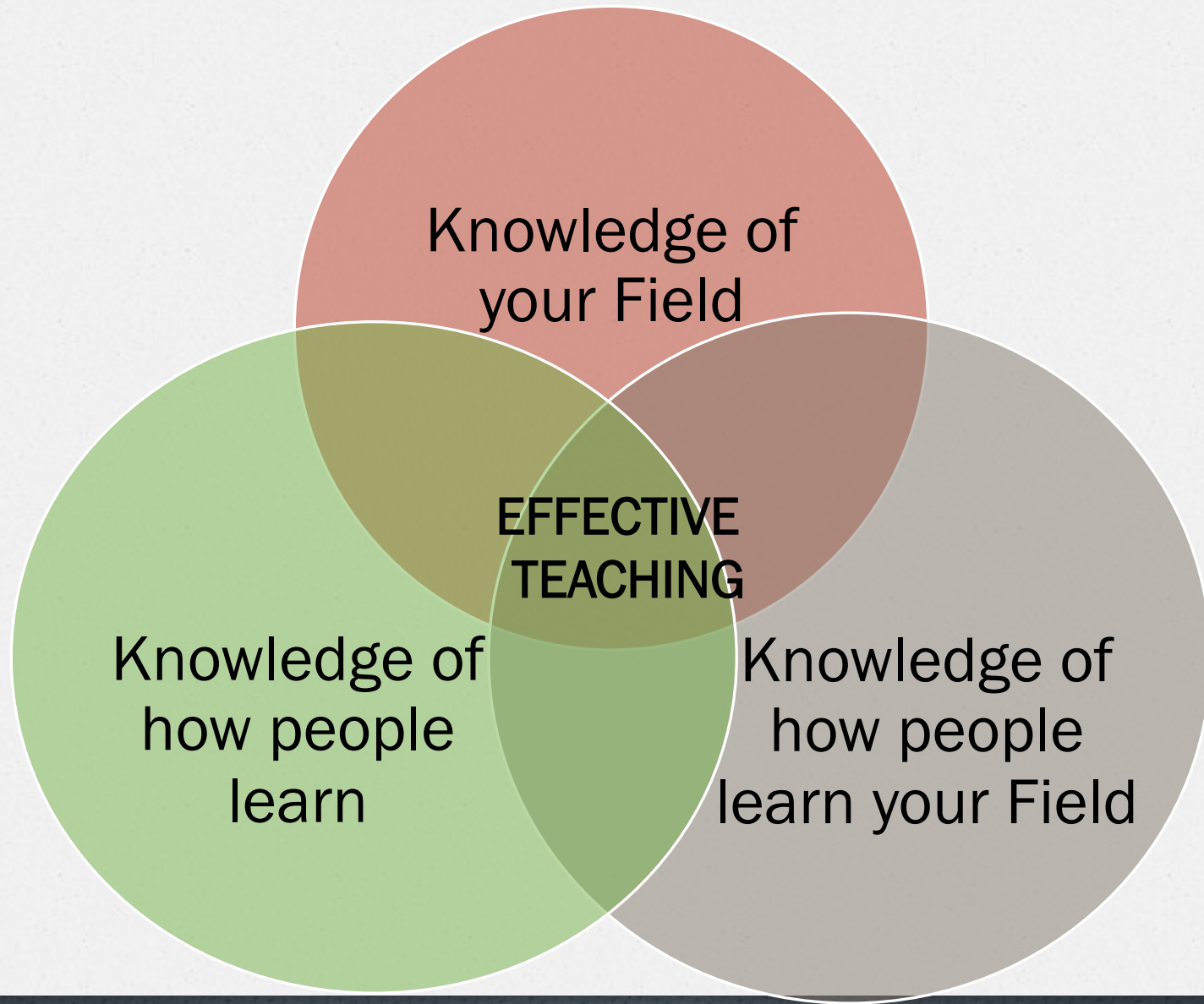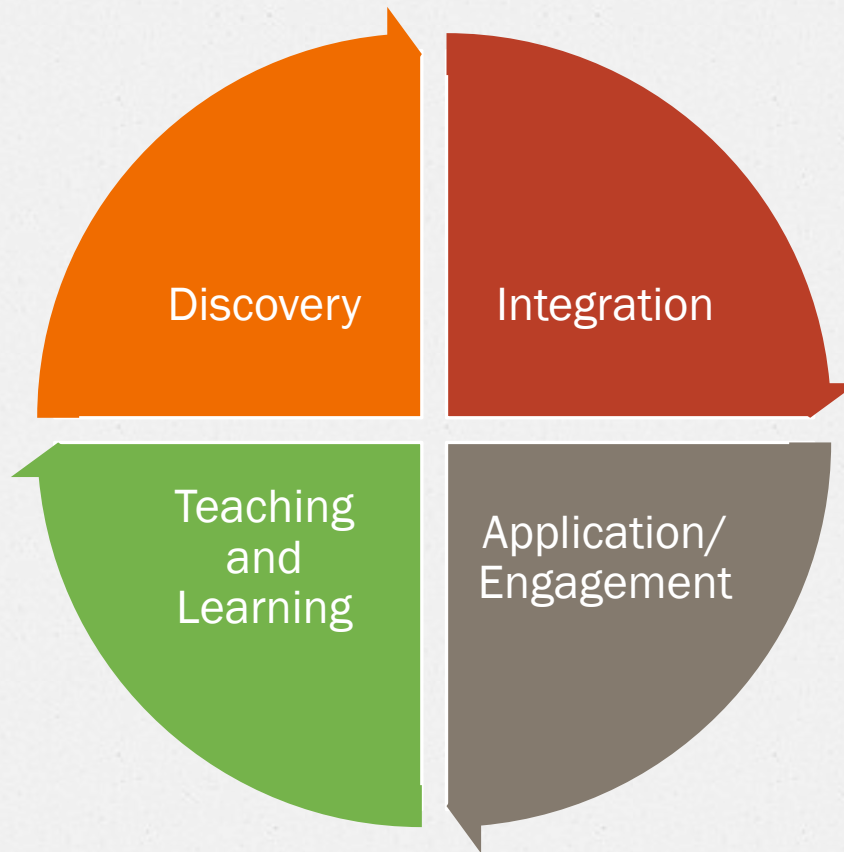Teaching and Learning

Application/ Engagement

Four Separate Yet Overlapping Functions

Characteristics of Scholarship:

O Disciplinary expertise

O Peer review

O Public dissemination

O Advance knowledge

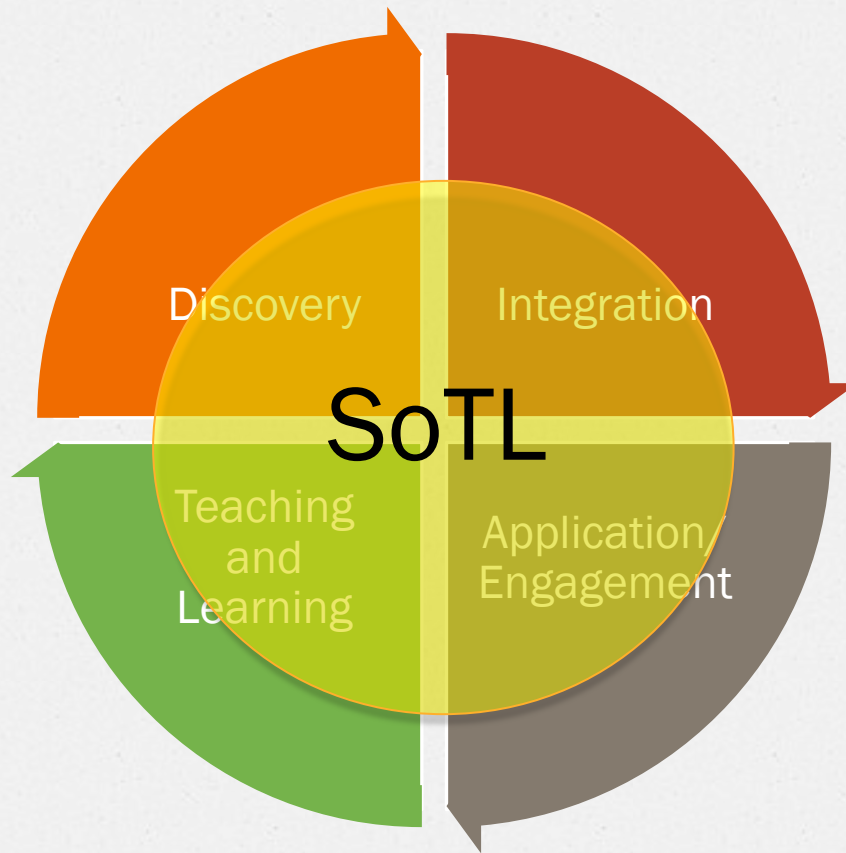# Back to 'What is SoTL'?

Four Separate Yet Overlapping Functions

Characteristics of Scholarship:

O Disciplinary expertise

O Peer review

O Public dissemination

O Advance knowledge

Taxonomy of SoTL Questions

O What is (happening)?

O What works?

O Visions of the possible

O Formulation of new conceptual/theoretical frameworks

Hutchings, 2000

Principles of Good Practice

O Focused on student learning

O Grounded in context

O Methodologically sound

O Conducted in partnership with students

O Appropriately public

Felten, 2013

SoTL Research at MRU

O Focused on student learning, grounded in context, methodologically sound, publicly disseminated

O Inclusive and unified by its potential to have impact in the classroom and to contribute to the production of knowledge

O *Diverse in discipline, theory, methodology and method*

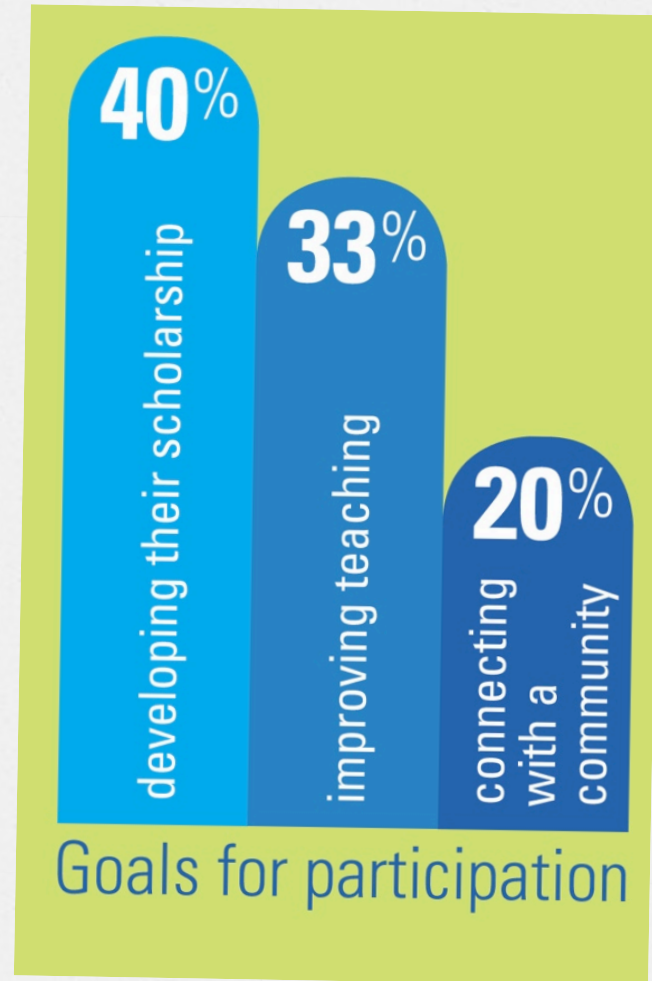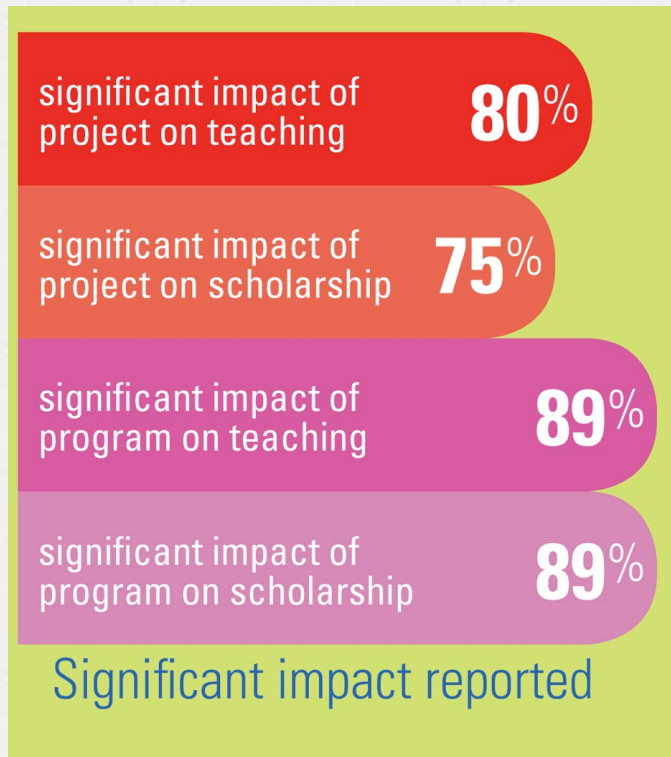# Why would I bother?

Nexen Scholars at MRU:

most frequently
reported goals

40% developing their scholarship

33% improving teaching

20% connecting with a community

Goals for participation

Survey (N = 22)
Miller-Young et al., in press

Impact

significant impact of project on teaching **80**%

significant impact of project on scholarship **75**%

significant impact of program on teaching **89**%

significant impact of program on scholarship **89**%

Significant impact reported

Survey (N = 22)
Miller-Young et al., in press

O example quote:

O "I have a much better understanding of my students now. I know what concepts they struggle with, and how their attitude is affecting their study habits. And I can help them work through those challenges."

Surprise!

O *"I didn't even think of it impacting my teaching and so I was quite surprised when it did. Especially since it made me re-examine a lot of my different assumptions around my discipline and around my students, and it challenged some of my deficit narratives [about what students can't do]. . . and it started me focusing more on what they were doing, rather than just my assumptions about what they could or couldn't do."*

Qualitative Interviews N = 18
Yeo et al., under review

Surprise!

O surprise that doing SoTL changed teaching

O surprises about students

O surprise about SoTL and the research process

O surprise about communities and disciplines

Qualitative Interviews N = 18
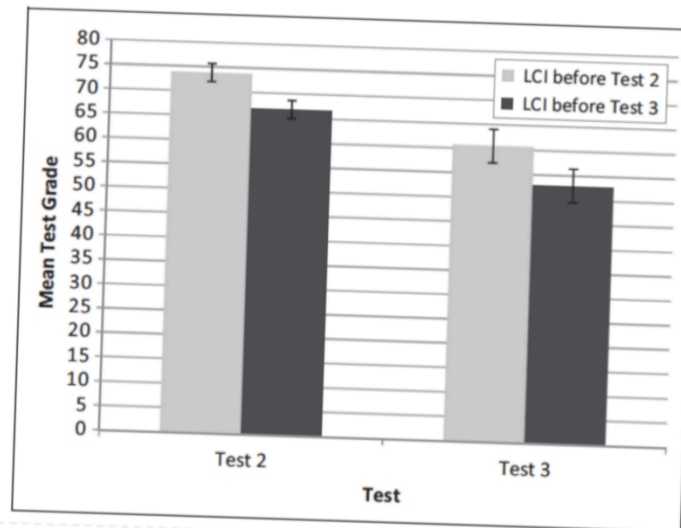Yeo et al., under review

How do I get started?

- Read!
- Find a community
- Determine: what do you want to know (first)?
- Find exemplar studies

Just checking in:
The effect of an office hour meeting and learning reflection in an introductory statistics course
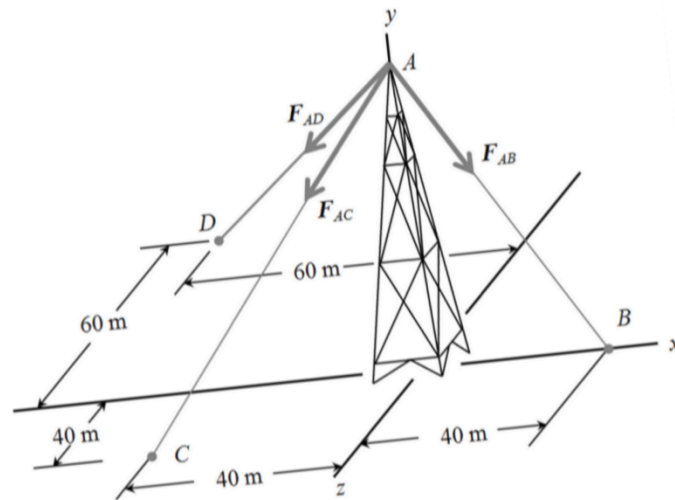
A McGrath (2014)

Calculations and Expectations: How engineering students describe three-dimensional forces

J Miller-Young (2013)

The Canadian Journal for the Scholarship of Teaching and Learning, 4(1)

Reading Value:
Student Choice in Reading Strategies

K Manarin (2012)

"Well, I didn't know about the strategies until you told me about them. I'm sure I probably knew that I did some of those things sometimes when reading, but I didn't know about them until you told me. So in the beginning it was extrinsic. But now I use them all the time. I think about them when I'm reading my textbooks. I'm one of the students who will read every single thing I'm supposed to read for all my classes, and I find it easier when I know kind of how to classify what type of reading I'm doing. I find it easier to understand. "

… and last but not least…

- Banff Symposium on SoTL, Nov 12-14 2015
  - Proposal deadline May 4
  - Pre-conference workshops, keynotes and a growing scholarly community to connect with!

connecting with I-SoTL

O www.mtroyal.ca/isotl

O www.blogs.mtroyal.ca/isotl

O facebook

O @I_SoTL

References

O Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate.* Princeton, J.H.: The Carnegie Foundation for the Advancement of Teaching.

O Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada, *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*, December 2014.

O Felten, P. (2013) Principles of Good Practice in SoTL. *Teaching and Learning Inquiry*, *1*(1).

O Hutchings, P. (ed.) (2000). *Opening lines: Approaches to the scholarship of teaching and learning*. Menlo Park, CA: The Carnegie Foundation for the Advancement of Teaching.

O Manarin, K. (2012) Reading value: Student choice in reading strategies. *Pedagogy, 12*(2).

O McGrath, A. (2014) Just checking in: The effect of an office hour meeting and learning reflection in an introductory statistics course. *Teaching of Psychology 41*(1), 83-87.

O Miller-Young, J. (2012) Calculations and expectations: How engineering students describe three-dimensional forces. *Canadian Journal for the Scholarship of Teaching and Learning, 4*(1).

O Miller-Young, J., Yeo, M., Manarin, K., Carey, M., & Zimmer, J. (in press) SoTL[2]: Inquiring into the Impact of Inquiry. *New Directions in Teaching and Learning*.