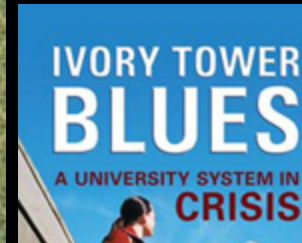


[John Mayer - Waiting On The World To Change - YouTube](#)

# An Editor's Perspective on SoTL



# What's the Problem?



**Howard Schweber**  
Associate Professor of Political Science and  
Law at the University of Wisconsin-Madison  
Posted: November 24, 2008 08:39 PM

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## The Next Crisis: Higher Education

Academia

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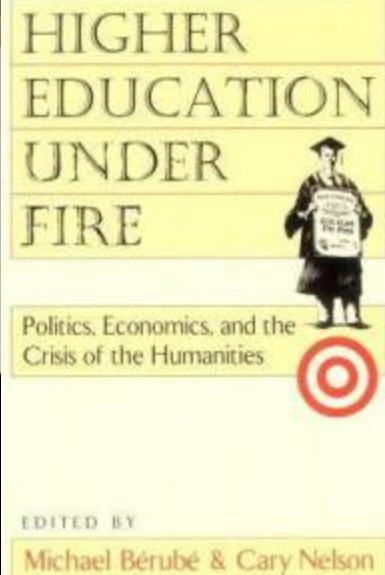
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## The Crisis in Higher Education

by Wayland Hunter

Even America's best colleges are in serious trouble, and it isn't all financial. A report from inside the mess.

Call me Wayland. It's a phony name — the kind of name you use if you want to tell the truth about your profession, without distressing your colleagues.

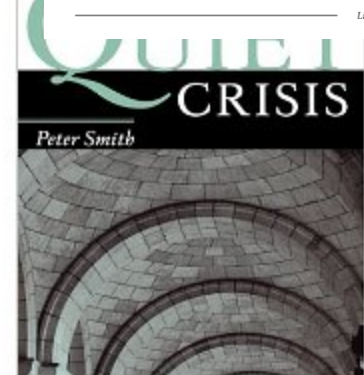
I teach in a very good university, which has treated me very well. I love my job. I like and respect most of my colleagues. Lately, however, I've begun to feel like one of those old ladies in an Edvard Munch — the women who sit on the upper floors of their decaying mansions and watch kindfolk about the doors that is coming upon them.

I can think of more contemporary images, too. Picture the manager of a holiday inn in some rust-belt city, surveying his long, empty hallways and deserted swimming pool, and wondering whatever happened to the good old days.

But let's talk about facts, not images. All across the country, colleges are going broke. Some of the best ones are broke already. In the open university that hasn't instituted a firing freeze, reduced the salaries of its tenured professors, and fired a lot of its untenured staff, the University of California at Berkeley, the flagship of the California system, no longer provides longlines in faculty offices. All employees of the U.C. system have taken at least an 8% pay cut (overseasly temporary). Many elite private colleges made the mistake of investing their endowments in the foolish way in which

many individual Americans were investing their savings during the Bush years. When the housing market crashed in 2008 they suffered as others suffered: they lost 35 to 40% of their money.

As for the state universities, few have maintained anything like the percentage of direct government support they enjoyed even 20 years ago. The University of Michigan and the University of California get only 6 to 8% of their money from their states, and the percentage is going down all the time. Colorado gets even less, and tries to make up for it by attracting enormous numbers of ski-loving, out-of-state students, so where it can charge high rates of tuition. Most research universities are in terms of losing their lifelines — senior scientists who get large grants for their research. These people's salaries are stagnating, or being reduced. The major reason they don't leave their current institutions is that there aren't better colleges to go to — the others are faring just as badly.



# Ernest Boyer



# Academic Drift

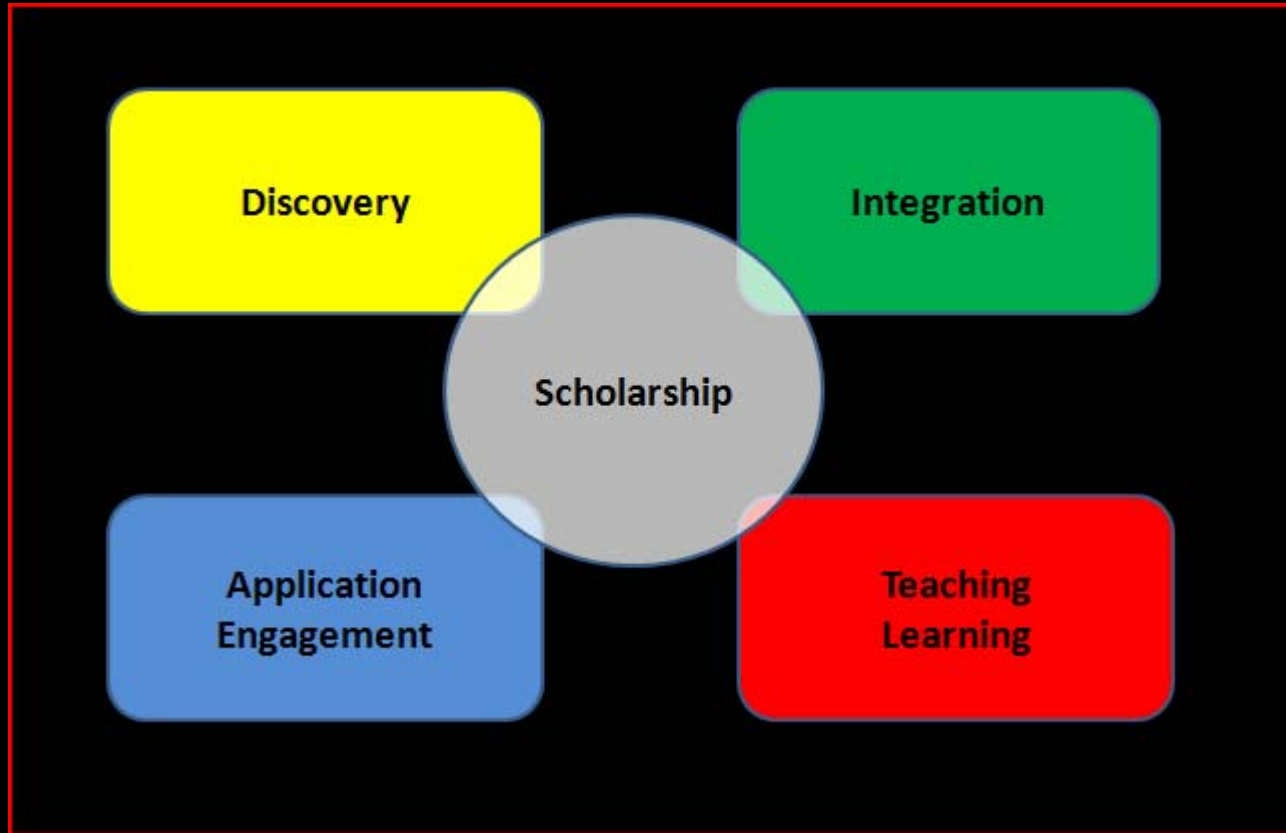


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WHEN PEOPLE ARE FREE TO DO AS THEY PLEASE,  
THEY USUALLY IMITATE EACH OTHER.

[www.despair.com](http://www.despair.com)

# Boyer's Vision



# What is KCC?



# SOTL and Community Colleges

- “Teaching in the trenches”
- Inclusive teaching and learning
- Integrative teaching and learning
- At risk populations
- Efficiencies
- External Funding



# SOTL: What's the Problem?







# What is SoTL?



# CASE 1: Is it SoTL?



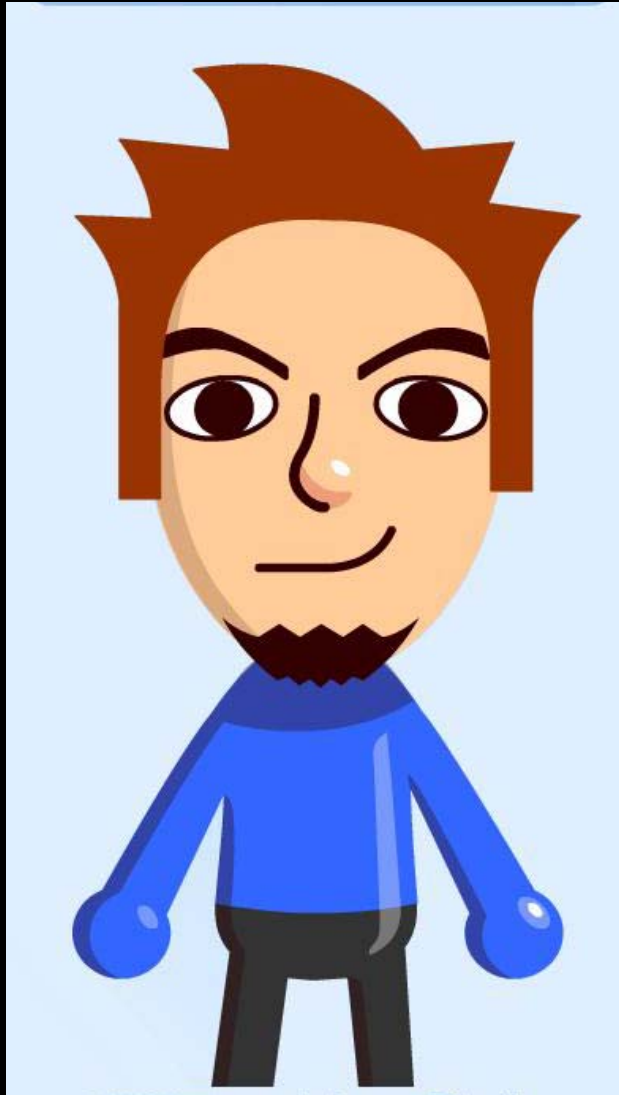
- A bunch of SoTL experts got together and talked about whether or not there was an established definition of SoTL

# Controversy and Consensus

- Exploratory
- Reflective
- Discipline-Based
- Rigorous
- Integrative
- Distinctive
- Collaborative
- Learning Centered
- Paradigmatic
- Assessible
- Educational Research
- Inclusive
- Outcomes-Based
- Iterative
- A Discipline
- Teaching Centered

*SoTL is the systematic study of teaching and learning*

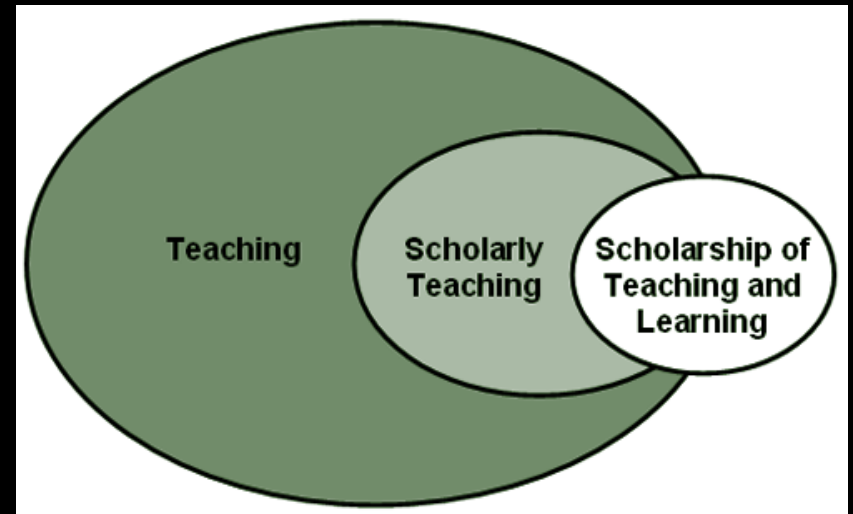
## CASE 2: Is it SOTL?



Bob the Biologist wants students to understand anaerobic cell growth processes. He devises a lab-based experiment in which students brew their own beer that is very popular

# SoTL is...SoTL isn't....

- Good teaching?
- Scholarly Teaching?



Should *YOU* do SOTL?



# Extrinsic





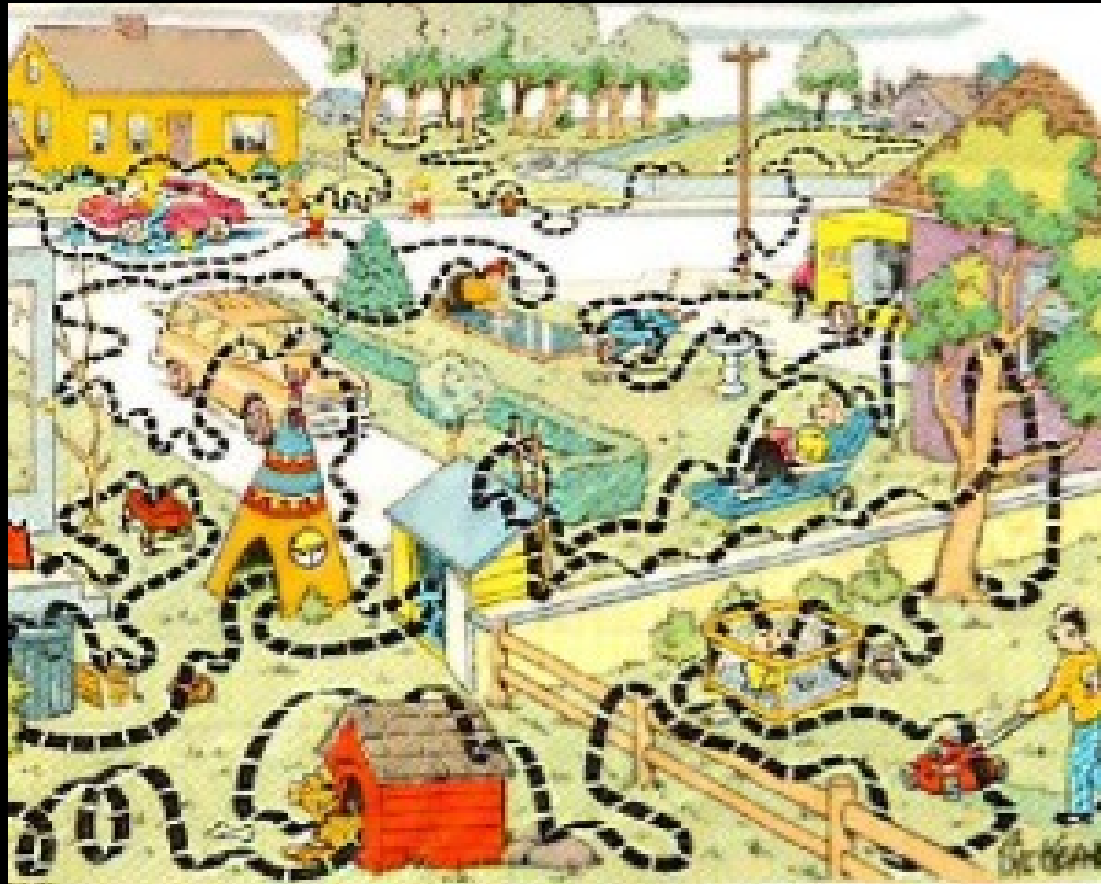
# Intrinsic



# How Do You SOTL?



# The SoTL Journey



# SIX STEPS to SOTL

- Identification of the Problem
- Exploration
- Solution
- Evaluation/Assessment
- Reflection
- Make it Public



# Step 1: Identify the Problem



# CASE 3: Identify the Problem

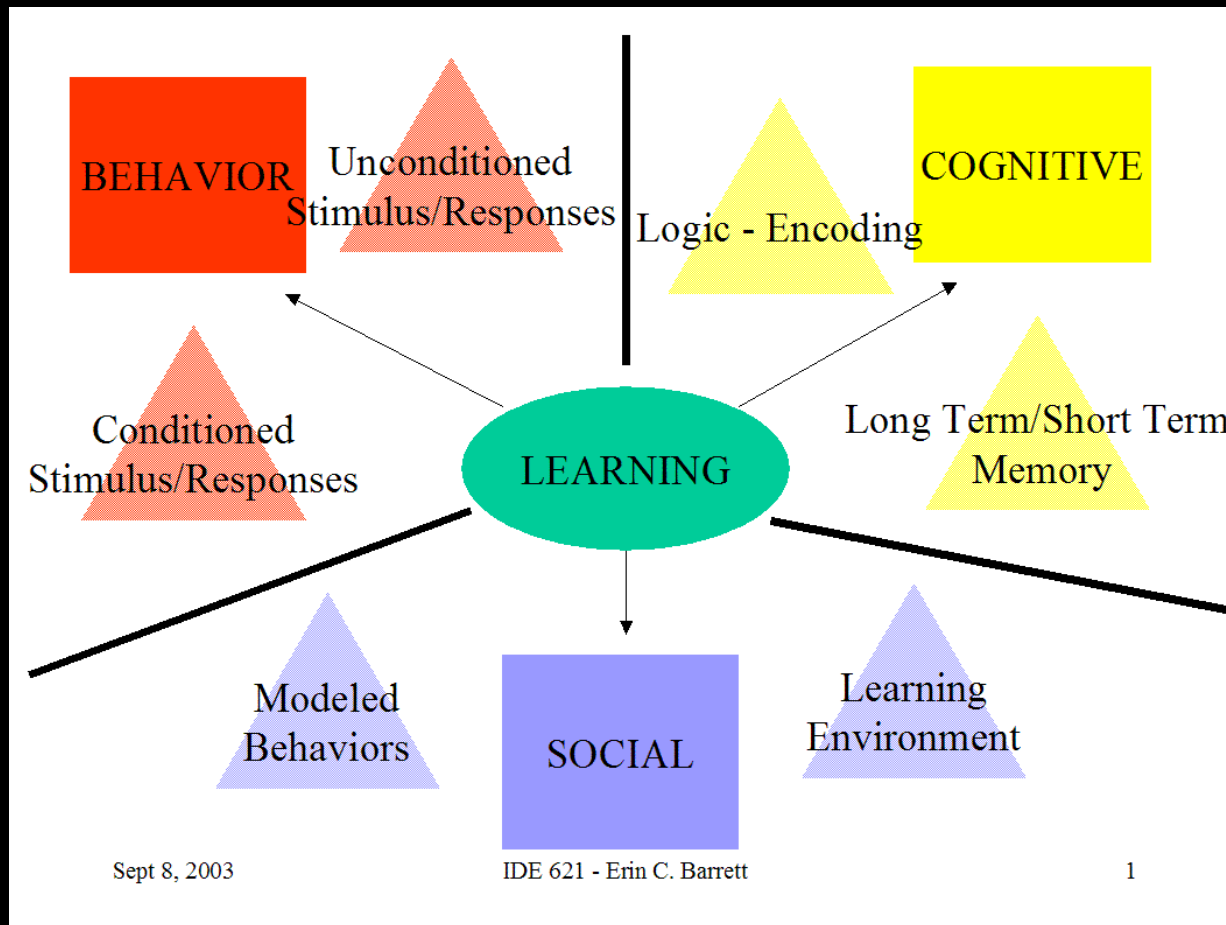


Instructors are complaining that incoming students, particularly those in underrepresented populations, lack advanced literacy skills

# CASE 4: Identify the Problem



# Thread: Social Learning





# Ingredient: Time



# SIX STEPS to SOTL

- Identification of the Problem
- **EXPLORATION**
- Solution
- Evaluation/Assessment
- Reflection
- Make it Public



# STEP 2: Explore



Mr. John LeMaitre

IN THE DRESS HE WORE WHEN HE MET LIVINGSTONE IN AFRICA.  
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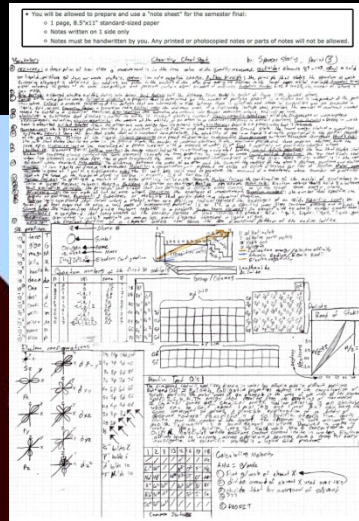
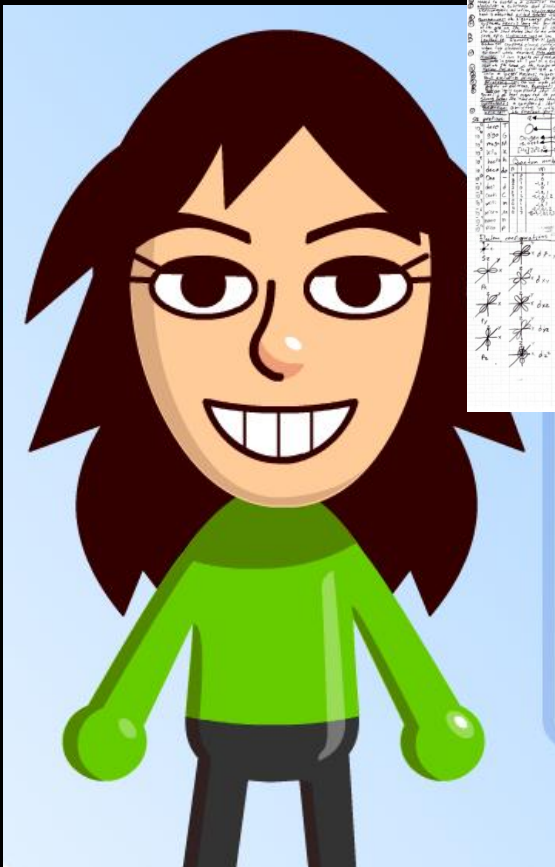
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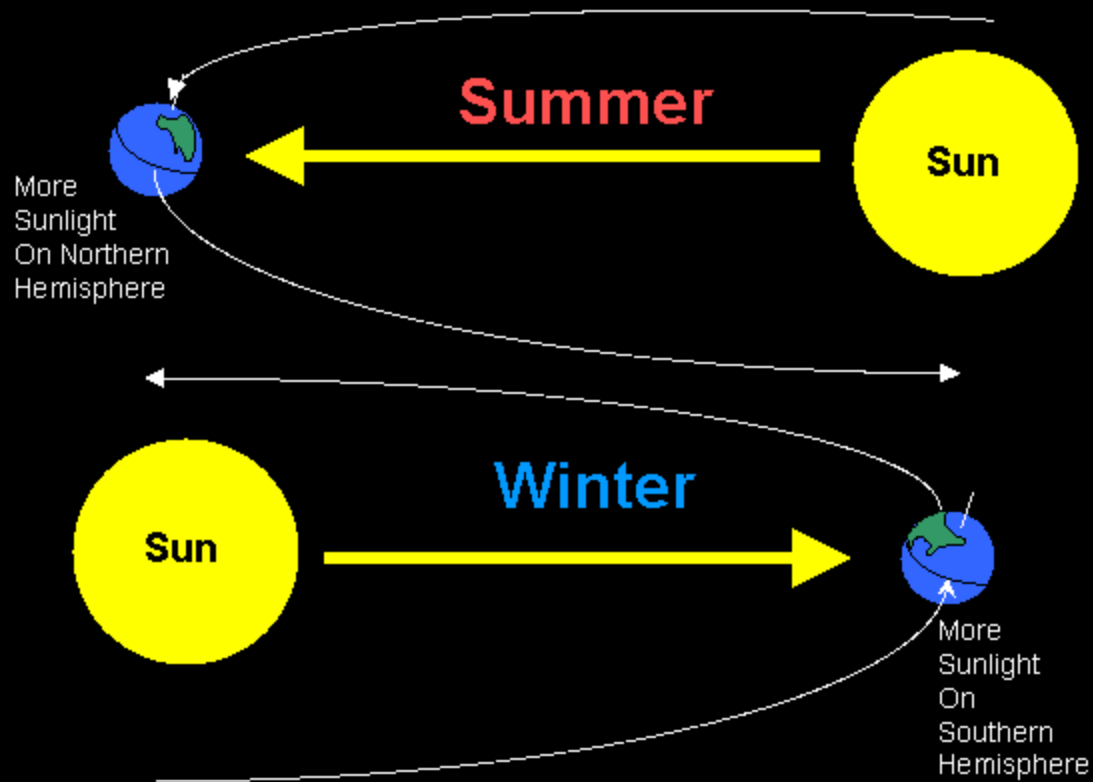


# CASE 5: Exploration

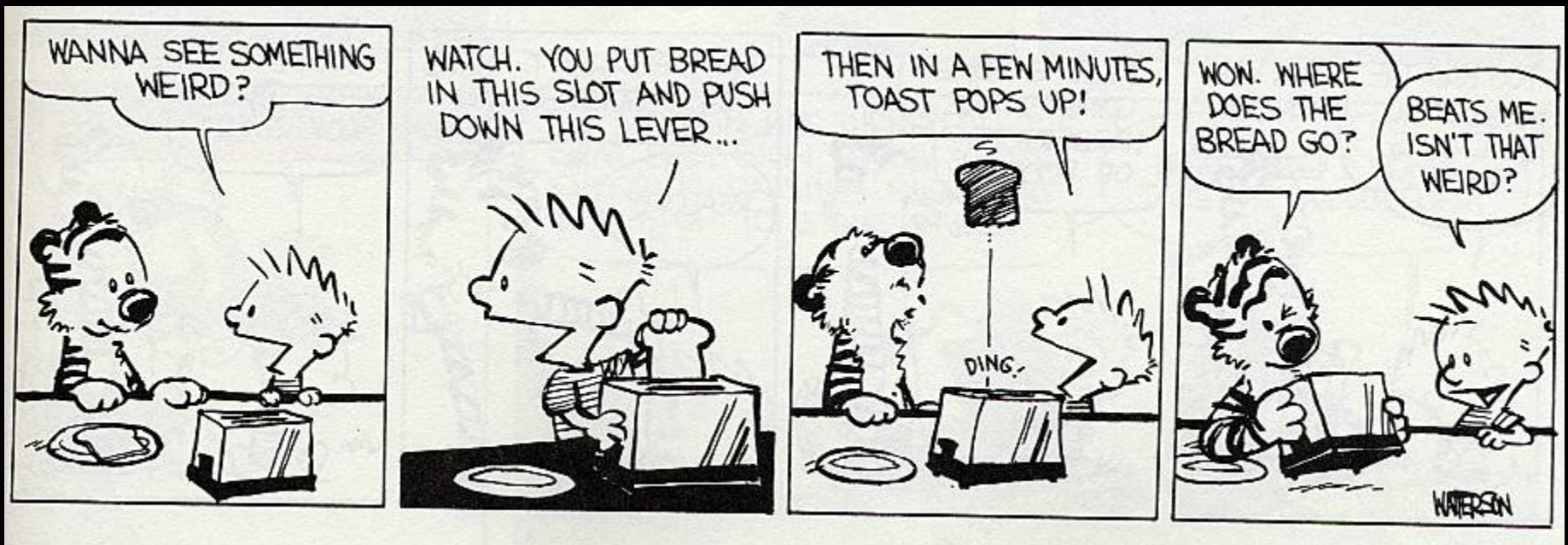


Sue is teaching an English 101 course. She allows students to bring one sheet study guides with them to her tests. Her department says that this gives her students an unfair advantage over others. She wants to test the hypothesis.

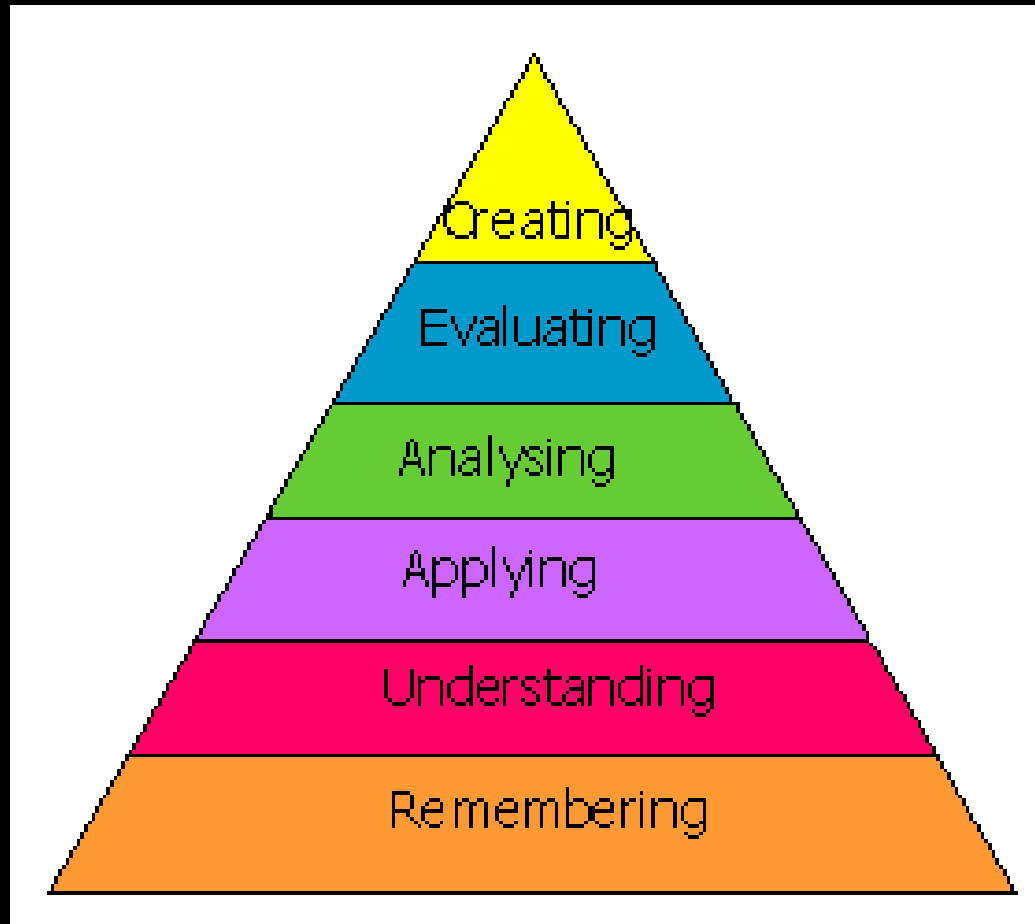
# CASE 6: Exploration



# Thread: Operational Development



# Thread: Higher-Order Thinking





# Ingredient: Collaboration



# SIX STEPS to SOTL

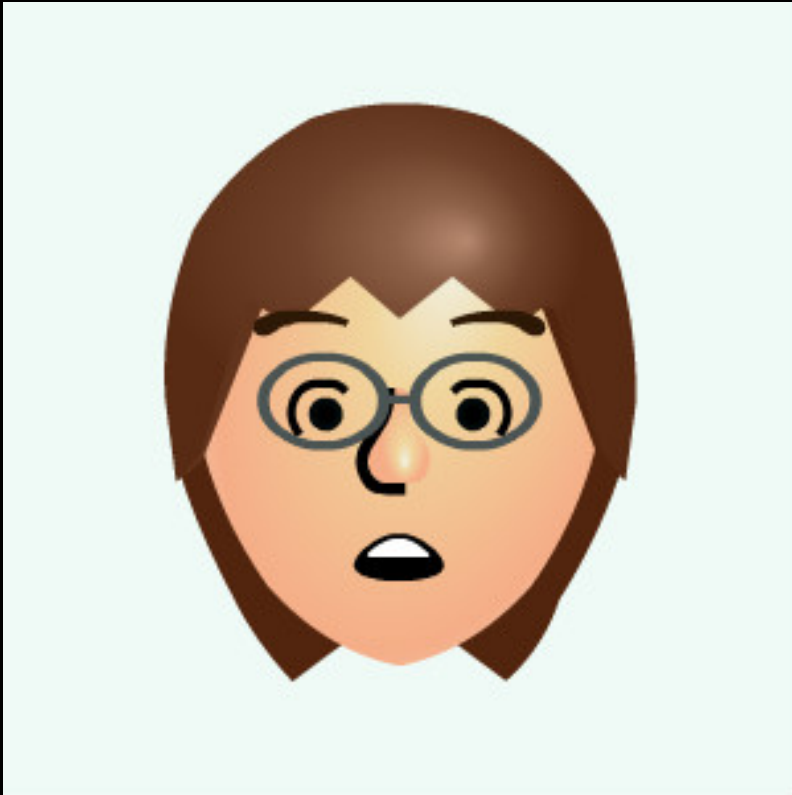
- Identification of the Problem
- Exploration
- **SOLUTION**
- **Evaluation/Assessment**
- Reflection
- Make it Public



# STEP 3 and 4: Solutions/Evaluation



# CASE 7: Solutions



Eve notices that her tutors seem to be uncomfortable practicing methods that they haven't seen performed in a real classroom, so they are resistant to new innovations in the field. She has a class discussion about it and find the answers surprising—her student seem very resistant to innovation.

# Methods and Evidence



Survey  
Says..

# Method/Evidence

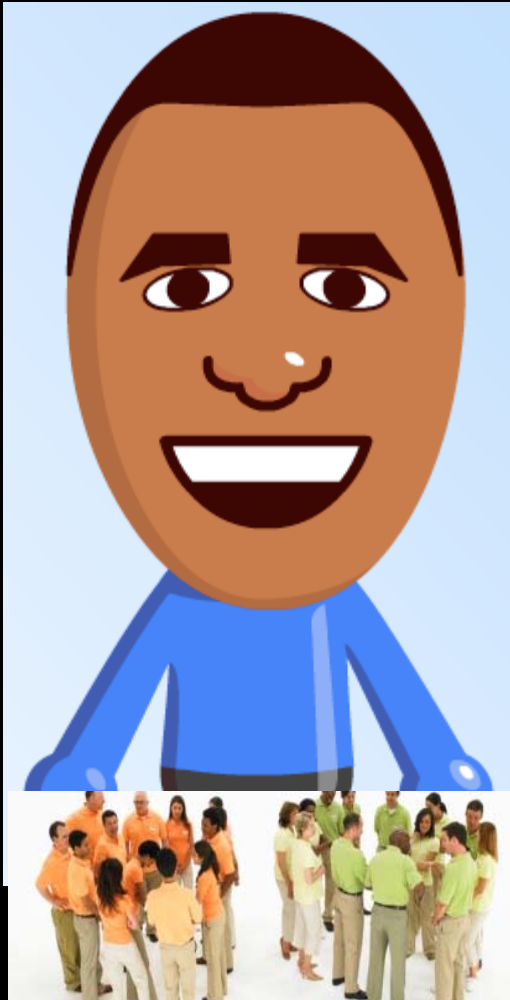
## Learning

- Pre Objective tests
- Pre/Post tests
- Rubrics
- Classroom assignments
- Skills competency
- Student Portfolios
- Audio taping
- Video taping

## Development

- Surveys (attitudes, satisfaction, confidence, expectations, motivation, learning)
- Focus Groups/Interviews
- Observations
- Think Out-Louds
- Screen Captures

# CASE 8: Solutions



Eli, a Spanish instructor, has just discovered an exciting new method for teaching vocabulary using real-life situations. He is teaching two classes of Spanish 101 this Spring.

# Ethics/IRB





# CASE 9: Solutions



Chris redesigns his courses to focus on problem-based learning. The students really hate it, drop his class in droves, and give him poor evaluations at the end of the semester.

# Innovation



# SIX STEPS to SOTL

- Identification of the Problem
- Exploration
- Solution
- Evaluation/Assessment
- **REFLECTION**
- Make it Public



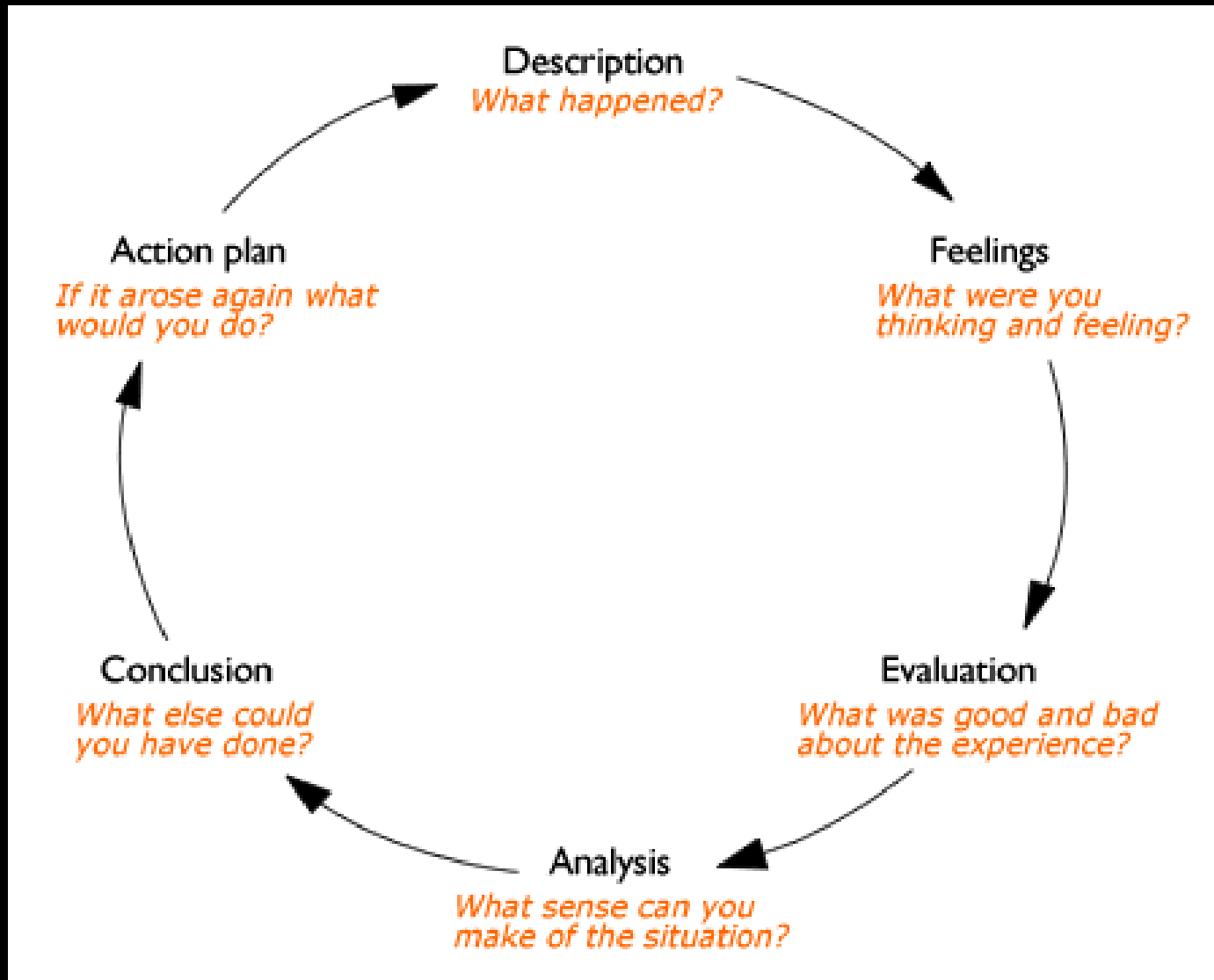
# STEP 5: Reflect



# CASE 10: Reflection



Randy, an English teacher, overhears his students complaining about an assigned text and how they can't believe he likes it.



Gibbs, 1988

# Thread: Metacognition

<p>What is my goal? How motivated am I?</p>  <p>Goal: To get an A on next week's essay exam.</p> <p>Motivation level: High</p>	<p>What do I already know about the topic?</p>  <p>Assess prior knowledge</p>
---	---

<p>How much time will it take me to study?</p>  <p>Estimate time needed: Set priorities Schedule time</p>	<p>What strategies work best for me on essay exams?</p>  <p>Memorization? Outlining? Mnemonics? Diagramming? Self-testing?</p>
--	---

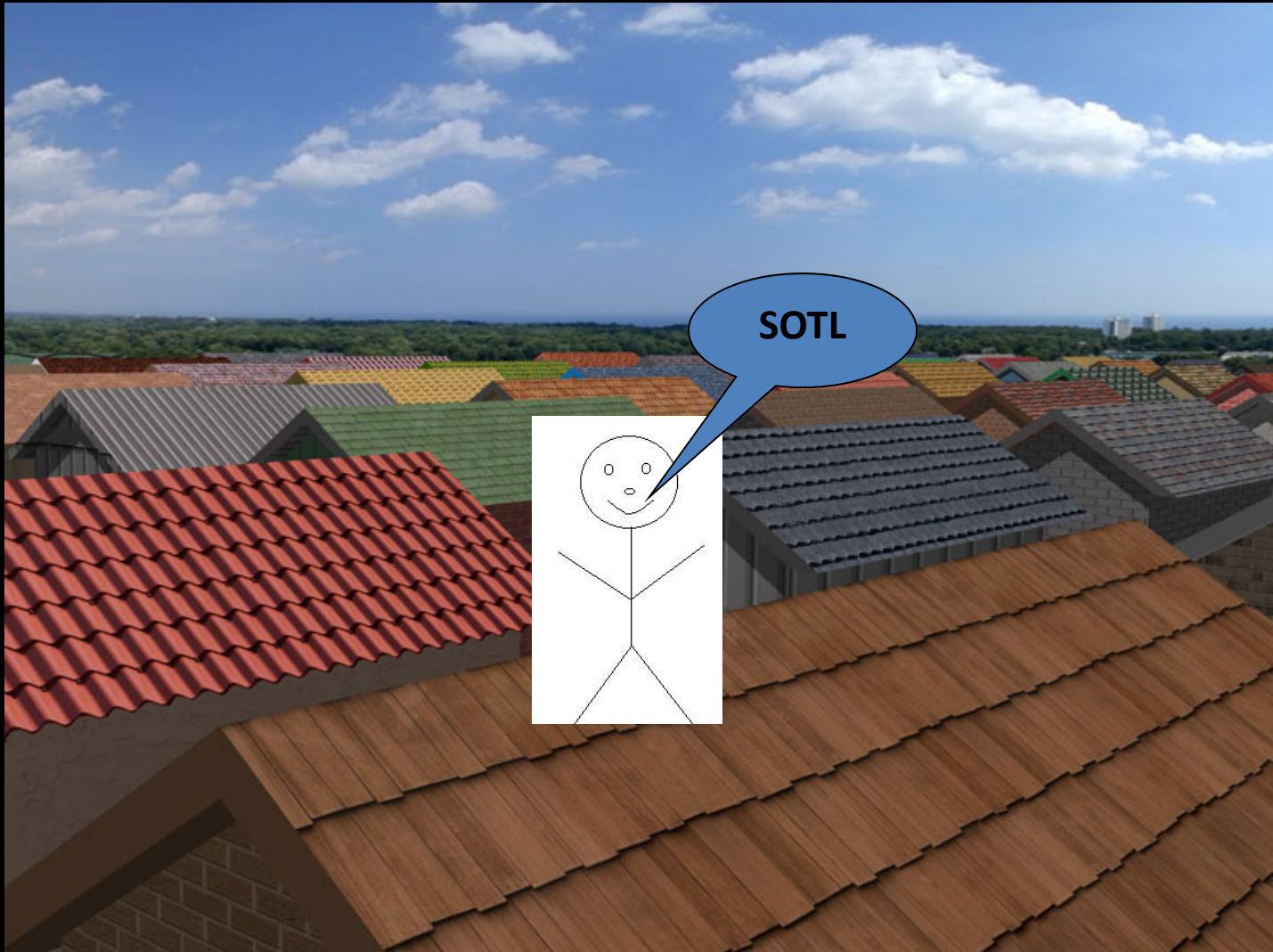
# SIX STEPS to SOTL

- Identification of the Problem
- Exploration
- Solution
- Evaluation/Assessment
- Reflection
- **MAKE IT PUBLIC**





# STAGE 6: Going Public

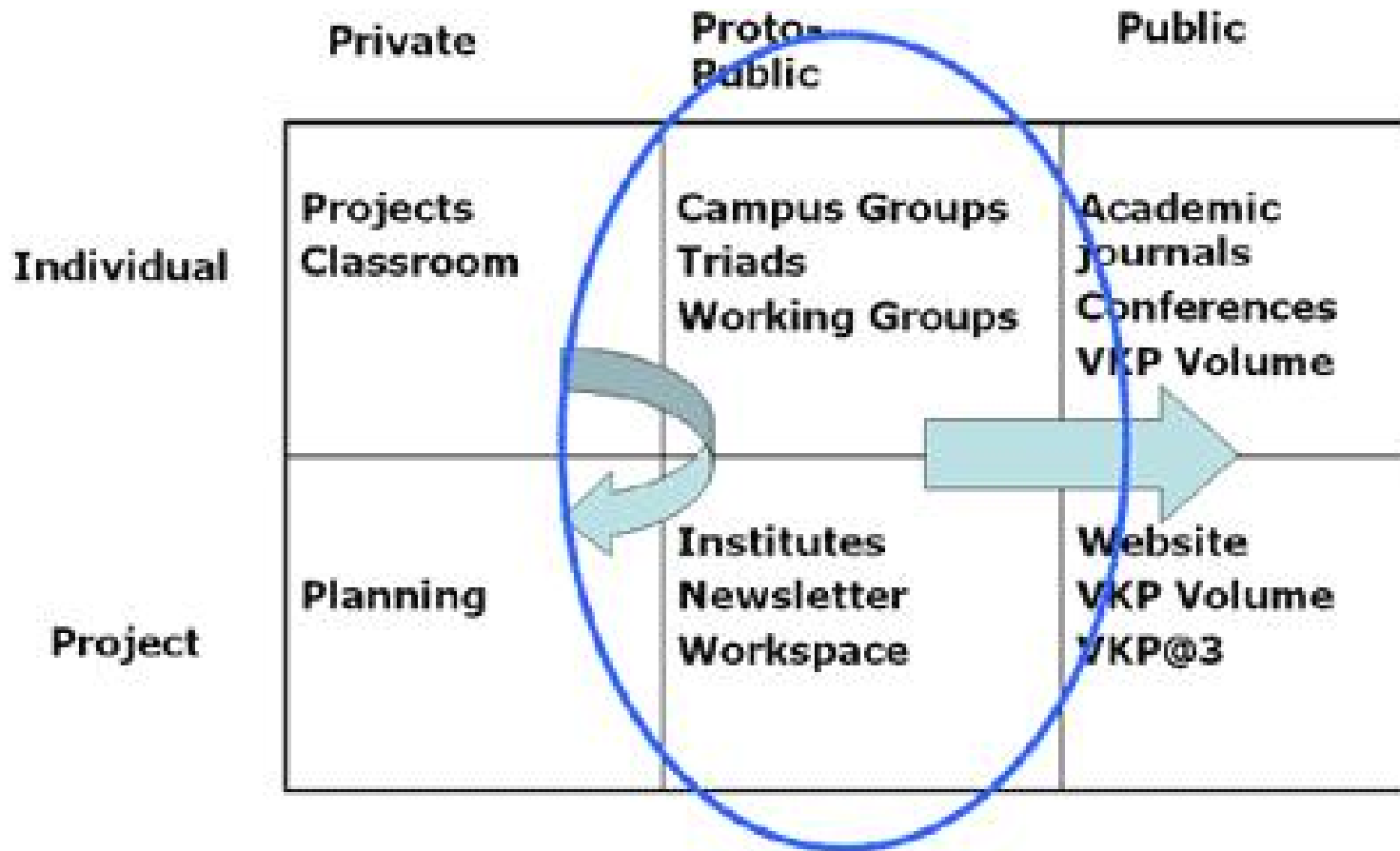


# CASE 11 : Going Public?



- Prof. Green oversees all the instructors who teach an introductory course. In an effort to improve consistency, he develops a manual of best practices which he shares with all of the instructors. The manual is approved by the Dean.

# What does it mean to go public?



# CASE 12 : Going Public?



Professor Yin, who teaches criminal justice, submits his teaching portfolio to an on-line site where he receives feedback from other instructors in the field

# Peer Review of Teaching Project

*Making Visible the Intellectual Work of Teaching*



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[Carnegie Leadership](#)

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**Course:** NRES 311 Wildlife Ecology and Management

**Author:** Powell, Larkin

**School:** University of Nebraska - Lincoln

**Department/Program:** School of Natural Resources

**Sub Area/Speciality:** conservation biology and animal ecology

**Year:** 2004

---

## Portfolio Objective/Abstract:

The main objectives of this portfolio are to: (1) continue to refine the course through the required documentation of connections between course goals and course activities, (2) document the efficacy of teaching techniques, and (3) serve as a preliminary step to publishing some of the case studies being used in the course.

**Type of Portfolio:** Benchmark

**Evidence of Student Learning in the Portfolio:** Examples of Student Work

---



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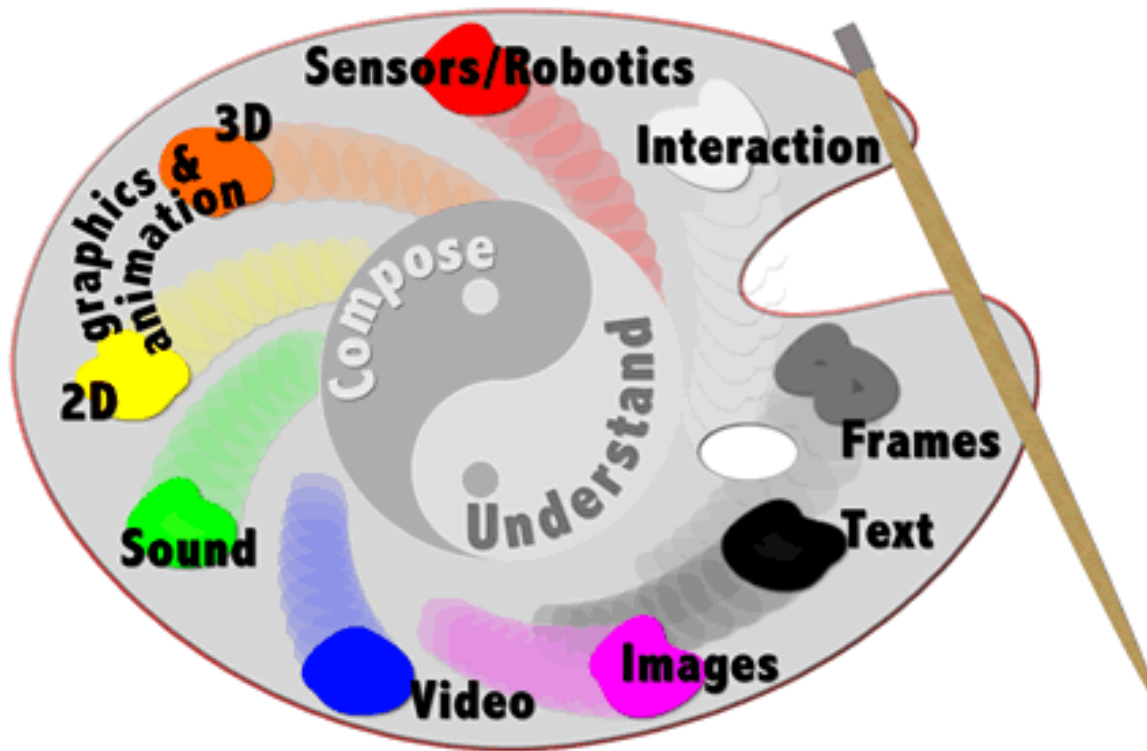
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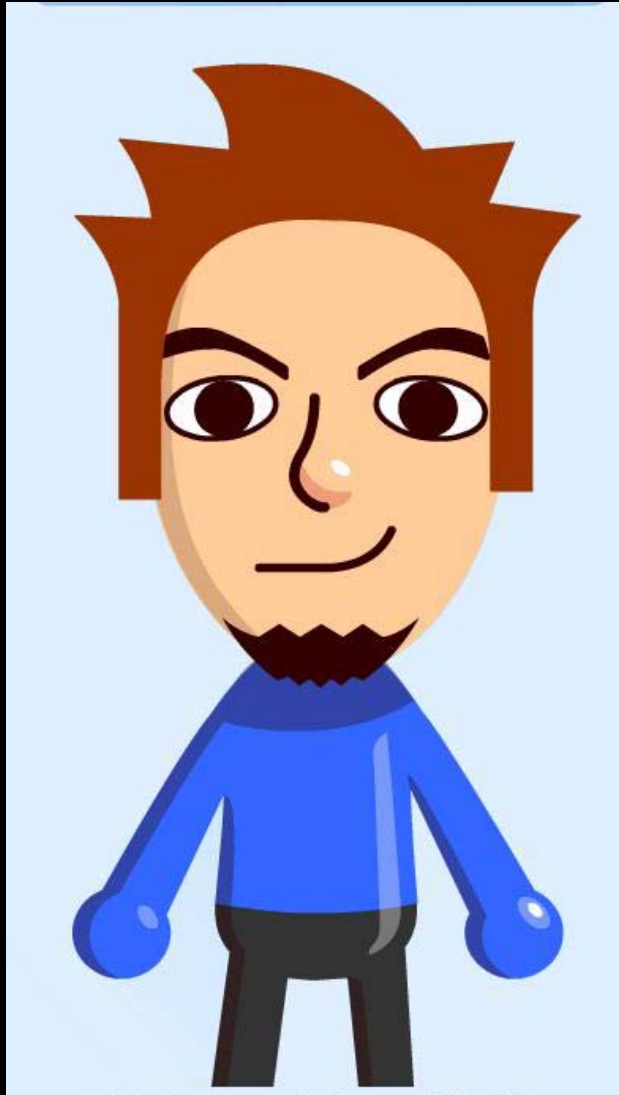
  
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Minneapolis  
August 7-10, 2008

# THREAD: Multimodality

## The 21st Century Digital Palette



# CASE 13: Going Public



Bob develops a cool new way to teach political science, based on zombies, that seems to inspire his students in new ways



# Standard Format

- What is the problem?
  - **Conceptual Framework**
- What have others said about it?
  - **Literature Review/Exploration**
- How did you try to answer the question?
  - **Method and Evidence/Solution**
- What conclusions or implications can we draw?
  - **Reflection**

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*By Graham Broad, King's University College, University of Western Ontario*  
Like birthdays, anniversaries are occasions for reflection, and as I approach the fifth anniversary of my teaching career, I find that my thoughts are drawn to the things that I did badly. Here's a list of five teaching mistakes I have made. I share them in the hope that they will cause others to reflect, and perhaps help new professors will avoid making these same mistakes.

### [What's Not Being Measured on Student Rating Forms?](#)

Learning methods are not being measured on student rating forms. That's the conclusion drawn from a study done within the field of accounting. The researcher asked a random sample of 267 accounting departments for copies of the instruments they use to assess instruction. The request garnered 53 course evaluation instruments that contained 978 different statements and questions.

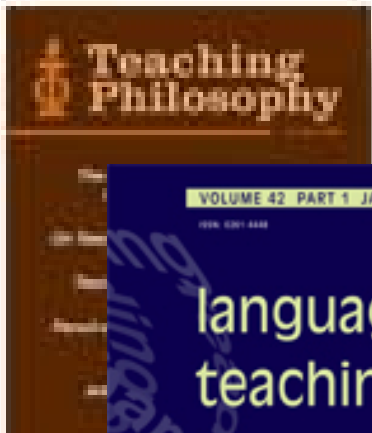
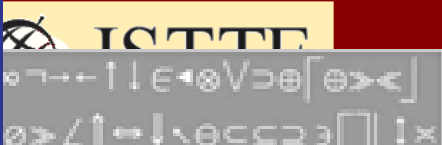
### [Those Long Years in the Middle](#)

"Mid-career faculty can easily reach a plateau where professional goals are less clear, even while an array of attractive personal and professional options may be available. The absence

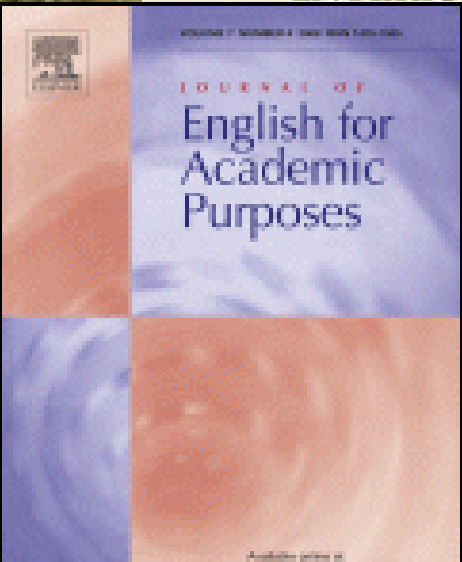
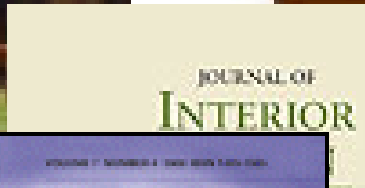
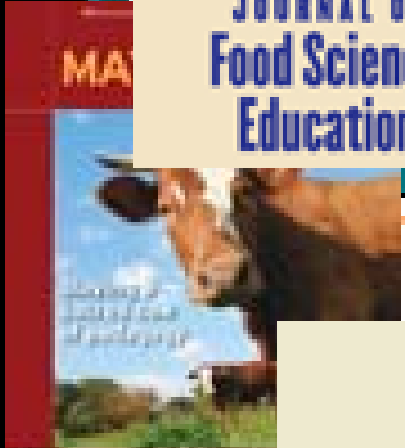
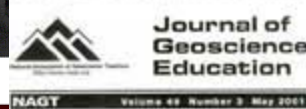
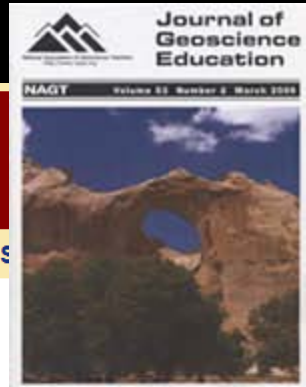
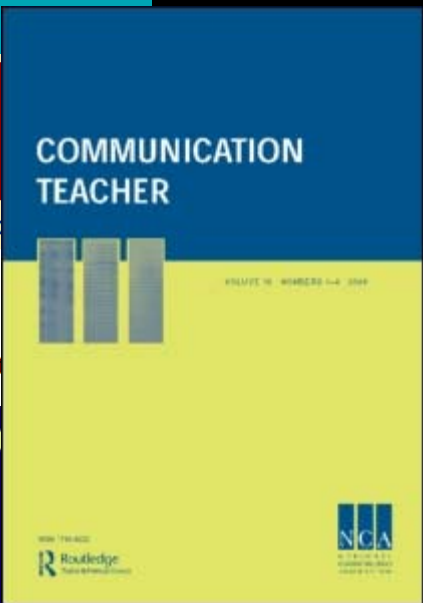
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# Thread: Signature Pedagogies



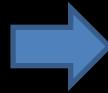
# Scholarship Assessed

## THE TEXT

- Clear Goals



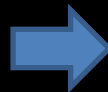
- Adequate Preparation



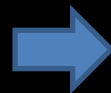
- Appropriate Methods



- Reflective Critique



- Significant Results



## TODAY

- Identification of the Problem

- Exploration

- Solution/Assessment

- Reflection

- Going Public

# Quality

## Educational Curriculum & Methods

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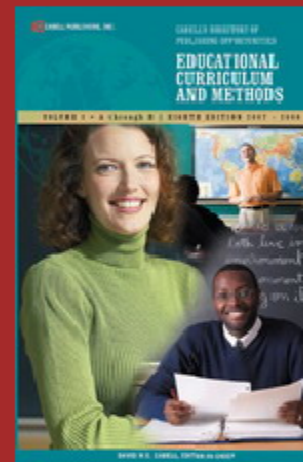
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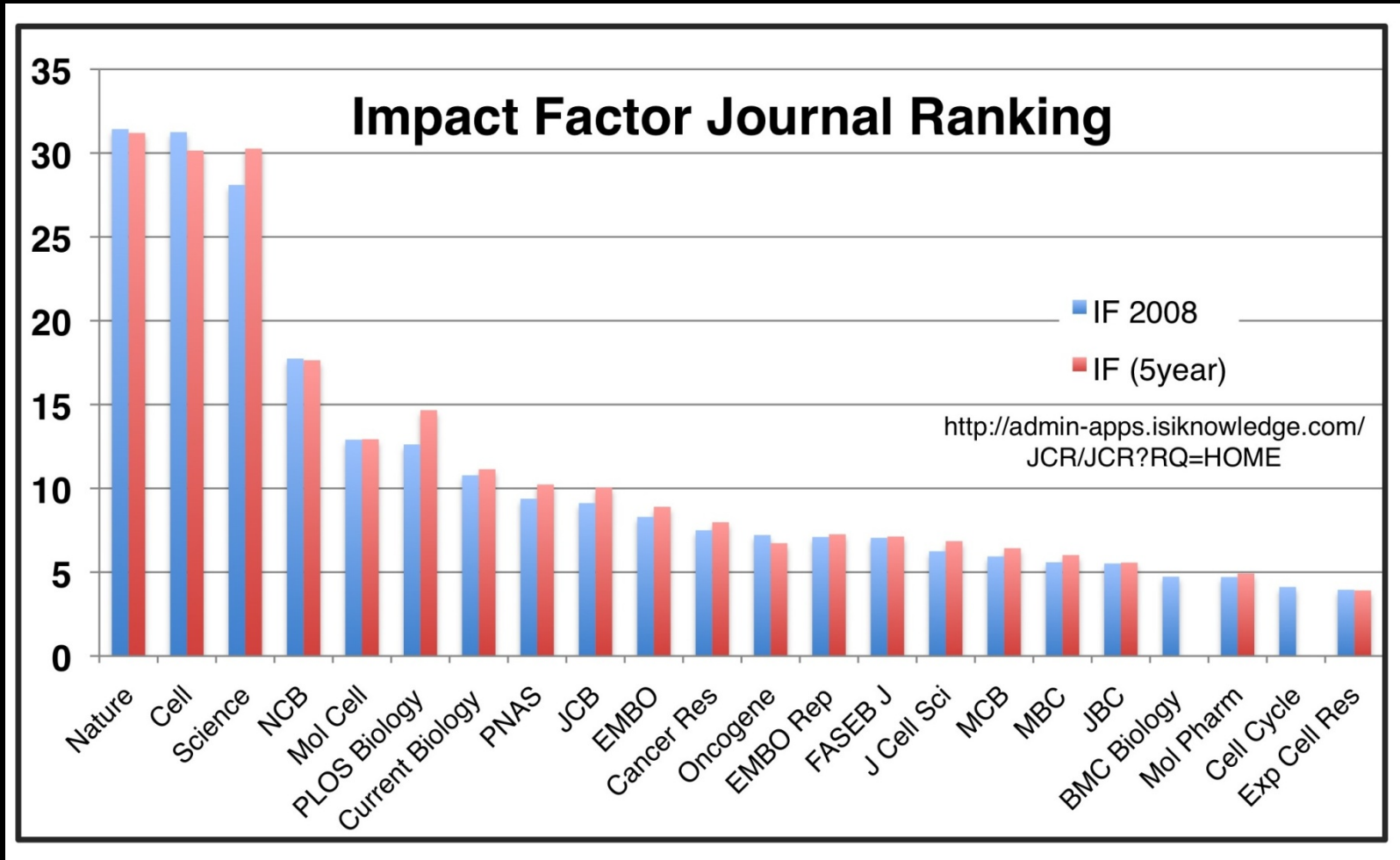
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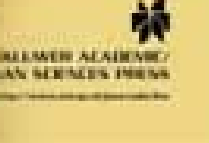
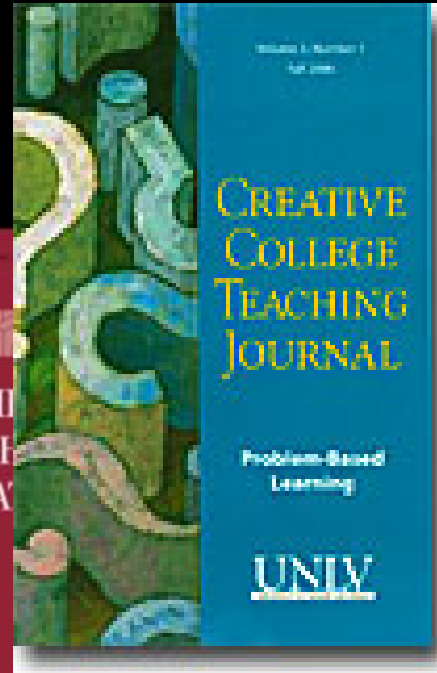
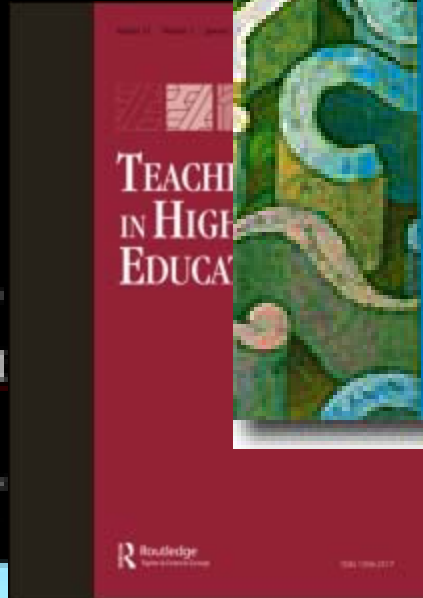
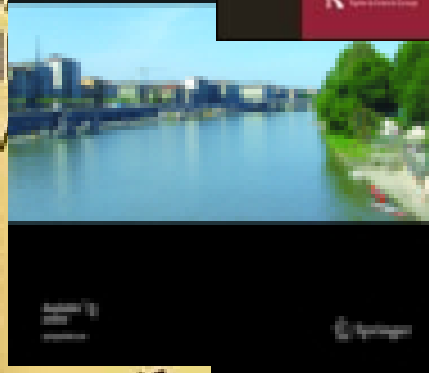
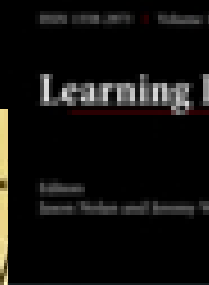
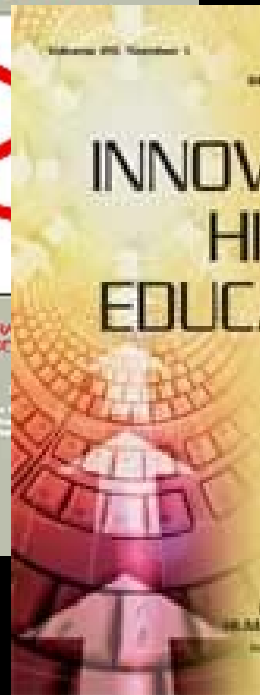
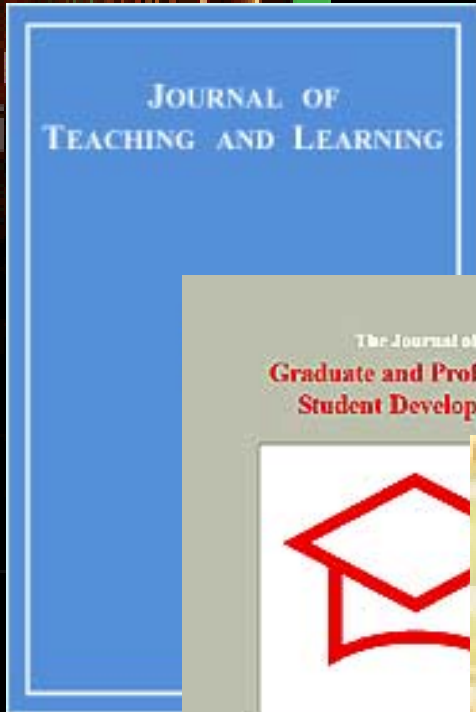
## U P C O M I N G

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- plus various topics

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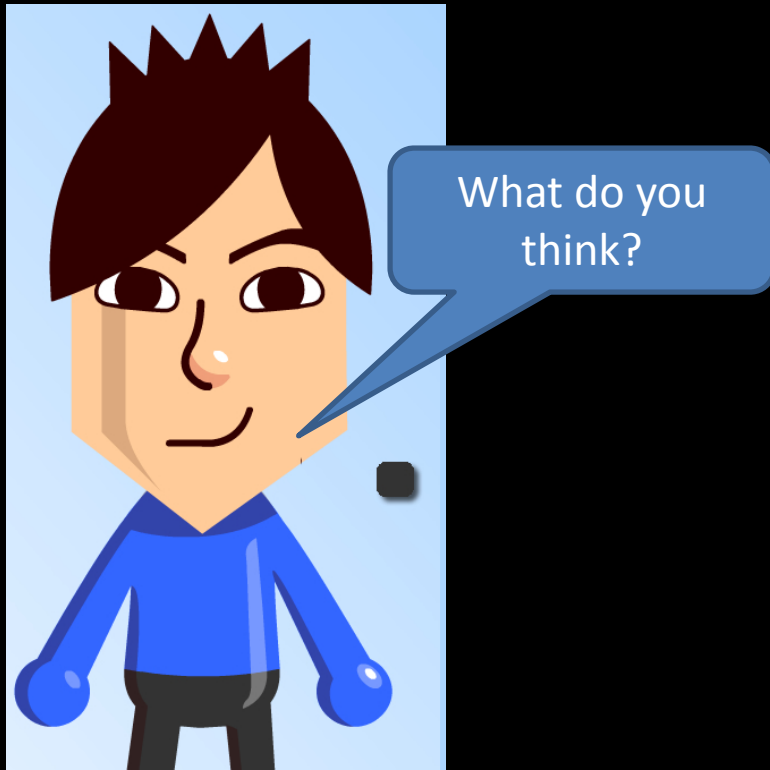
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SoTL is...SoTL isn't...



# CASE 14: Going Public?



Eric, an English instructor works intensely with a student one on one with his writing. The sessions are intense, not always successful, but the instructor learns a great deal along the way and becomes a better instructor through the experience.

# Research Value

- Knowledge: Do we learn more?
- Experiment: Do we gain new tools of inquiry?
- Heuristic: Do we think differently?



# Case 15: Going Public?



In her Organizational Theory and Behavior course, Maxine realizes that she could apply organizational theory to her own classroom

# Theory?







# SoTL is...SoTL isn't...

- Genre?

- Discipline?



# Format?

## RE-INVENTING THE POSSIBILITIES: Academic Literacy & New Media

### Abstract

This webtext demonstrates the possibilities of using new media to teach students critical literacy skills applicable to the 21st century. It is a manifesto for what we think writing scholars *should* be teaching in general-education “writing” classes like first-year composition. In order to answer the question of what we should teach, we have to ask what kinds of academic literacy, if any, we value. We argue here that rhetorical theory is a productive way to theorize how meaning is made among new media texts, their designers, and their readers. We use the Ancient Greek concepts of topoi and commonplace to explain how designers and readers enter into a space of negotiated meaning-making when converging upon new media texts. That negotiated space offers a new-media space for learning critical literacies by means other than research papers. As examples, we discuss two student texts and the literacies they demonstrate.

### Reading this Text

Our approach to new media literacies takes the form of two converging narratives. Ryan's approach from rhetorical theory is voiced in the blue serif font. Cheryl's approach from English studies—what it is and what it

A B C D E F G H I J K L M N O P Q R S T

# Editors

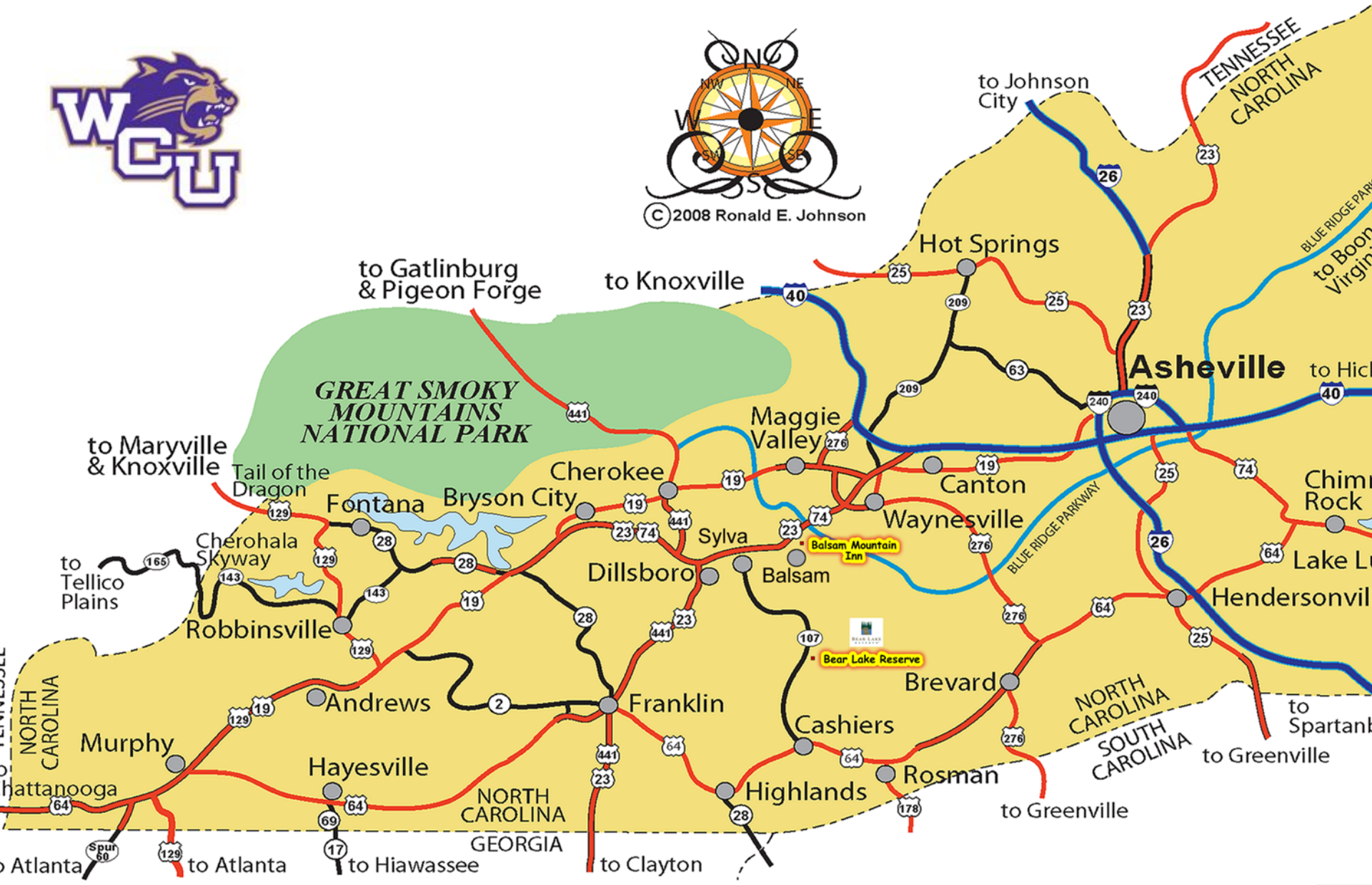
*Savage Chickens*

by Doug Savage





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# Mountain Rise

the international journal for the scholarship of teaching and learning

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## MountainRise

*MountainRise*, an open, peer-reviewed, international electronic journal, is published twice a year by the Coulter Faculty Center for Excellence in Teaching & Learning at Western Carolina University.

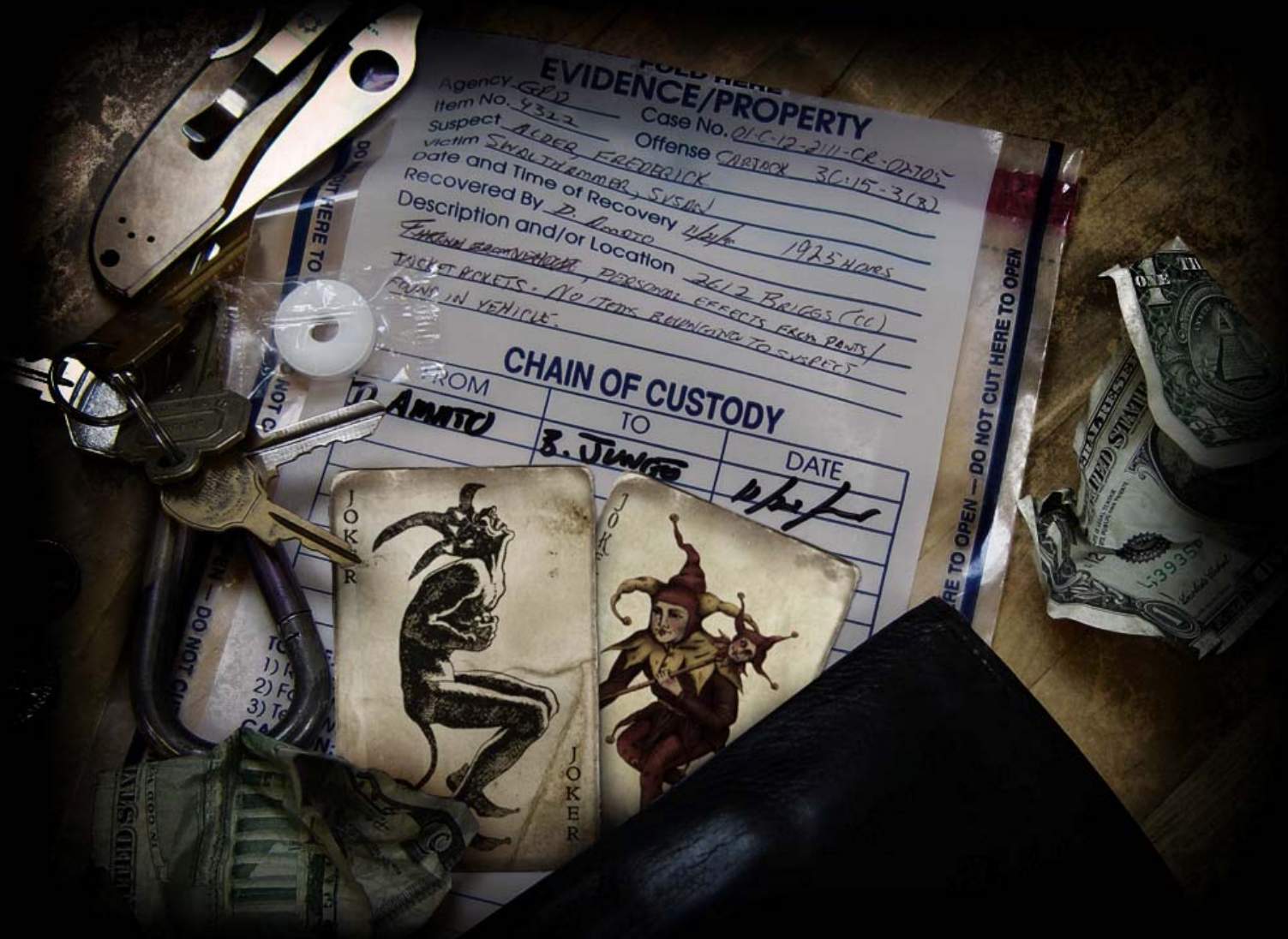
Originating in the ancient mountains of western North Carolina, *MountainRise* serves as an international vehicle for the Scholarship of Teaching & Learning (SoTL). *MountainRise* applies scholarly methodologies to the processes of teaching and learning, making that reflection and research public and open to critique, and thereby enabling a body of knowledge to develop, be reviewed and revised, the intellectual foundation, vision and practice of teaching are emphasized and enhanced.

Such scholarship can be an important way to stimulate a new renaissance of teaching & learning for the betterment and enjoyment of all involved in the educational process, thereby expressing why the scholarship of teaching & learning is a legitimate form of scholarship and why teaching & learning scholarship could be a significant factor in making exploration and excellence of teaching and learning a keystone of academic cultures.

With the 2005 Fall/Winter issue, *MountainRise* became an international SoTL journal with Review Board members from around the world who are strongly committed to SoTL.

All submissions undergo a blind peer-review process.

# What Are We Looking For?



# What Are We Looking For?





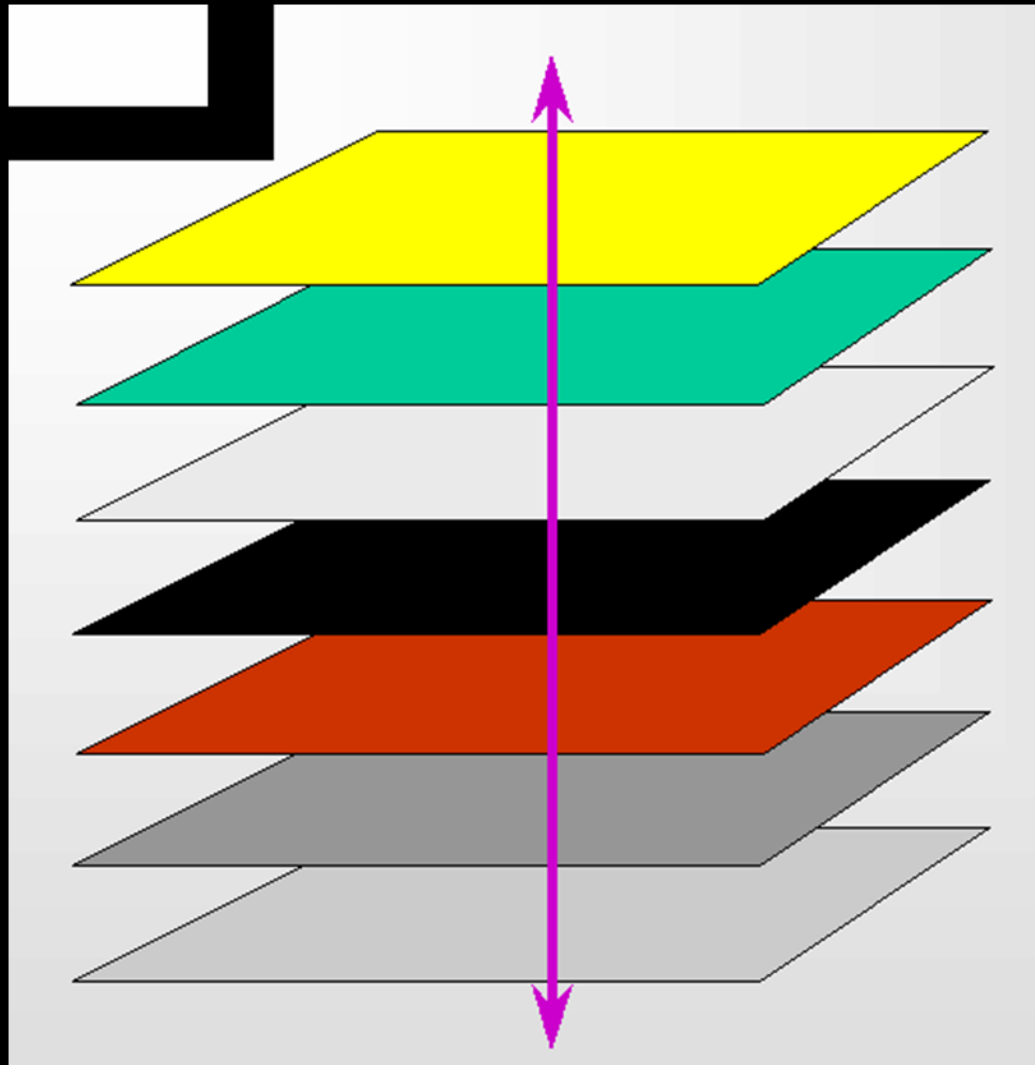
# What Are We Looking For?



# What Are We Looking For?



# Themes



# Research Threads

- Social Learning
- Cognitive Theories
- Higher-Order Thinking
- Learning Styles
- Metacognition
- Multimodality
- Signature Pedagogies



# Recipe for SOTL Success

Carrot Cookies with  
Recipe For Orange juice icing

From Mom

Serves \_\_\_\_\_ Date 1978

Cream: 1 C soft shorten-  
ing, also margarine or  
butter

$\frac{3}{4}$  C Sugar

Add: 1 C cooked mashed carrots

2 beaten eggs

1 t fresh lemon juice

Sift & add: 2 C flour, 2 t baking  
powder,  $\frac{1}{2}$  t salt,  $\frac{3}{4}$  C Coconut



# Time



# Innovation



# Collaboration





# The Right FIT



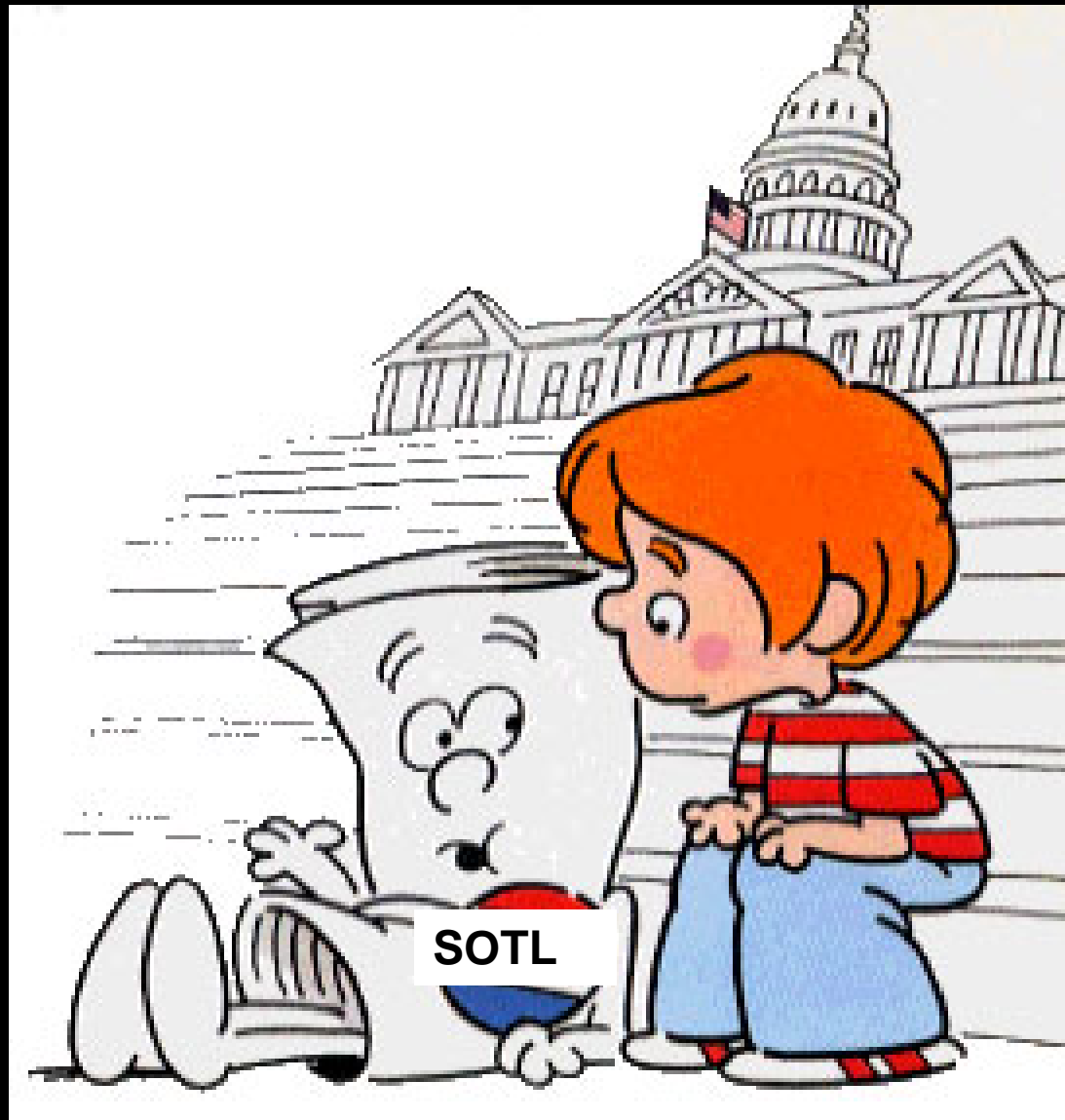
# Editors

*Savage Chickens*

by Doug Savage



# Persistence



# SIX STEPS to SOTL

- Identification of the Problem
- Exploration
- Solution
- Evaluation/Assessment
- Reflection
- Make it Public



# How *Do* You Do... SoTL?



# SOTL Past, Present, and Future



# How *Will* You Do SoTL?

