

SOTL AT ISU

The Scholarship of Teaching and Learning at Illinois State University
“systematic reflection/study on teaching and learning made public”

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Cross Chair in SoTL Transition

On June 30, 2016, Kathleen McKinney retired as the founding Cross Endowed Chair in SoTL at Illinois State University. In a recent blog post on the *SoTL Advocate* (illinoisstateuniversitysotl.wordpress.com), she noted the development of meaningful professional collaborations and relationships, opportunities to make a positive difference, chances to learn many new things, and work with amazing students as her greatest successes and achievements in a joyful career. Kathleen’s contributions to Illinois State were numerous and affected change that furthered the mission of this university. Thank you to Kathleen for her passionate advocacy of SoTL at ISU!

On July 1, 2016, Jennifer Friberg became the second Cross Endowed Chair in SoTL at Illinois State and has been hard at work since planning for the academic year (see upcoming Fall Opportunities). She has identified five priorities for the Office of the Cross Chair, going forward: increasing the visibility of SoTL across campus, continuing and expanding research support for SoTL endeavors, using social media to advocate for SoTL scholars and their efforts, engaging students as co-inquirers in SoTL, and involving ISU personnel in SoTL groups and activities nationally and internationally. Please provide suggestions for future SoTL initiatives to Jen (jfribe@ilstu.edu).

Congratulations to FY17 SoTL URG Recipients

This program provides scholarship of teaching and learning (SoTL) small grants to study the developmental and learning outcomes of Illinois State University students. For 2016-2017, projects focused on a teaching-learning issue or issues explicitly related to out-of-class learning opportunities experienced by ISU students. This included, but was not limited to study abroad, civic engagement experiences, service learning, involvement in co- or extra-curricular activities, and so on. Grants were up to \$5,000 per project. All projects included at least one student as a co-researcher. This SoTL work must be made public and peer reviewed in some way via presentation, performance, juried show, web site, video, and/or publication. The following FY17 SoTL URG projects were funded:

Evaluating Graduate Student Out-of-Class Learning: The Professional Field Trip (Rebecca Achen and Clint Warren, KNR)

Intentional and Integrated Field Experiences’ Contribution to Health Education Teacher Candidate Achievement of Learning Outcomes Relevant to Youth Disproportionately Affected by Health Disparities (Adrian Lyde, HSC)

Development of Leadership Competence through a Service Learning Project in a Dietetic Internship (Julie Schumacher, FCS)

Learning through Teaching and Dialogue: A Student-Directed Vocal Health Education Program (Lisa Vinney, CSD)

ISU “Team” Attended the ISSOTL 2016 Conference in L.A.

Via a competitive application/proposal process for Cross Chair travel funds, the Illinois State University faculty/staff listed below were awarded travel funds for one or more co-presenters to attend the annual meeting of the International Society of the Scholarship of Teaching and Learning (ISSOTL) in Los Angeles this October.

Cross Chair, Jennifer Friberg, also attended, presented, and served on the ISSOTL Outreach and Advocacy

Committee. A total of eight presentations were delivered by ISU faculty and students.

Erin Mikulec & Jill Donnel, School of Teaching and Learning

Maria Moore, School of Communication

Elahe Javadi, School of Information Technology &

Nancy Novotny, Mennonite College of Nursing

Selected SoTL Travel Grant Reports

Jamie Mahurin Smith, CSD

I received a SoTL travel grant to present my research on changes in student attitudes about parental feeding decisions at the November 2015 convention of the American Speech-Language Hearing Association in Denver.

The first time I taught pediatric dysphagia to a group of graduate students in communication sciences and disorders, I was surprised (and, frankly, discouraged) by the intensity of the opinions that many students expressed about the “right way” to feed babies and children. The next time I taught the course, I obtained IRB permission to investigate changes in those attitudes from the beginning to the end of the course. I also conducted interviews with a small num-

ber of students to obtain additional qualitative data on their changes in perspective.

My poster at the convention described significant changes in student outlook, reflected in both the quantitative and the qualitative data. Despite the brevity of the course, students reported that it prompted them to be more open to parents’ needs and points of view. Most attendees who stopped by my poster were clinicians involved in feeding assessment and treatment, rather than other academics teaching pediatric dysphagia. Many shared that while supervising student clinicians they had experienced similar challenges, and were eager to discuss possible responses.

Susan A. Hildebrandt, LAN

My colleagues Cassandra Glynn (Concordia College), Elizabeth Goulette (Georgia State University), Pete Swanson (Georgia State University), and I presented a paper entitled “Practical Solutions to the EdTPA Challenge” in San Diego, CA on Friday, November 20 at the annual conference of the American Council on the Teaching of Foreign Languages (ACTFL). ACTFL is the flagship K-12 and post-secondary world language teachers’ organization in the country. edTPA is being implemented for licensure and certification decisions across the country, including Illinois just last fall.

My portion of the paper was a mixed-methods study, in which I examined edTPA scores of ISU language teacher candidates (N = 23) and compared their average scores on each of the three edTPA tasks: planning, instruction, and assessment. In particular, I explored why teacher candidates got the highest scores on the planning task and the lowest on the assessment task. As a qualitative complement to the qualitative data, I offered ISU teacher candidates’ thoughts on edTPA. By examining and sharing my students’ performance on edTPA, a wider, national audience learned from their triumphs and challenges. This study is timely, as September 1, 2015 was the implementation date in Illinois. Approximately 25 language teachers and teacher educators attended our session.

This work is also innovative, we believe, as little empirical research has been carried out on edTPA in any discipline. Pete Swanson and I are working on what we believe will be the first book on the topic, with an anticipated 2016 release date. In that book, we present data from our programs along with research on teacher education, assessment, and educational policy, while offering practical guides for teacher educators to use in language and other content area methods classes.

As part of a pre-conference workshop on November 20, I also participated in training to become a program reviewer for the Council on the Accreditation of Educator Preparation (CAEP), the accreditation agency to which ISU and the LAN teacher education program report in fall 2016 and in 2020.

Our SoTL Social Media Sites

On Twitter: @ISU_SOTL

And on Facebook:

**Illinois State University Cross Chair in
Scholarship of Teaching and Learning**

Making Progress: June SoTL Research Mini-Awards

These awards provided funding to support work on SoTL projects that were in progress during June 2016 (e.g., design stage, IRB stage, gathering or analyzing SoTL data, working on a creative or scholarly representation of the SoTL study/results, travel to present SoTL). Funding was \$700 in additional salary in June for work on their projects. In a highly competitive process, we received 23 applications and were able to fund eight. Recipients of these mini-awards were:

Bill Anderson, FCS;
Becky Achen, KNR;
Virginia Walker and Kristin Lyon, SED;
Lisa Vinney, CSD;
Maria Moore, COM;
Nancy Novotny, MCN and Elahe Javadi, TEC;
Deneca Avant, SWK;
Jackie Lanier, HSC, Julie Schumacher, FCS, and Rachel Vollmer, FCS

Fall SoTL Opportunities

The Office of the Cross Endowed Chair in SoTL is planning a busy fall semester! The following opportunities are available for faculty, staff, and/or students, with additional information (as available) for each found at sotl.ilstu.edu:

Intro to SoTL Fall Workshop Series – A two-workshop series aimed at introducing faculty and staff to planning, executing, and sharing outcomes from various types of SoTL research projects.

Measuring Out-of-Class Learning – A workshop intended for experienced SoTL scholars on campus to go beyond introductory aspects of SoTL and consider teaching and learning questions specific to this context.

Certificate of Specialized Instruction in SoTL – a year-long collaboration with ISU’s Graduate School to offer for graduate students an introduction to SoTL and mentorship in the development of a potential SoTL research project appropriate to their academic discipline.

FY17 Travel Grants – Competitive awards or up to \$700 to fund travel to disciplinary or teaching and learning conferences to present SoTL work. RFP released in early September 2016.

Out-of-Class SoTL Small Grants – Competitive awards to fund study of student learning outside the traditional classroom (e.g., study abroad, civic engagement, service learning). RFP released in mid-October 2016.

SoTL Education for Graduate Students

Last fiscal year we offered, through the Graduate School, a “toolbox session” for graduate students about the basics of SoTL. Ten graduate students RSVP-ed for this event. In addition, we held late summer 2015 and early summer 2016 Reading Circles about SoTL. In total, we had 20 graduate students from a variety of departments/colleges

involved in these reading circles and a long waiting list! In addition, many of our events are open to graduate students and a student (undergraduate or graduate) must be included as part of the research team on SoTL URG projects. We look forward to involving graduate students in SoTL again this year and welcome ideas to do so.

Spring 2016 SoTL Events

On April 12, 2016, we held a SoTL Celebration for those involved in, or interested in, SoTL. The event included PowerPoint slides recognizing groups of people, certificates for over 50 people who received grants, travel grants, Making Public Incentives and/or wrote guest blog posts or were published in GAUISUS, and/or helped with workshops, reviewing or other tasks. There was a brief program including remarks by the new Cross Chair in SoTL, Dr. Jennifer Friberg, with refreshments afterwards.

Last spring, we offered two SoTL workshops and both filled up fast with long waiting lists.

We repeated a beginners SoTL workshop, *An Introduction to the Scholarship of Teaching and Learning* on February 24, 2016, with 22 participants (led by Jen Friberg).

We also offered the workshop *Developing SoTL Research Projects for Out-of-Class Learning* on April 5, 2016, with 24 participants (led by Erin Mikulec)

Acknowledging the SoTL Resource Group

The SoTL Resource Group is a cadre of faculty/staff with experience/expertise in one or more areas of SoTL. Each of these individuals has agreed to serve as a volunteer resource person to others interested in SoTL research and inquiry. While members are listed below, additional information regarding areas of interest/expertise for each SoTL Resource Group member can be found on our website at: sotl.ilstu.edu/resources/resource_group. Thanks to each of the following individuals for their willingness to serve and support SoTL at ISU:

Bill Anderson (FCS)
Judith Briggs (ART)
Michaelene Cox (POL)
Anu Gokhale (TEC)

Susan Hildebrandt (LLC)
Richard Hughes (HIS)
Alycia Hund (PSY)
Kenneth Jerich (TCH, Emeritus)
Phyllis McCluskey-Titus (EAF)
Kathleen McKinney (Cross Chair, Emeritus)
Erin Mikulec (TCH)
Maria Moore (COM)
Cara Rabe-Hemp (CJS)
Rob Rhykerd (AGR)
Julie Schumacher (FCS)
Cheri Simonds (COM)
Lisa Vinney (CSD)
Jeff Walsh (CJS)
Dane Ward (Milner)

ISU Faculty Contributions to *The SoTL Advocate* Blog

Each Monday, a new blog is posted on *The SoTL Advocate*, a blog started and managed by the Cross Endowed Chair in SoTL at Illinois State University. Over one hundred blog posts have been authored, featuring topics such as SoTL events and opportunities on campus, SoTL conferences, SoTL resources and supports, and SoTL advocacy. This year alone, eight blog posts have been published featuring SoTL work/reflections. Authors and titles for each blog are listed below. All blogs can be found at: illinoisstateuniversitysotl.wordpress.com.

Students Learning Research Skills Outside of Class:

Benefits of Working on Research Teams by Phyllis McCluskey-Titus (EAF)

Designing SoTL Studies for Out-of-Class Learning as a Process Over Time by Erin Mikulec (TCH)

Bridging the Divide between Content and Pedagogy: Reflective History Teaching by Richard Hughes (HIS) and Sarah Drake Brown of Ball State University

Why SoTL Matters by Erin Mikulec (TCH)

Teaching History in a Place with a Different History: A SoTL Study in Progress by Richard Hughes (HIS)

It All Started with a Small SoTL Grant: National Recognition for Global Engagement by Susan Hildebrandt (LLC)

Making Global Learning Connections: Sydney, Australia and Illinois State University by Judith Briggs (ART)

Student Stories of Free Speech Acts on Campus: A Digital Documentary Film by Maria Moore (COM)

The SoTL Advocate Blog

The SoTL Advocate welcomes submissions of possible guest posts. Two members of *The SoTL Advocate* editorial team review submissions for appropriateness and quality. Submissions should be MS Word files of 300-800 words and be sent, via email, to jfribe@ilstu.edu.

Accessing SoTL through Social Media

Social media seems increasingly omnipresent, with many using the power of various social media platforms (e.g., Facebook, Twitter, blogs) to learn content and share discoveries. All disciplines have a home in social media – including SoTL. There are groups and individuals who contribute to discussions about topics related to SoTL daily on various social media platforms.

That said, not every person involved with SoTL is a dedicated social media user. Realistically, SoTL-centric social media has both producers (those who post frequently and share ideas regularly) and consumers (those who read the posts of producers to learn/think about SoTL). Likely, both are necessary for effective SoTL dissemination and advocacy. Producers advocate for SoTL by posting new information to share with others while consumers read, share and respond to the posts made by producers in order to develop SoTL conversations. The balance between the two roles allows for a variety of voices to be heard to advance SoTL locally and globally. While not all faculty are producers of SoTL-based social media content, all should consider their role as a potential consumer, as access to new evidence-based educational pedagogies and to discussions about teaching and learning can support any course instructor.

But, where does one start? It's helpful to know which individuals and groups are currently engaged in sharing meaningful SoTL information. The following regularly post on Twitter their perspectives on teaching and learning:

Randy Bass (@RandyBassGU)

Derek Bruff (@derekbruff)

Nancy Chick (@DrChickLit)

John Draeger (@JohnDraeger)

Peter Felten (@pfeltenNC)

Jennifer Friberg (@jacfriberg13)

Regan A. R. Gurung (@ReganARGurung)

Jennifer Meta Robinson (@JenMetaRobinson)

Janice Miller-Young (@JJmilleryoung)

Illinois State University (@ISU_SoTL)

ISSOTL (@ISSOTL)

SoTL Canada (@SoTLCan)

International Society for Exploring Teaching and Learning (@ISETL)

Institute for SoTL (@I_SoTL)

A handful of blogs specifically discuss SoTL regularly:

Improve with Metacognition (improvewithmetacognition.com)

ISSOTL blog (issotl.com/issotl15/blog)

MRU Institute for SoTL (blogs.mtroyal.ca/isotl/)

Scholarly Teacher (scholarlyteacher.com/)

SoTL Advocate (illinoisstateuniversitysotl.wordpress.com)

SoTL Canada (sotlcanada.stlhc.ca/category/blog-2/)

Adapted from an ISSOTL blog post written by Jennifer Friberg (<http://issotl.com/issotl15/node/170>)

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