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## Outcomes from a SoTL Certificate Program for Graduate Students

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*This power point set was presented at the 2019 meeting of EuroSoTL in Bilbao, Spain, and describes data collected from the first three cohorts of students to complete the Certificate of Specialized Instruction in the Scholarship of Teaching and Learning (CSI-SoTL) at Illinois State University. These slides describe the genesis of the CSI-SoTL program, the annual timeline for student participants, and explores data collected from the first two cohorts of enrollees. Overwhelmingly, CSI-SoTL student participants indicated that the program enhanced their interest and understanding of SoTL, provided an enhanced view of professional opportunities post-degree completion, and helped them to better understand research as a whole. Implications for future iterations of the CSI-SoTL program are presented, as well.*

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# Outcomes from a SoTL Certificate Program for Graduate Students

Presented by:

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# The spark...

**The new CEC was looking to connect graduate students with SoTL...At the same time, the Director of the Graduate School was seeking opportunities for specialized training for students.**

**The newly conceived CSI-SoTL program became the first pilot for Graduate School badging program in the fall of 2016.**





## Good Teaching

(promotes student learning/other desired student outcomes)




## Scholarly Teaching

(teaching supported by a body of research to increase effectiveness)


## Scholarship of Teaching and Learning

(systematic reflection/study of teaching made public)

*The strategy behind the design of the CSI-SoTL program was to highlight and emphasize scholarly approaches to teaching for students potentially unaware such things existed.*



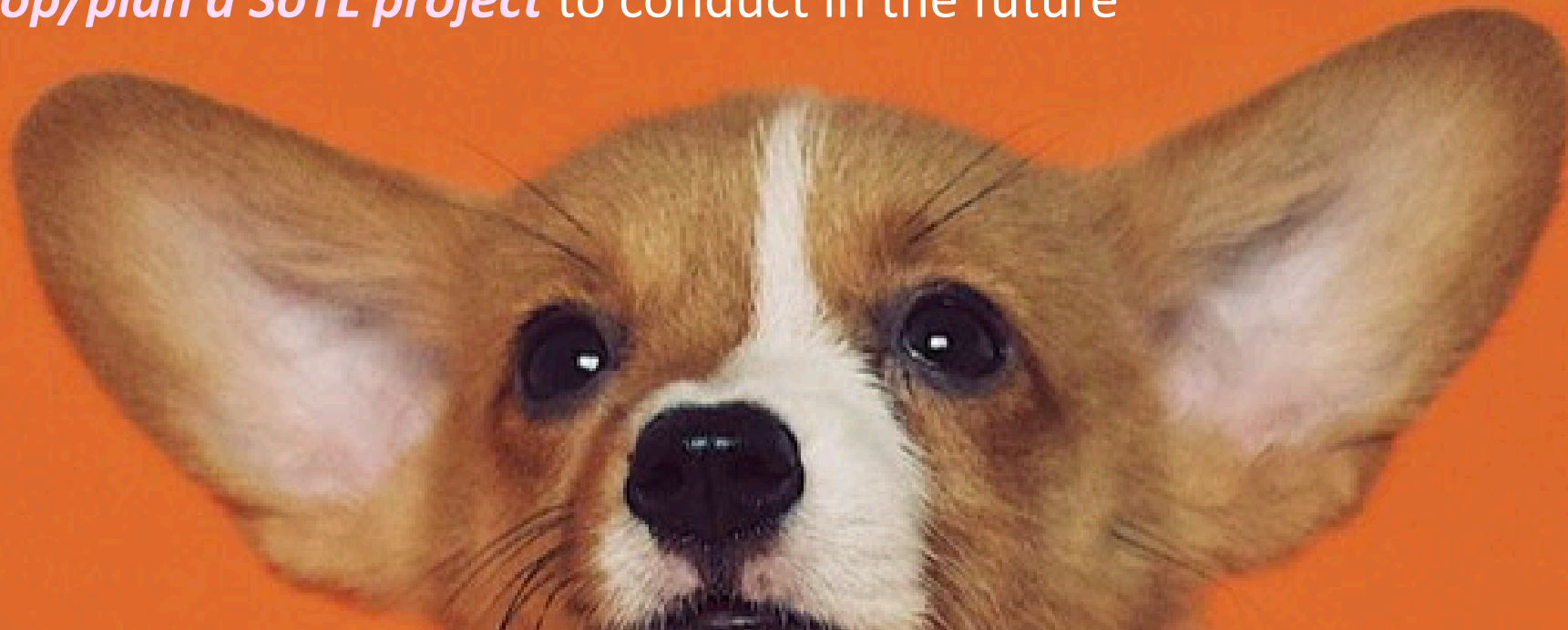
Certificate of Specialized Instruction in SoTL  
(CSI-SoTL)



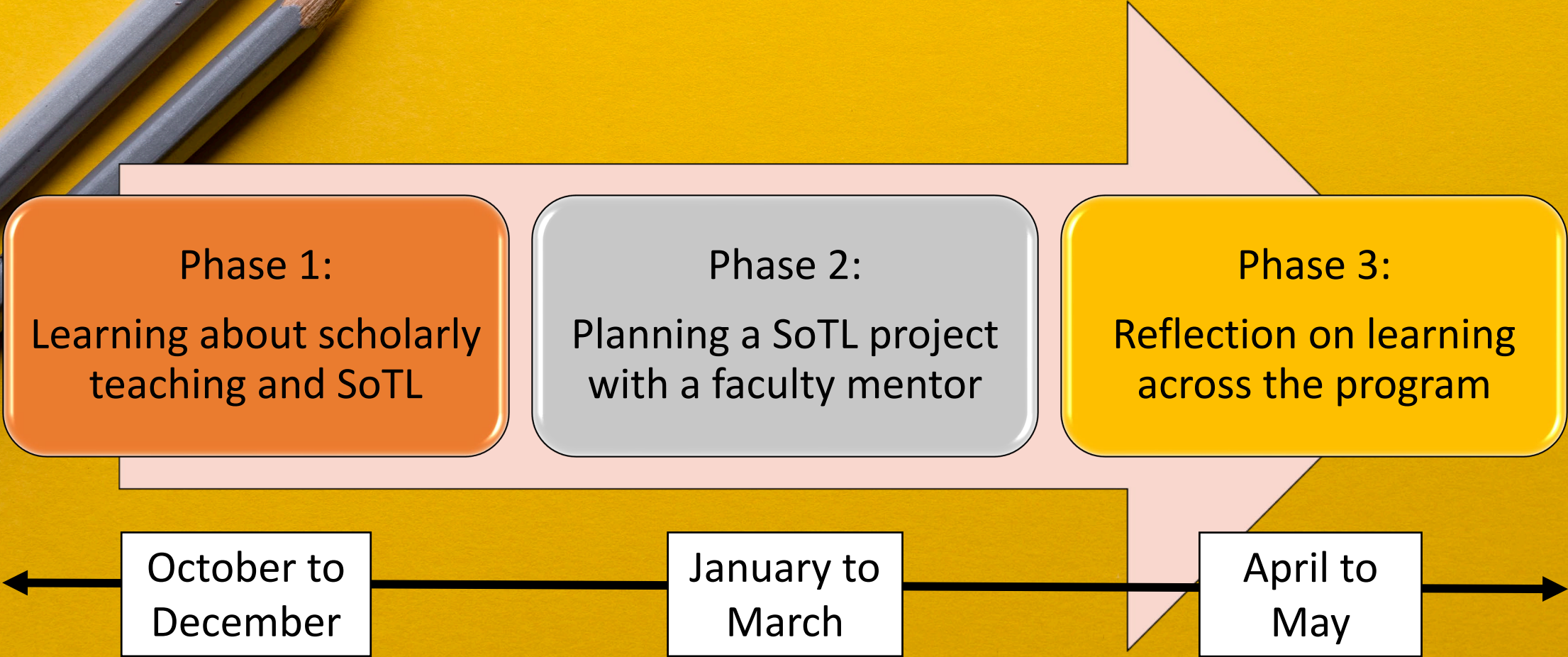
**Aims of the program?** To develop an understanding of SoTL to support current and future teaching, learning, and research efforts.

Specifically, participants in this program will:

- Conceptualize SoTL as a form of *action, practitioner, classroom-based research*
- Understand the *impact of SoTL* upon their own teaching and learning
- *Apply SoTL* to improve their own teaching and learning
- Become familiar with *resources that facilitate scholarly teaching and SoTL*
- *Develop/plan a SoTL project* to conduct in the future



# CSI-SoTL Program Components & Timeline



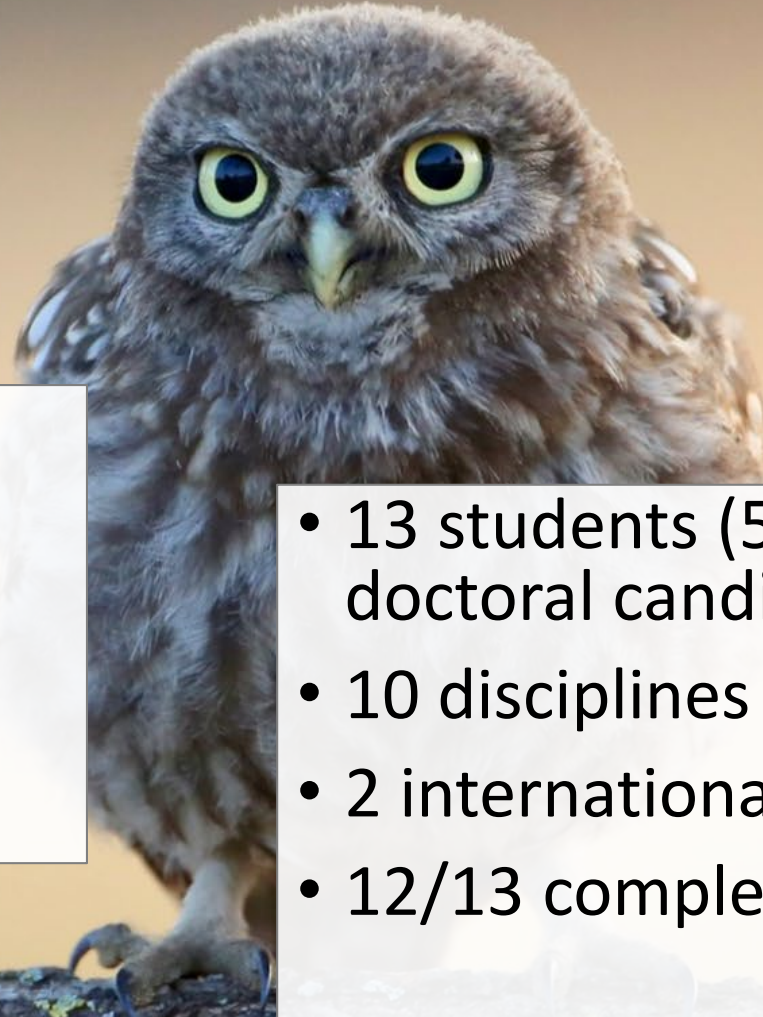
The first cohort of CSI-SoTL students were recruited, and...it went well, by all accounts! Data was collected at two timeframes to evaluate the program. A second cohort was recruited. Data presented to day represents the first two CSI-SoTL cohorts.



# CSI-SoTL Participants

## Cohort 1 (2016-17)

- 9 students (3 masters level, 6 doctoral candidates)
- 7 disciplines represented
- 3 international students
- All completed the program



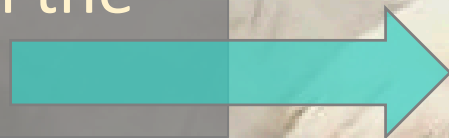
## Cohort 2 (2017-18)

- 13 students (5 masters, 8 doctoral candidates)
- 10 disciplines represented
- 2 international students
- 12/13 completed the program



# Measuring Outcomes

- Post Phase 1 surveys were completed to *understand student perspectives on SoTL and scholarly teaching.*
- Post Phase 3 reflections were completed to *understand student learning outcomes* based on participation in the CSI-SoTL program.



Data from these sources was used to make programmatic changes for each subsequent CSI-SoTL cohort. Though no BIG changes were made, improvements included process changes to streamline communication and pre-workshop preparations for participant



# Post Phase 1 Survey Results

<b>Selected survey items:</b>	<b>C1 (n=9)</b>	<b>C2 (n=13)</b>	<b>C3 (n=11)</b>
I understand the difference between scholarly teaching and the scholarship of teaching and learning.	4.64 (0.51)	4.75 (0.46)	4.44 (0.53)
Workshop content is relevant to my role as a student.	4.52 (0.51)	4.13 (0.83)	4.56 (0.53)
Workshop content is relevant to my role as a teacher.	4.54 (0.66)	3.50 (2.20)	3.89 (2.20)
I am more likely to engage in scholarly teaching/learning as a result of my attendance at these workshops.	4.85 (0.38)	4.88 (0.33)	4.56 (0.53)
I am more likely to engage in SoTL as a result of my attendance at these workshops.	4.85 (0.38)	4.75. (0.46)	4.78 (0.44)

# Post Phase 3 Reflection Question #1

*Has involvement in the CSI-SoTL program impacted your perspective on teaching and/or learning? Please explain.*

Major themes in responses:

1. Learning is individualized. Teaching should be, as well.
2. Teachers should always be evaluating their approaches to teaching.
3. SoTL can be applied to and conducted in any/all disciplines.

# Post Phase 3 Reflection Question #2

*Has involvement in the CSI-SoTL program impacted your professional interests and/or future career? Please explain.*

Major themes in responses:

1. This program broadened participants' professional interests.
2. Several participants who didn't have plans to teach are now interested in teaching in higher education.
3. Workshops demonstrated to participants that learning can be systematically researched.

## Post Phase 3 Reflection Question #3

***What was the most impactful experience in the CSI-SoTL program in terms of understanding SoTL?***

Almost every participant mentioned discussions of research designs and methods and how phase 1 workshops allowed them to view research as broader in approach and process than their disciplinary courses had demonstrated.





## Wonderments for the future...

- Can/should the completion of a project be integrated into the CSI-SoTL program?
- Could this program be expanded to include undergraduate students?
- Is training of mentors needed?
- What strategic partnerships need to be established or deepened?
- What funding resources might be accessed to expand this program?

# Concluding Thoughts & Questions



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Or find me on the  
*SoTL Advocate* blog

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***About GAUISUS***

*Gausius* is the internal, peer-reviewed scholarship of teaching and learning (SoTL) publication at Illinois State University (ISU). Its purpose is to provide instructors writing about their teaching and learning a local but peer reviewed publication outlet and to offer other instructors and students an accessible publication to read to obtain a sense of, and learn from, some of the scholarly teaching and SoTL projects conducted by their colleagues on our campus. The name, *Gausius* means glad, gladly, or joyful in Latin, as in the Illinois State motto/logo, “Gladly we learn and teach.”

Find the latest edition online at [gauisus.weebly.com](http://gauisus.weebly.com)

The Cross Endowed Chair in the Scholarship of Teaching and Learning can be found at [SoTL.IllinoisState.edu](http://SoTL.IllinoisState.edu)