

# SOTL AT ISU

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

Volume 7; September 2013



---

---

## Congratulations to SoTL Small Grant FY14 Recipients

The following faculty members (each with a student team member) have been awarded Scholarship of Teaching and Learning (SoTL) Small grants for FY14 in a competitive process. Grants ranged from \$4,500 to \$5,000 each, and were evaluated by a three-person review committee of Illinois State faculty with expertise in SoTL. The grants represent four colleges and a range of SoTL research questions. All grant projects were explicitly connected to values and/or goals in Educating Illinois. Congratulations!

**Michaelene Cox**, Politics and Government, "Conference Participation as a Mentoring and Learning Experience: Applying Social Network Theory to the Annual ISU Research Symposia"

**MyoungJin Kim**, Mennonite College of Nursing, "Examining Graduate Nursing Students' Attitudes Toward Statistics"

**Lydia Kyei-Blankson**, Educational Administration and Foundations, "Investigating Relationships among Elements of Interaction and Presence, and Student Learning in a Graduate Level Online Research Course"

**Miranda Lin** and **Alan Bates**, Teaching and Learning, "Learning through Service: The Contribution of Service-Learning to First Year Pre-Service Teachers"

**Lou Reifschneider**, Technology, and **Peter Kaufman**, Marketing, "Assessing Student Attitudes toward the Act of Being Innovative through a Co-taught Interdisciplinary New Product Design and Development Course"

## Welcome SoTL Scholar-Mentors for FY14

After a competitive application process, four ISU faculty members with expertise in SoTL were selected as SoTL Scholar-Mentors for FY14. The position comes with a course reassignment as well as some operating funds for travel and scholar research. Most of the scholars' time, however, will be spent assisting the Interim Cross Chair in encouraging, supporting, and applying SoTL at ISU and beyond. Scholar-mentors will be working on an internal multi-media SoTL publication for ISU contributors, the SoTL web page, workshops/writing circle, involving/

informing students in/about SoTL, an external grant, and facilitating SoTL support from Chairs and Directors. The scholar-mentors represent different ranks, disciplines, and colleges. SoTL Scholar-Mentors for FY14 are the following. Congratulations!

Jennifer Friberg, CSD (Fall semester)

Anu Gokhale, TEC (Fall semester)

Phyllis McCluskey-Titus, EAF (Spring semester)

Maria Moore, COM (Spring semester)

## Final Call for 1st University-Wide SoTL Award Applications

*The Dr. John Chizmar & Dr. Anthony Ostrosky Scholarship of Teaching and Learning Award:* The purpose of this award is to recognize and encourage high quality and quantity of scholarship of teaching and learning (SoTL) work at Illinois State and in the discipline beyond Illinois State that contributes to the SoTL field, the SoTL body of knowledge, improved teaching, and enhanced student learning. Encouraging and rewarding SoTL is an explicit part of our strategic plan, *Educating Illinois*.

Calls for award applications will go out each spring. Nominations may come from applicants, Chairs, Deans,

or colleagues. Complete applications are due to the Cross Chair in SoTL by September 30. Review and selection takes place in October and November. The award recipient will be announced in time for the following annual Teaching-Learning Symposium and Founders Day.

All faculty members and academic staff at Illinois State are eligible. The recipient of this honor will be awarded a plaque and \$3,000.

If qualified, please consider applying or urging a colleague to apply. For complete information, go to <http://sotl.illinoisstate.edu/downloads/pdf/SoTLAward.pdf>.

# Selected SoTL Travel Grant Reports

*As space permits we publish travel grant reports in SoTL at ISU, which may be edited due to space limitations.*

## **Erin A. Mikulec, TCH**

I presented *The Future is Now: The Cultural Remapping of Pre-Service Secondary Teachers through Immersion* at the annual meeting of the Association of Teacher Educators in San Antonio. This presentation discussed the outcomes of providing pre-service teachers with an authentic experience in a school where the student population is largely LGBT, of racial/ethnic under-represented groups, and impoverished. This study aimed to answer the research questions: To what extent will a radical field experience challenge the pre-conceived beliefs and attitudes of pre-service teachers toward diverse populations and toward non-traditional models of education. Do pre-service teachers respond differently to exposure of diverse educational settings based on where they are in their teacher preparation sequence in the their respective program?

In order to address these research questions, 29 pre-service secondary teacher participants from ISU took part in the one-day field experience. Four themes emerged from that data. The first theme, *Relating to Students*, revealed that the participants experienced first-hand the importance of understanding your student population. The second theme, *Demystifying Diversity*, showed how the participants' view of the definition of diversity was challenged by the experience and the changes the participants made to their own definitions. Another theme that emerged was the *Value of a Safe Space for Marginalized Youth*. The participants reported that they had had some concerns that a gay-friendly high school would result in the students being sheltered from the "real world". However, the participants reported that they began to see through their interactions with the students that they in fact were already very aware of that real world, and that this school provided the one place where they could feel safe and actually focus on learning. The final theme that emerged from the data was that of *School Structure*. This school is very open in many ways; students call teachers by their first names, are free to come and go to class as they please, and has a very casual dress code. Many of the participants, whose own secondary education experiences were in traditional suburban high schools, found this unsettling. While some of the participants felt that this was a weakness of the school, others viewed it as creating a family-like environment where students were in fact able to apply themselves.

Presenting this study at ATE was a very valuable experience. The input I and my co-presenter received on our study was both encouraging and helpful for future iterations of data collection. We also had the opportunity to discuss with session attendees how they could structure similar field experiences for their own students, which again led us to revisit the structure of our own trip and how to make improvements for future travels with students.

## **Ann Weber, TCH**

The Association of Teacher Educator's (ATE) 92nd national conference in San Antonio provided me with a spectrum of SoTL opportunity. Professional discourse provided the valued teaching and learning, while an alumni gathering provided validation and encouragement. Let me explain. I presented a session titled, "Cooperating Teachers: Changing Their Supervisory Decisions from Guessing to Knowing." Last year, I had presented a detailed description of the online course that I designed and teach for cooperating teachers (classroom teachers who supervise student teachers). This year's presentation had a focus on the specific assignments included in the course. Professional development for the cooperating teacher is not wide spread so the topic encouraged others to move forward in this direction. They seemed appreciative of the direction I provided, and a thoughtful exchange ended the session.

Additionally, I designed two specific roundtable presentations so colleagues involved in the student teaching phase had a forum for dialogue. Professional exchanges occurred during "Location, Location, Location: How to Find the Best Cooperating Teachers for Student Teaching Experiences" and "Paving a Pathway: Supporting Novice Clinical/Cooperating Teachers." At each of these sessions, I included anecdotal situations as springboards and further application ideas emerged from participants. I profited from the sessions which I hosted, as well as the ones I attended. I now have new literature to review, new content and strategies to implement, and some larger program ideas to contemplate with colleagues. Additionally, the College of Education hosted an alumni event during the conference time frame. Along with alumni, it was attended by our professional development school partner in the area.

I was quite pleased with the unsolicited positive responses about the solid foundation which ISU provides students. Feedback came from former education majors who are currently teaching, current student teachers, classroom teachers, and administrators from the partner school district.

Sharing of research and application plus receiving feedback about our department, college, and university's endeavors were a wonderful professional combination.

## **Alycia M. Hund, PSY**

I attended the Society for the Teaching of Psychology (STP) conference (American Psychological Association Division 2) affiliated with the Midwestern Psychological Association in May 2012 in Chicago. Conference programming focused on teaching and learning issues as they relate to psychology courses and out-of-class experiences. Attending several talks and interacting with colleagues provided opportunities to think about active strategies

*Continued on last page*

# ISSOTL Has Launched a New SoTL Journal

The International Society for the Scholarship of Teaching and Learning (ISSOTL) has started a new SoTL journal, *Teaching & Learning Inquiry: The Journal of the ISSOTL (TLI)*. The mission of the journal is to “publish insightful research, theory, commentary, and other scholarly works that document or facilitate investigations of teaching and learning in higher education. *TLI* values quality and variety in its vision of the scholarship of teaching and

learning. Its pages will showcase the breadth of the interdisciplinary field of SoTL in its explicit methodological pluralism, its call for traditional and new genres, and its international authorship from across career stages.”

The first issue (a bit atypical as it is all essays about the field of SoTL) is available on line at <http://www.jstor.org/stable/10.2979/teachlearninqu.1.issue-1>. The second issue will be out this fall.

## Sampling of Upcoming SoTL-Related Conferences

### 2013

October 2–5, International Society for the Scholarship of Teaching and Learning  
Raleigh Convention Center, Raleigh, North Carolina  
[issotl13.com](http://issotl13.com)

October 17–19, 43rd Annual Conference of the International Society for Exploring Teaching and Learning  
Hyatt Regency Grand Cypress, Orlando, Florida  
[www.isetl.org/conference](http://www.isetl.org/conference)

October 17–20, Lilly National Conference on Evidence-Based Learning and Teaching  
Traverse City, Michigan  
[lillyconferences.com/tc](http://lillyconferences.com/tc)

November 7–9, 4th Annual Symposium on Scholarship of Teaching and Learning  
Banff, Alberta, Canada  
[isotlsymposium.mtroyal.ca](http://isotlsymposium.mtroyal.ca)

November 14–16, Association for the Study of Higher Education  
Las Vegas, Nevada  
[www.ashe.ws/?page=107](http://www.ashe.ws/?page=107)

November 21–24, Lilly International Conference on Evidence-Based Learning and Teaching  
Miami University, Oxford, Ohio  
[www.units.muohio.edu/lillycon](http://www.units.muohio.edu/lillycon)

### 2014

February 5–7, 6th Annual Conference on Higher Education Pedagogy  
Virginia Tech, Blacksburg, Virginia  
[www.cider.vt.edu/conference](http://www.cider.vt.edu/conference)

February 20–22, Lilly National Conference  
Newport Beach, California  
[lillyconferences.com/ca](http://lillyconferences.com/ca)

March 26–28, SoTL Commons Conference  
Savannah, GA  
<http://academics.georgiasouthern.edu/ce/conferences/sotl-commons/>

April 11, 15th Annual Midwest Conference on the Scholarship of Teaching and Learning  
South Bend, Indiana  
[www.iusb.edu/ucet/events/sotl2014.php](http://www.iusb.edu/ucet/events/sotl2014.php)

May 30–June 1, 11th Annual Teaching Professor Conference  
Boston, Massachusetts  
<http://www.facultyfocus.com/conferences/conference/>

June 17–20, Society for Teaching and Learning in Higher Education 2014: Transforming our Learning Experiences  
Kingston, Ontario, Canada  
<http://www.queensu.ca/stlhe2014/>

## Status of the Search for New Cross Endowed Chair in SoTL

The search for the new Cross Endowed Chair in the Scholarship of Teaching and Learning at Illinois State resumes this fall. The search committee includes Committee Chair Timothy Fredstrom of the Honors Program, Jennifer Banning of Family and Consumer Sciences, John Bantham of Management and Quantitative Methods, Charles Bristow of the Center for Teaching, Learning, and Technology, Jennifer Friberg of Communication Sciences and Disorders, Sheryl Jenkins of Mennonite College of Nursing, Lydia

Kyei-Blankson of Educational Administration and Foundations, Jennifer Sharkey of Milner Library, Ryan Smith of University Assessment Services, and Michael Vetere of the School of Theatre.

When the committee finalizes the position description for this endowed chair, it will be available off the Provost's website. Please share that URL, or the advertisement, with appropriate electronic lists and qualified candidates around the nation and globe.

*Continued from second page*

for posing questions to guide students in inquiry, student involvement in teaching and research, and programmatic considerations to facilitate psychological and quantitative literacy among students. I also learned more about how gender roles and student anxiety interact through stereotype threat.

I plan to incorporate several of these ideas in my Life-span Development (PSY 213) and Child Development (PSY 301) courses and into my mentoring of undergraduate teaching and research assistants. Discussion of programmatic considerations helped refine my thinking about my new SoTL research project focusing on student learning through out-of-class experiences in psychology. It also encouraged me to add two recent publications about undergraduate education in psychology to my reading list, perhaps inviting colleagues to join me as part of a reading group.

### **Susan Hildebrandt, LLC**

I attended two fall 2012 conferences related to SoTL. The first was the annual meeting of the Illinois Council on the Teaching of Foreign Languages (ICTFL), and the second was the annual conference of the American Council on the Teaching of Foreign Languages (ACTFL).

At ICTFL, I was able to join my 24 pre-service teachers of French, German, and Spanish in a professional environment. They are required to attend the conference as a course requirement, to introduce them to the language

teaching profession. Additionally, I presented two papers: one with Nancy Ferrill (LAN University Supervisor of Student Teachers), entitled “Implementing the Teacher Performance Assessment (TPA)” and another with Deborah Vinci-Mongue, a colleague from Dominican University entitled “Meeting Language Teacher Education Accreditation Challenges.” Both papers enabled me to share curricular changes and program outcome data with language teacher educators from across the state. With colleagues from other universities, I presented two original research projects entitled “University and District Collaborations: Successes and Challenges” and “The Language of Disabilities: Start-up Strategies for Inclusive Classrooms.” For the first, I reported findings from ISU teacher candidates’ assessments, along with those of other universities. At the session, my colleagues and I presented to an audience of language teachers and teacher educators who are interested in the features of the programs that we have developed at our home institutions. For the second presentation, I reported findings of studies carried out with postsecondary students, including several ISU students.

Also, at each conference I was able to carry out activities and responsibilities that come with the leadership positions that I hold. In ICTFL I am a member of the Higher Education committee, which helps ICTFL respond to the needs of teacher education and language programs. In ACTFL I was the Chair of the Teacher Development Special Interest Group and led the business meeting.

## **Fall Events and Opportunities to Support SoTL Projects**

### **SoTL Travel Grant Program**

As usual, for this fiscal year, we have a small SoTL travel grant program. You may apply for up to \$500 toward a trip to any type of conference but where you presented, or will present, scholarly teaching or SoTL work that focused on the learning of ISU students. Applications may be for trips to be taken in FY14 (July 1, 2013 to June 30, 2014) or for trips already taken in early FY14 that were not completely reimbursed by other sources. About 9-10 travel grants will be funded. Check the web page (<http://sotl.illinoisstate.edu/>) for the full Call for Applications.

### **Web Page Redesign and Updates**

SoTL Scholars will be working on updating, redesigning, and adding SoTL resources to our website at <http://sotl.illinoisstate.edu/>. If you have any suggestions, please send them via email to Anu Gokhale at [aagokha@ilstu.edu](mailto:aagokha@ilstu.edu).

### **Consulting**

Are you considering or working on a SoTL project or product? If you would like advice or assistance, individual or team consulting is always available. Contact Kathleen McKinney at [kmckinne@ilstu.edu](mailto:kmckinne@ilstu.edu).

### **SoTL Fall Workshop**

Be on the lookout for information about a SoTL workshop later this semester. Suggestions for topics or level of content may be sent to Jen Friberg at [jfribe@ilstu.edu](mailto:jfribe@ilstu.edu).

### **Internal Multi-Media SoTL Publication**

This fall and in the coming spring, we will be planning and initiating a Call for SoTL products (essays, research notes/articles, videos, creative products, web representations...) for an internal (ISU) multi-media, peer reviewed SoTL ‘publication.’ More on this in the fall semester.

**Kathleen McKinney, Ph.D., Editor ([kmckinne@ilstu.edu](mailto:kmckinne@ilstu.edu))**  
**Beth Welch, Managing Editor ([eawelch@ilstu.edu](mailto:eawelch@ilstu.edu))**

**Cross Endowed Chair in SoTL, Campus Box 6370, Normal, IL 61790; Website: [sotl.illinoisstate.edu](http://sotl.illinoisstate.edu)**