

# SOTL AT ISU

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

Volume 9; September 2015



---

---

## Two SoTL Funding Opportunities

### Scholarship of Teaching and Learning Travel Grants

**FY16:** This program is designed to encourage public sharing of SoTL research on the teaching and/or learning of Illinois State University students. The program provides partial funding for travel to present SoTL work. Funds up to \$700 per application/conference will be awarded. Funds may be used toward conference registration and/or travel costs for a trip taken (and not fully reimbursed), or to be taken, to present SoTL work this fiscal year. We expect to award 10-14 grants. Round I applications are due September 28, 2015, and Round II applications are due February 1, 2016.

### Go Global with SoTL, Mini-Grants for SoTL:

This program will provide mini-grants to study the developmental and learning outcomes of ISU students as a result of global/international/cross-cultural curricular

or co-curricular experiences. These experiences could be part of an ISU class or program on campus, a study abroad experience, a co-curricular travel and/or volunteer experience, etc., as long as a global/international/cross-cultural component is clearly a major aspect of the assignment or experience. Mini-grants are for \$1,000 per proposal. Funds may be used for any appropriate budget category in FY16 (e.g., printing, commodities, equipment, travel, student help, and salary). We expect to award five grants. Applications are due October 30.

These opportunities have been advertised via *isuteach*, @ISU\_SoTL twitter account, our Cross Chair FaceBook page, and on our website ([sotl@ilstu.edu](mailto:sotl@ilstu.edu)) where the guidelines are linked from *Events and Opportunities*. Hard copies of the guidelines were also sent to faculty campus mail boxes at the beginning of this semester.

## Congratulations to the FY16 SoTL Scholar-Mentors

SoTL Scholar-Mentors have reassigned time to the Office of the Cross Chair in SoTL to work on a SoTL project of their own, travel to a SoTL conference and, primarily, to engage in tasks that support the SoTL work of their ISU colleagues and beyond. This year's scholar-mentors are Dr. Jennifer Friberg, Communication Sciences and Disorders (fall and spring) and Dr. Erin Mikulec, Teaching and Learning (spring). Jennifer and Erin will, based on interest, expertise, timing, and status of these projects, work on the following:

- Add to the database and synthesis project and report of past and current SoTL work at ISU.
- Find new and updated information and resources for the SoTL website and work with our web support person to update the web site.
- Head or serve on the editorial team for *Gausius*, our internal, multi-media SoTL publication.
- Plan and conduct SoTL workshops and/or SoTL writing and research circles as well as offer some SoTL programming and support specifically for graduate students.

- Serve as managers/editors of, and contributors to, *The SoTL Advocate* blog and our Face Book page.
- Work with SoTL grant recipients and others conducting SoTL work related to Educating Illinois.
- Encourage and support SoTL on ISU students' global and international experiences.
- Work with Deans, Directors, Chairs, faculty, and the Offices of Admissions and Marketing to promote conducting SoTL and the use of SoTL results in their units.
- Devise ways to share SoTL results and their practical implications for students with our undergraduate and graduate students.
- Create collaborations with nearby institutions of higher education, as well as internally with other units.

Check us out on Twitter: @ISU\_SOTL

And on FaceBook (Illinois State University Cross Chair in Scholarship of Teaching & Learning)

# Learning by Doing: A Scholar-Mentor's Recaps/Reflections

Michaelene Cox, Politics & Government

When I applied for a position as a SoTL Scholar Mentor by writing a (long-winded) letter to Kathleen McKinney in March 2014, it was with a bit of trepidation. On paper, my experience doing SoTL work probably seemed adequate to take on the responsibilities of working with the Office of the Cross Chair in the Scholarship of Teaching and Learning but in truth, I felt very much the novice—and still do because at core, I will always remain a student. Happily, Kathleen is a superb mentor's mentor. If you love learning and are keen to join the SoTL community, perhaps you might take that bold step, too. Meanwhile, let me share what it's meant for me during the 2014-15 academic year.

First, here's a snapshot of some of my activities this past year, many done in collaboration with the Interim Cross Chair or other colleagues: co-facilitating two workshops, one in Fall about SoTL methodologies and the other in Spring about the SoTL Small Grant program; writing newsletter articles; scouring resources for federal grant opportunities for SoTL projects; and co-editing *Gauisus*, the online peer-reviewed journal for research conducted at ISU about the teaching and learning of our students. I also found support for conducting my own SoTL research and presenting at the annual Lilly International Conference. There was encouragement, too, to generate new ideas that could advance the Cross Chair's mission here at ISU. I proposed to survey faculty from Heartland

Community College and Illinois Wesleyan about interest in SoTL to determine whether a community partnership of sorts might be feasible down the road. Then, when I suggested creating a database of SoTL Small Grant recipients and their projects, Kathleen gave a thumb's up and generously provided funds for a student assistant to work with me on the project. An overview of our findings can be found on *The SoTL Advocate* blog at <https://illinoisstateuniversitysotl.wordpress.com/>

Second, the less tangible, but no less important, result of serving as a SoTL Scholar-Mentor is that I met a host of smart and delightful colleagues from diverse disciplines that I might not have run across otherwise. The position gave me practice and greater appreciation for teamwork and collaborative problem solving. It broadened my understanding of SoTL, and boosted my confidence and experience in mentoring others about this work. And lastly, the past year in service as a Scholar-Mentor provided a unique perspective on the spirit of teaching and learning that forms the foundation of ISU's mission.

Curious about what you might contribute and gain, too? Go to the website below to learn more about the selection process as a Scholar-Mentor, and about other opportunities working with colleagues on the Scholarship of Teaching and Learning. <http://sotl.illinoisstate.edu/scholarship/scholar-mentors/>

## Teaching with the Frames: An Art Education Model

Judith Briggs, Art

The National Art Education Association (NAEA) Annual Convention is a colorful annual gathering place where university art educators, art educators in K-12 public education, community art educators, museum educators, school administrators, and artists come together to share research, lesson plans, ideas for community involvement, current state and national actions, and current work. Exhibitors display the latest materials and publications and colleges recruit. Museums and galleries in the convention area offer free entry and convention tours, and workshops add variety to the normal convention lecture format. Well-known artists and designers are keynote speakers, along with authors of educational research. The convention is a place for the comingling of theory and practice in true Scholarship of Teaching and Learning fashion.

The 2014 Convention *Spark! Fusing Innovative Teaching and Emerging Technologies* took place between March 29th and 31st in San Diego, California and drew over 4,000 attendees. Along with my former ISU art education colleague, Dr. Colleen Brennan, Dr. Karen Maras of Australian Catholic University, I presented the research lecture *Interpreting the Frames to Create Innovative*

*Secondary Art Curricula*. The Frames and the Conceptual Framework are art education constructs created by Dr. Neil Brown and colleagues at the University of New South Wales College of Fine Arts (now Art and Design) and cooperating art teachers in the field in the early 1990's to reflect contemporary art world practices and theory as well as contemporary research on student learning.

The Frames are philosophical lenses through which art teachers and students can analyze and make artwork. The Subjective Frame deals with intuition, the subconscious, and personal expression. The Cultural Frame looks at ideological orientation in art, traditions, gender, class, and race. The Structural Frame investigates symbols, codes, language systems, and formalist interpretations of art. The Postmodern Frame includes transgressive orientations in which things are placed out of context to create irreverence, critique, irony, and satire (Board of Studies, 2003). NSW art educators choose up to two Frames as viewpoints to use when creating curriculum units. The Frames help to locate and to explain ideas behind artistic practice. The Conceptual Framework, the artist, the work, the world, and the audience, helps students to recognize and to understand

*Continued on last page*

## Walk the Talk SoTL 2015 Contest Held

This contest recognized the best team or academic unit that applied Scholarship of Teaching and Learning research results/literature beyond the individual classroom to solve a problem, achieve a goal, or exploit an opportunity resulting in improved teaching or enhanced student learning at Illinois State University. On April 29, 2015, the two award-winning teams each gave a short presentation and were honored with funds, plaques, and a reception.

The winning team project was *SoTL to Support*

*Curricular Change in Communication Sciences & Disorders*. Team members were Jennifer Friberg, Lisa Vinney, Jennine Harvey, & Heidi Harbers, CSD.

The honorable mention team project was *Creating a new teaching evaluation*

*instrument for the School of Communication (SoC)*. Team members were Maria Moore, Cheri Simonds, Lance Lippert, Kevin Meyer, & Megan Koch, COM; and Derek Story, HR.



## Gausius: Selected SoTL at Illinois State University

Volume 3 (2015) of our ISU SoTL online, peer reviewed, journal was posted in April (<http://gausius.weebly.com/current-issue.html>). The articles and one Prezi include the following:

*Cross-Curricular Learning in Communication Sciences and Disorders: Leaving the Silos Behind* by Jennifer Friberg and Heidi Harbers, CSD

*Unwilling or Unable? Measuring Anti-Asian Implicit Biases of Pre-Service Teachers in Order to Impact Teaching Effectiveness* by Nicholas Hartlep, EAF

*How Volunteer Service Projects Enhance Learning and Classroom Community: A Longitudinal Study* by Phyllis

McCluskey-Titus, Wendy Troxel & Brandon Hensley, EAF; Jodi Hallsten Lyczak, COM, Erin Thomas, Student Affairs

*Developing the Impact of Relevance and Teacher Immediacy on Cognitive and Affective Learning* by John F. Hooker, COM

*Instructional Podcasts to Support Thesis Writing: Student and Committee Member Perceptions* by Julie Raeder Schumacher, FCS

Please consider submitting your SoTL work to Volume 4 of *Gausius*. Submission information is on our website (<http://sotl.illinoisstate.edu/downloads/GausiusCFP2015.pdf>) and was sent to all faculty/academic staff.

## Subscribe to *The SoTL Advocate* Weblog

Jennifer Friberg, SoTL Scholar-Mentor, CSD

During the fall semester of 2014, the office of the Cross Chair in SoTL at Illinois State University (ISU) established this weblog titled *The SoTL Advocate* to highlight SoTL and to encourage discussion within the SoTL community on various topics of interest to those working in SoTL at ISU and beyond.

To date, *The SoTL Advocate* has published original opinion papers about the field of SoTL and summaries of SoTL studies, shared SoTL resources and tips, and informed readers about SoTL workshops, conference, and experiences. Some posts are targeted to members of the

ISU community, but most are also of interest to the broader SoTL community.

In addition, *The SoTL Advocate* welcomes submissions of possible guest posts to the blog. Two members of *The SoTL Advocate* editorial team will review submissions for appropriateness and quality. Submissions should be MS Word files of 300-600 words and be sent via email, to [sotl@ilstu.edu](mailto:sotl@ilstu.edu). Finally, we strongly encourage those from around the globe interested in SoTL to visit and subscribe to the blog (<http://illinoisstateuniversitysotl.wordpress.com>).

## FY16 SoTL Small Grant Recipients: Congratulations!

The following four SoTL grants were selected for funding (\$5,000 each) for 2015-2016 by a three-person review committee. Grant applications for this year's SoTL Small Grants had to connect the project explicitly to *Educating Illinois*.

*Guided Online Group Discussion to Enhance Student Critical Thinking Skills*, Anu Gokhale and Nadia Khatib, Technology

*Faculty Conceptions and Pedagogical Practices in Designing, Facilitating, and Supporting Student*

*Collaborative Projects Online*, Lydia Kyei-Blankson, Education, Administration & Foundations and Heather Donnelly, Teaching & Learning

*Professional and Personal Learning Outcomes of Pre-Service Teachers Participating in an 8-week Student Teaching Experience in Eastbourne, England*, Erin Mikulec, and Jill Donnell, Teaching & Learning

*Outside of My Comfort Zone: Pre-Service Teachers' Experiences with Cultural Diversity*, Sandra Osorio, Teaching & Learning and Josh Bieler, Social Work

*Continued from second page*

relationships within the art world. The NSW Board of Studies adopted the Frames and the Conceptual Framework as its state syllabi model in the late 1990's and, with slight revisions, continues to use it today.

Art is not taught in NSW elementary schools, but is a mandatory subject in Years 7 and 8. It is an elective subject in Years 9 and 10 and can be elected as a Higher School Certificate final examination subject in Years 11 and 12. Students in NSW elect to take statewide HSC exams in select subjects within their senior years; these exam marks and subjects determine their eligibility to study certain disciplines at university. The Visual Arts HSC consists of a rigorous written exam in which the student analyzes artwork and places it within historical and critical context as well as an examination of a body of artwork that the student has created. Over the course of a year the student was to have documented the development of their work in a visual arts process diary that is included as part of the artwork's examination. Both the work and the diary are shipped to a central exam location at Homebush Bay where groups of trained examiners, master art educators, mark it. Trained art educators also mark the exam's written portion. In 2014 9,900 students sat the Visual Arts HSC Course (Board of Studies Teaching and Educational Standards NSW, 2015), indicating the popularity of the visual arts as a course of study.

U.S. art education lacks the rigor and the state organization of the NSW model. However, with the incorporation of Common Core Standards (Common Core Standards Initiative, 2015) for math and literacy across the curriculum, the incorporation of the Charlotte Danielson Framework for Teaching (The Danielson Group, 2013) as a basis for teacher assessment, and the incorporation of the new National Visual Arts Standards (National Coalition for Core Arts Standards, 2014), U.S. art educators must now lead their students in both talking and writing about art as well as in making art and reflecting upon it. The Frames model of investigation is a construct that facilitates that process.

In summer 2013 Dr. Brennan and I taught an ISU Australian Art Education abroad course and, along with

10 ISU graduate and undergraduate students, we visited 11 schools throughout Sydney to observe art classroom instruction and pedagogical approaches, teacher/student interactions, assessment practices, and other student and teacher directed and supported curriculum. Dr. Brennan and I interviewed six art teachers and 15 students about their teaching and practice, respectively and documented curriculum materials and student artwork. While Dr. Maras could not attend the Conference and was represented via Power Point slides, Dr. Brennan and I presented a research lecture to 30 participants, a combination of school and university art educators, detailing the outcome of our research and how we incorporated the Frames and the Conceptual Framework into the training of ISU art education teacher candidates. We showed curriculum units that ISU art teacher candidates created and used while co-teaching Frames-based lessons in the field with local cooperating art educators. The presentation was well received, and the audience expressed interest in additional resource materials that I will present in the 2015 Conference to be held in New Orleans. Incorporating the Frames and the Conceptual Framework into the ISU's art education curriculum is an evolving process and a basis for future action research and future conference presentations.

Board of Studies NSW. (2003). Visual arts Years 7-10 syllabus. Retrieved from [http://www.boardofstudies.nsw.edu.au/syllabus\\_sc/visual-arts.html](http://www.boardofstudies.nsw.edu.au/syllabus_sc/visual-arts.html)

Board of Studies Teaching and Educational Standards NSW. (2014). Media releases: ARTEXPRESS – 32 years old, 8 galleries, 219 students. Retrieved from <http://www.boardofstudies.nsw.edu.au/news-media/media-release.html>

Common Core Standards Initiative. (2015). Preparing America's students for success. Retrieved from <http://www.corestandards.org/>

National Coalition for Core Arts Standards. (2014). National Core Arts Standards. Retrieved from <http://nationalartsstandards.org/>

The Danielson Group. (2013). The framework. Retrieved from <http://danielsongroup.org/framework/>

## Recent Scholarship of Teaching and Learning Workshops

Since our last newsletter in January, we have held three formal workshops on campus (in addition to one-on-one or small group consulting, an online writing circle, and a reading circle). In February we conducted a workshop (led by Jen Friberg) on Applying and Using SoTL with 20

people in attendance. We offered a SoTL Internal Grant Writing workshop held in April (led by Michaelene Cox). Sixteen faculty members participated. Finally, in July we held a SoTL and IRB workshop (led by Phyllis McCluskey-Titus) with nine faculty or staff attending.

**Kathleen McKinney, Ph.D., Editor (sotl@ilstu.edu)**  
**Beth Welch, Managing Editor (eawelch@ilstu.edu)**

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