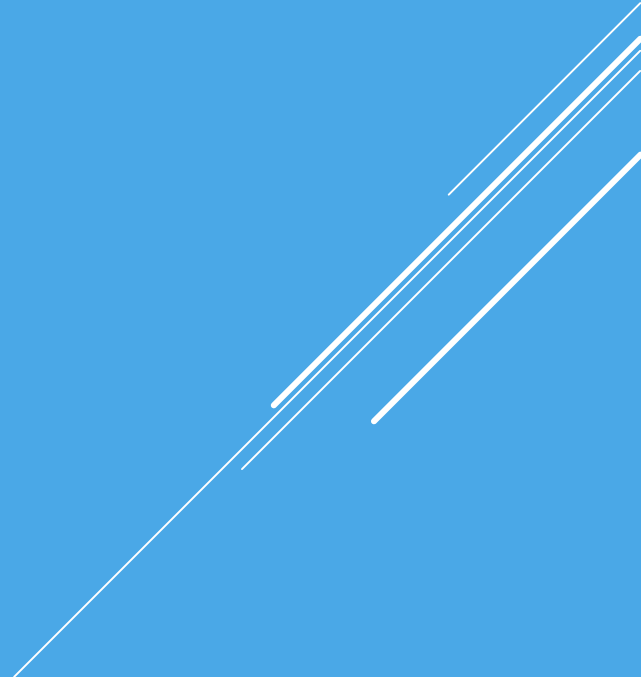


INQUIRY AND COMMUNITY: A RECIPE FOR ONGOING EDUCATIONAL IMPROVEMENT

Pat Hutchings, National Institute for Learning Outcomes Assessment
Jen Leptien, Director of Learning Communities, Iowa State University

THE PLAN

1. **Your goals for this session**
 2. **Getting on the same page (definitions)**
 3. **Designing a SoTL inquiry project**
 4. **Structuring a campus program**
 5. **Benefits and outcomes**
 6. **Where these ideas might fit in your action project**
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Have you ever SoTLed?

1. _____ I have...and I'm proud of it!
2. _____ I might have...but don't know...
3. _____ I've read and/or used SoTL research.
4. _____ No, but I am SoTL curious!
5. _____ What's SoTL???

Thanks to Margy MacMillan,
Mount Royal University, for this slide

WHAT IS THE SCHOLARSHIP OF TEACHING AND LEARNING (SoTL)?

SoTL involves:

- Beginning with a question about student learning
- Gathering and analyzing evidence of student learning
- Making conclusions public
- Making changes to practice that reflect what you're learned

“Faculty bringing their skills and habits as scholars to their work as teachers”

COPs AND FLCs

Communities of Practice (COPs):

- **Groups that share a concern and deepen knowledge through regular interactions**

Faculty Learning Communities (FLCs):

- **Small, trans-disciplinary groups engaging in an active, collaborative, yearlong program with a curriculum about enhancing teaching and learning, with frequent, structured meetings**

DESIGNING A SOTL INQUIRY PROJECT

Research Objective

Researchable Question

Implementation

- **Study Design**
- **Data Collection**
- **Implementation Timeline**

Individual Action Plan for a SoTL Project worksheet provided courtesy of Dr. Sara Marcketti and Dr. Cindy Haynes, Center for Excellence in Learning and Teaching, Iowa State University, Ames, IA

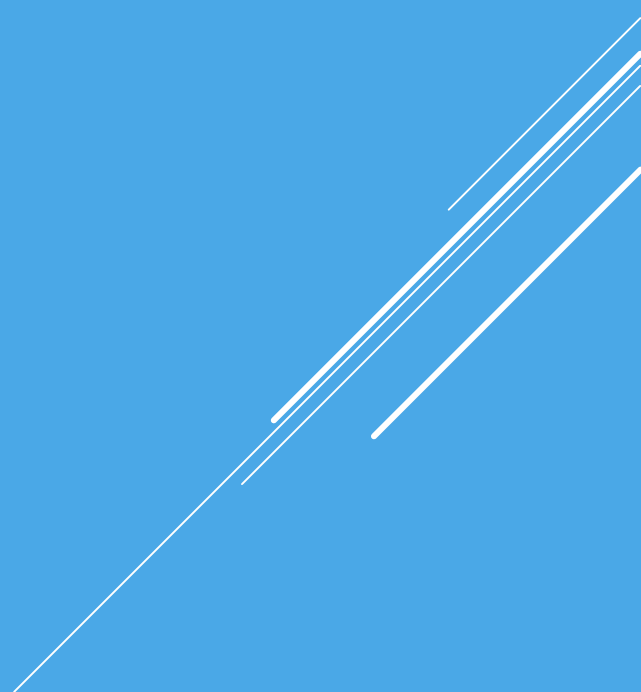
TYPES OF QUESTIONS

Is it working?

What does it look like?

What could it look like


Theory building



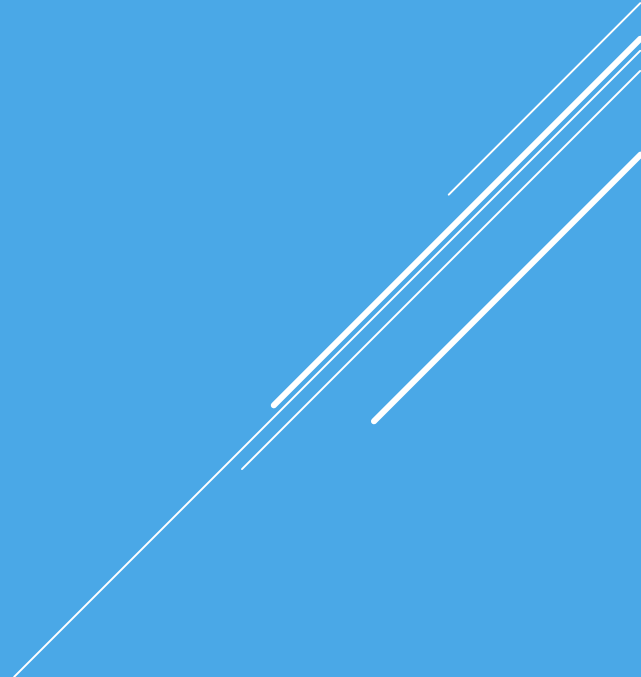
SoTL PROGRAMS ON 2 CAMPUSES

Gonzaga University

Iowa State University

- **Context**
 - **Purpose/Goals**
 - **Model/Structure**
 - **Leadership & Allies**
 - **Recognition and Rewards**
 - **Outcomes**
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ADDITIONAL EXAMPLES OF SOTL PROGRAMS

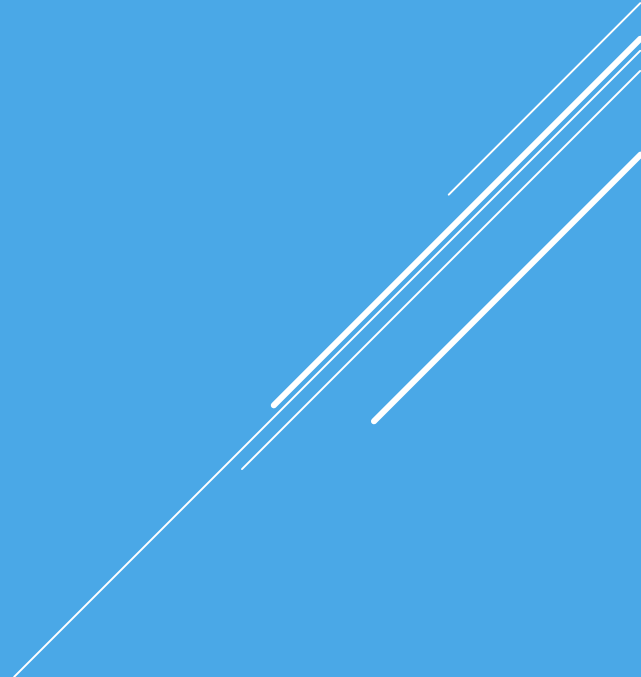
- **What elements of these examples would be a fit with interests and needs on your campus?**
 - **What similar efforts have you participated in or seen on your campus?**
- 

SoTL FLCs: Potential outcomes

SoTL Faculty Learning Communities can promote a culture of inquiry and improvement. It also:

- Engages and revitalizes faculty (and other) participants
- Builds collective/institutional intelligence about student learning
- Provides a vehicle to assess the impact of innovations and “improvements”
- Promotes evidence-based improvement
- Raises important questions about the kind of work that is valued and rewarded
- Creates interesting new opportunities for students as partners in inquiry
- Your thoughts, questions, additions....

ABOUT YOUR PROJECT AND ACTION PLANS....

1. Take 5 minutes to reflect and write individually
 2. Share ideas with the group
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THANK YOU!

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RESOURCES FOR FURTHER WORK

- Boose, David, and Hutchings, Pat (see Gonzaga handout).
- Cox, M. D. (n.d.). Website for Developing Faculty Learning Communities (FLCs): Communities of Practice in Higher Education. Retrieved from: <http://www.units.miamioh.edu/flc/>
- Felten, Peter. (2013). Principles of good practice in SoTL. *Teaching & Learning Inquiry*, 1(1), 121-126.
- Huber, M. T. (2004). *Balancing acts: The scholarship of teaching and learning in academic careers*. Washington, D.C.: American Association for Higher Education and the Carnegie Foundation for the Advancement of Teaching.
- Hutchings, P., Huber, M. T., & Ciccone, A. (2011). *The scholarship of teaching and learning reconsidered: Institutional integration and impact*. San Francisco, CA: Jossey-Bass.
- Tutorial on doing sotl, from Vanderbilt University: <https://my.vanderbilt.edu/sotl/doing-sotl/>