

Scholarship of Teaching and Learning Faculty Learning Community

The Scholarship of Teaching and Learning (SoTL) is a growing field of scholarship in higher education that involves the systematic inquiry into pedagogical and curricular design, practices, and implementation that impact student learning. SoTL research is a reflective practice in higher education that is publicly shared and reviewed by a community of peers.

Why engage in SoTL?

SoTL research fosters a scholarly approach to teaching, engages faculty in reflective practice about their work, and provides an avenue for a peer-reviewed source of evidence to reward teaching. Some of the many benefits of SoTL engagement include:

- Improving student learning through the exploration and development of best practice in teaching and learning
- Furthering a culture of reflective, evidence-based teaching at MSU Denver
- Developing community among faculty across disciplines
- Increasing the exposure of teacher-scholars at MSU Denver through public scholarship

Currently, SoTL exists at MSU Denver in many forms. Many teacher-scholars likely engage in some form of scholarly teaching already by basing their course design and facilitation on evidence-based practices or collecting information from their students to enhance their practice. SoTL takes this to the next step to publicly share findings and contribute to our collective knowledge of effective teaching.

SoTL FLC

The CTLD will offer a SoTL Faculty Learning Community (FLC) during the 2022-23 academic year. Faculty and staff are encouraged to join to learn about SoTL, further an ongoing SoTL project, or develop a new project around a burning question or idea.

SoTL Areas of Inquiry

Nearly any topic or question regarding teaching and learning at MSU Denver can become a SoTL project. For example:

- How do we best implement inclusive, trauma-informed teaching practices?
- How do we maintain a flexible education at a residential, open-access campus?
- How do students experience our content and activities in a hybrid course format?
- What strategies encourage students to be prepared for class?
- What are the implications and challenges of alternative approaches to traditional grading?
- How do we support differentiation in the classroom and “meet students where they are”?
- How can we engage students in this research about teaching?

SoTL FLC Program Timeline

SoTL Kickoff Event (April 2022)

- What is SoTL? Why engage in SoTL? Various scholarship options
- Faculty SoTL Champions share their SoTL projects, experiences, successes
- Overview of the FLC

AY 2022-23 - Year 1

Facilitated by Bridget Arend, Associate Director of Teaching and Learning

Faculty Learning Community to provide support and structure to faculty members interested in becoming more active in SoTL. The FLC will help faculty develop and idea or advance a specific SoTL project, as well as build a community of colleagues with a strong interest in evidence-based teaching practices.

Tentative structure of FLC topics over the academic year:

- Recognizing and identifying SoTL projects
- Writing research questions
- Educational literature reviews
- The role of theoretical frameworks
- Conducting human subjects' research / IRB
- Research design
 - Quantitative methods
 - Qualitative methods
 - Mixed methods
 - Action research / Self-study designs
- Exploring SoTL journals and conferences
- SoTL showcase poster session or lightning round talks about ongoing projects

Following years

Faculty facilitated FLCs can be conducted for faculty working on similar topics (SoTL clusters), for faculty working together on a collaborative project (co-authors), or for faculty working at a similar stage in their project development (moving from data collection to publication).

Interested in joining?

Visit our SoTL webpage to sign up for the FLC or stay in touch:

<https://www.msudenver.edu/teaching-learning-design/programs/sotl/>