

SCHOLARSHIP OF TEACHING & LEARNING




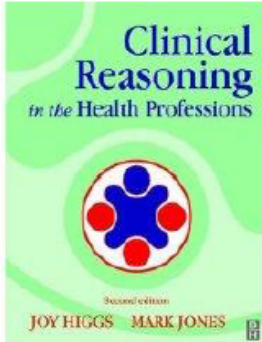

**Professor Penny Jane Burke
Professor Erica James**

tEN September 2021

PART 2:
SoTL
Practicalities

Professor Erica James

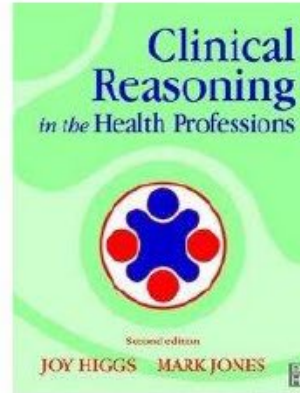
WHAT IS SoTL?

	Excellent Teacher	Scholarly Teacher	Scholarship of T & L
Knowledge			
Source	Experience	& Literature	& Research
Dissemination	Personal Use	Local Use	Public Use

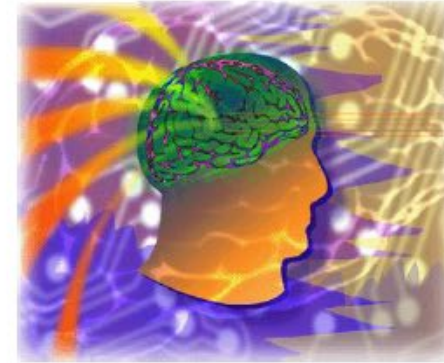
Excellent Teacher



Scholarly Teacher



Scholarship of T&L



Phase I



Phase II



Phase III

Improve teaching

Improve learning

Advance the field



The Educator Network Showcase Scholarship of Teaching and Learning

This event will be held on 29th September (10am-12pm) via zoom.



Hi Erica, when you submit this form, the owner will be able to see your name and email address.

* Required

Pre-Workshop Survey

Please complete the following questions.

These will help us to guide the content of the upcoming Showcase sessions to your needs.

1. School/Unit *

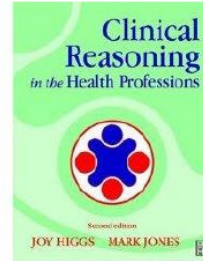
2. College / Division *

- College of Health, Medicine and Wellbeing
- College of Engineering, Science and Environment
- College of Human and Social Futures
- Academic Division
- Other

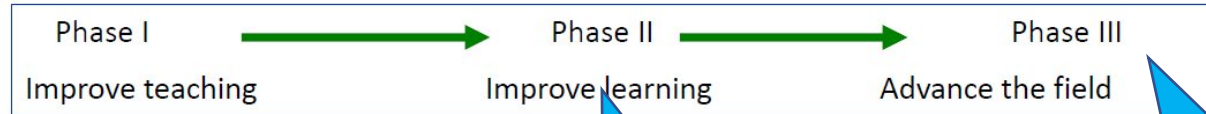
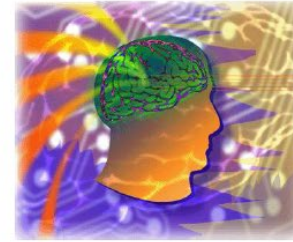
Excellent Teacher



Scholarly Teacher



Scholarship of T&L



Adapted from: Weston & McA

Scenario 1:

I use the results of the pre-workshop survey to refine topic selection to ensure I meet the needs of participants (adult learning principles)

Anonymous

Scenario 2:

I use the results of the pre-workshop survey to identify those with low confidence and tailor the activities and breakout rooms accordingly based on theory of building self-efficacy, measure post-workshop outcomes and share findings with tEN colleagues

Participants identifiable

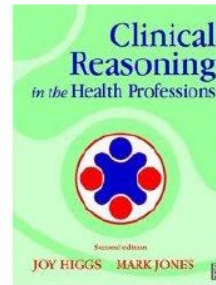
Scenario 3: tEN want to monitor if participants who attend this workshop and then join a COP are more likely to produce a SoTL output in the next 12 months, compared to those who do not attend. The results will be disseminated at a national conference.

Participants are identifiable and need to consent to follow up

Excellent Teacher



Scholarly Teacher



Scholarship of T&L



Phase I
Improve teaching



Phase II
Improve learning



Phase III
Advance the field

Adapted from: Weston & McAlpine



The purpose of the data collection impact the ethical requirements

No ethical requirements

QA waiver

Full HREC application

newcastle.edu.au/research/support/services/human-ethics/application-procedures

Study Research Engage Campus Life Our Uni

Human ethics

- Human Research Ethics Committee (HREC)
- Research Ethics Advisors (REAs)
- What needs ethics approval?
- Application procedures**
 - RIMS Help
 - Forms and Guidelines
 - Course Related Ethics Approval
 - Register of Approved Tests and Procedures
 - Human Ethics approvals from external HRECs
 - Peer review
 - Submission Dates and Response Times
 - Quality Assurance
- Policies and guidelines
- FAQ
- Contact us

Research Ethics Advisors (REAs) have been appointed in Faculties to assist researchers, both staff and students, to design ethically acceptable human research and assist them through the ethics approval process. Enquiries should be directed to the appropriate REA in the first instance.

The HREC [Register of Approved Tests and Procedures](#) is now available. For tests and procedures listed in the Register it is not necessary for researchers to provide copies with an application to the HREC for ethics approval.

Application Forms, Guidelines and Procedures

- [Application Forms - Initial application form](#)
- [Requesting a Variation to an approved research project](#)
- [Application Procedures - Course Related Ethics Approval](#)
- [Register of Approved Tests and Procedures](#)
- [Human Ethics approvals from external HRECs](#)
- [Peer Review of Research Proposals Submitted for Ethics Approval](#)
- [Submission dates and response times](#)
- [Quality Assurance - Quality Assurance Activity Proposal Form](#)

How to Complete and Submit your Annual Progress Report

Researchers who have a University of Newcastle username and password are required to submit their progress report online using the [Research Information Management System \(RIMS\)](#).

Instructions for completion and submission of an Annual Progress Report

1. If the chief investigator/project supervisor has a UoN user name and password, please submit your Progress Report online via [RIMS](#). Also see the [Online submission user guide \(PDF 460 KB\)](#) for more

NEWCASTLE UNIVERSITY

Office use: Reference Number Date Received

QUALITY ASSURANCE ACTIVITY PROPOSAL

Institutional Project QA Project

Project Title

List of those conducting the activity

Funding source if the proposed activity is grant funded

Project Outline and Objectives (max 300 words)

Methodology (including number of participants and method of recruitment) (max 300 words)

CONSENT
From the Quality Assurance Guidelines

'Adequate consent is obtained from participants or any institutions involved and the activity is consistent with National Privacy Principle 2.1(a). 'Adequate' consent may be explicit (for example, in writing) or implied (for example, by completing a survey). The NPP 2.1 (a) requires that any secondary purposes for using the information relate to the primary purpose for collecting it and that the person whose information it is could reasonably expect that this information would be used for the secondary purpose concerned. See the [Quality Assurance Guidelines](#) for sources of content.

RISKS AND BURDENS

Q3 Is the burden on participants limited to their participation in the relevant care/program/professional activity? (That is, there will be no additional burden such as extensive interviews, lengthy questionnaires, persistent reminders, or intrusive questions.) Yes No

PRIVACY AND CONFIDENTIALITY

Any participants' records or information (eg. in databases, databanks, tissue banks) used in a quality assurance activity are accessed only by those with usual access for care or professional practice or access for a directly related secondary purpose and any person reviewing such information is bound by legislation or a code of ethics.

Q4 Will access to participants' records and information be consistent with the above principles? Yes No

Q5 Will access to any personal information be limited to that required for relevant care or professional practice? Yes No

Q6 Is there effectively zero risk of a breach in the confidentiality of an individual's personal information? Yes No

OVERLAP WITH RESEARCH

Q7 Is the proposed action simply the routine care or professional practice normally provided to the participant? (Any use of new interventions or devices that are not a routine part of current practice will require an application for approval by the HREC.) Yes No

Q8 Are the participants being treated as usual, with no randomisation of groups, control groups, or use of placebo interventions? Yes No

Q9 Is the information being collected about participants in the relevant care/program/professional activity limited to that which would be routinely collected? (Any requirement for more extensive information necessitating additional testing, such as collections of additional blood or tissue, physical or psychological testing, or longer interviews, will require an application for approval by the HREC.) Yes No

BROADER IMPLICATIONS

Q10 Are the rights, privacy, and professional reputation of any person or institution involved in providing the care/program/professional activity free from any risk of infringement? Yes No

3 page document, notified within 5 days

The purpose of the data collection impact the ethical requirements

No ethical requirements

QA waiver

Full HREC application



AHRECS SCHOLARSHIP OF TEACHING AND LEARNING RESEARCH ETHICS MANUAL

In 2014 the Australian Government Office for Learning and Teaching (OLT) commissioned Australasian Human Research Ethics Consultancy Services (AHRECS) to undertake work to help OLT grant-holders and fellows avoid unnecessary difficulties and delays during research ethics review. The OLT contracted AHRECS to produce a resource manual to support the ethical conduct of the research that it funded. It also wanted to assist other Scholarship of Teaching and Learning (SoTL) researchers and research ethics reviewers.

The **AHRECS Scholarship of Teaching and Learning Research Ethics Manual** consists of six booklets that include academic references, recommended reading and prompts for ethical reflections. The booklets are practically focused and incorporate examples of problems and suggested strategies.

The Manual is available from the [OLT web site](#), and a copy is hosted on the [AHRECS site](#).

[Booklet 01 SoTL Manual: Research ethics and the Scholarship of Teaching and Learning](#)

[Booklet 02 SoTL Manual: Ethics review and grant or fellowship funded research](#)

[Booklet 03 SoTL Manual: Risks and benefits in SoTL research](#)

[Booklet 04 SoTL Manual: Recruitment and consent in SoTL research](#)

[Booklet 05 SoTL Manual: Privacy and confidentiality in SoTL funded research](#)

[Booklet 06 SoTL Manual: Ethical challenges and practical strategies](#)

The six booklets of the SoTL Manual are provided online as *.docx on an open license basis for use by researchers, research ethics reviewers, research office staff, and institutions.

ABOUT

The Australian Learning and Teaching Fellows' network (ALTF) was established in 2011 with support from the Australian Government Office for Learning and Teaching. The network comprises over 100 scholars who are well placed geographically, institutionally and within their discipline communities to promote and sustain effective learning and teaching in Australian higher education, now and into the future.

FEATURED FELLOW



Professor Sophie Arkoudis
University of Melbourne

No ethical requirements

QA waiver

Full HREC application

WHAT IS YOUR SoTL QUESTION?

1. SoTL context questions
2. SoTL process questions
3. SoTL impact questions
4. SoTL follow-up questions

Hubball and Clarke (2010). Diverse Methodological Approaches and Considerations for SoTL in Higher Education. The Canadian Journal for the Scholarship of Teaching and Learning, 1 (1).

WHAT IS YOUR SoTL QUESTION?

Type of question	Examples
SoTL context questions <i>Focus on critical structures that shape the educational initiative</i>	<ul style="list-style-type: none">• a critique of literature models and best practices,• an examination of critical implementation factors,• assessment of perceived needs of key stakeholders,• examination of cost-benefit analysis and resource feasibility issues. What needs to be improved, why, and how?
SoTL process questions <i>Focus on periodic assessments of issues of importance that arise throughout the educational initiative (formative)</i>	<ul style="list-style-type: none">• investigating theory-practice integration or problematic, innovative, or successful outcomes-based program processes,• examining how and to what extent educational experiences are responsive to the needs and circumstances of the key stakeholders,• investigating whether and how learning experiences are progressively sequenced; what needs to be improved, why, and how?

EXAMPLE OF A SoTL CONTEXT QUESTION

We reviewed the literature to assess the effects of interventions for medical students that aim to improve interpersonal communication in medical consultations. We identified what types of learning activities are most effective for specific student groups (context).



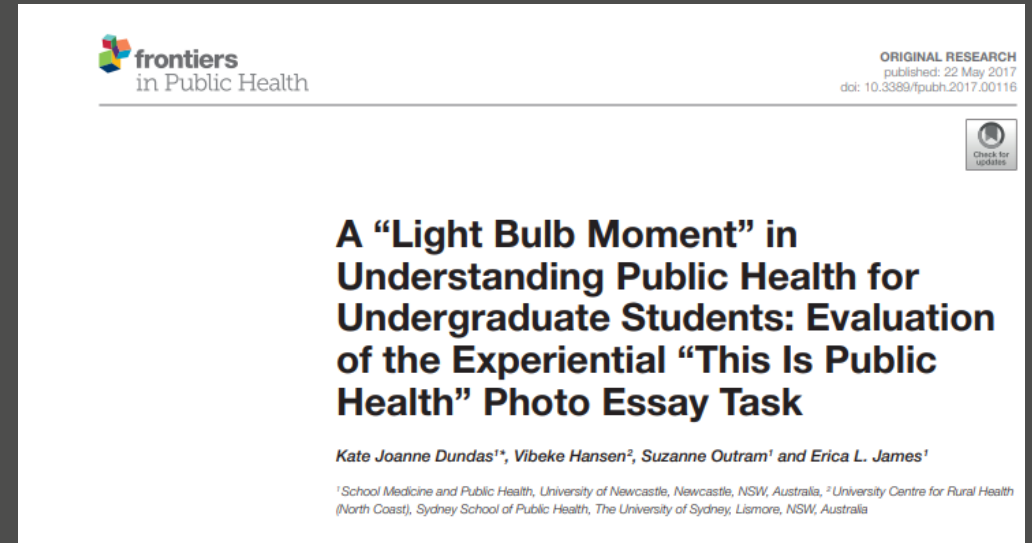
Cochrane Database of Systematic Reviews

Interventions for improving medical students' interpersonal communication in medical consultations (Review)

Gilligan C, Powell M, Lynagh MC, Ward BM, Lonsdale C, Harvey P, James EL, Rich D, Dewi SP, Nepal S, Croft HA, Silverman J

EXAMPLE OF A SoTL PROCESS QUESTION

We evaluated student perceptions of a photo essay and reflective task in order to explore the pedagogical process.



The image shows the cover of a research article in the journal 'Frontiers in Public Health'. The cover is white with black text. At the top left is the journal logo, which consists of a colorful cube icon followed by the text 'frontiers in Public Health'. At the top right, it says 'ORIGINAL RESEARCH', 'published: 22 May 2017', and 'doi: 10.3389/fpubh.2017.00116'. Below this is a 'Check for updates' button. The main title of the article is 'A "Light Bulb Moment" in Understanding Public Health for Undergraduate Students: Evaluation of the Experiential "This Is Public Health" Photo Essay Task'. Below the title are the authors' names: 'Kate Joanne Dundas^{1*}, Vibeke Hansen², Suzanne Outram¹ and Erica L. James¹'. At the bottom, there are footnotes: '¹ School Medicine and Public Health, University of Newcastle, Newcastle, NSW, Australia, ² University Centre for Rural Health (North Coast), Sydney School of Public Health, The University of Sydney, Lismore, NSW, Australia'.

frontiers
in Public Health

ORIGINAL RESEARCH
published: 22 May 2017
doi: 10.3389/fpubh.2017.00116

Check for updates

A “Light Bulb Moment” in Understanding Public Health for Undergraduate Students: Evaluation of the Experiential “This Is Public Health” Photo Essay Task

Kate Joanne Dundas^{1}, Vibeke Hansen², Suzanne Outram¹ and Erica L. James¹*

¹ School Medicine and Public Health, University of Newcastle, Newcastle, NSW, Australia, ² University Centre for Rural Health (North Coast), Sydney School of Public Health, The University of Sydney, Lismore, NSW, Australia

WHAT IS YOUR SoTL QUESTION?

Type of question	Examples
SoTL impact questions <i>focus on issues of importance that occur as a result of the educational initiative (summative) evaluation</i>	<ul style="list-style-type: none">• what are learning outcomes, and how do key stakeholders rate the quality of the educational initiative?• To what extent does the educational initiative meet, surpass, or fall short of expectations, why, and how? What needs to be improved, why, and how?
SoTL follow-up questions <i>focus on issues of importance which arise as a result of the longer term (e.g., months, year) impact of educational initiatives.</i>	<ul style="list-style-type: none">• where do graduates go, and how do they apply their learning?• as key stakeholders reflect upon the educational initiative, what do they remember and value most?• to whom and to what extent, if at all, did the educational initiative make any difference? If at all, how did the educational initiative contribute to further development?

EXAMPLE OF A SoTL IMPACT QUESTION

We manipulated a photo essay task (by adding geocaching) to explore if it led to increased understanding of public health (the impact on learning)

Check for updates

 PEDAGOGY
IN HEALTH
PROMOTION

Original Research

Does Increasing the Experiential Component Improve Efficacy of the “This Is Public Health” Photo Essay Task? A Nonrandomized Trial

Pedagogy in Health Promotion: The Scholarship of Teaching and Learning 2019, Vol. 5(3) 178–189
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sagepub.com/journals-permissions
DOI: 10.1177/2373379919863304
journals.sagepub.com/home/php


Kate Dundas, MN^{1,2} , Natalie A. Johnson, PhD^{1,2}, Lorraine Paras, PhD^{1,2}, Stephen Hancock, BMaths, MSciStud^{1,2}, Daniel Barker, PhD^{1,2}, Simon Chiu, MBiosStat², and Erica L. James, PhD^{1,2}

EXAMPLE OF A SoTL FOLLOW-UP QUESTION

We added online microcredentials to a program and traced whether the additional qualifications led to increased employment opportunities for graduates (via employer CV analysis and longitudinal follow up of graduates)



BALANCING THEORY AND PRACTICALITIES

- What is the context? Single class, cohort, multiple programs, multi-institutional
- What is the question you want to explore/the aim of your study? Context, process, impact, follow-up
- Is it predominantly quantitative, qualitative or mixed method?
- What data sources are available?
- Do you have funding to support research costs?

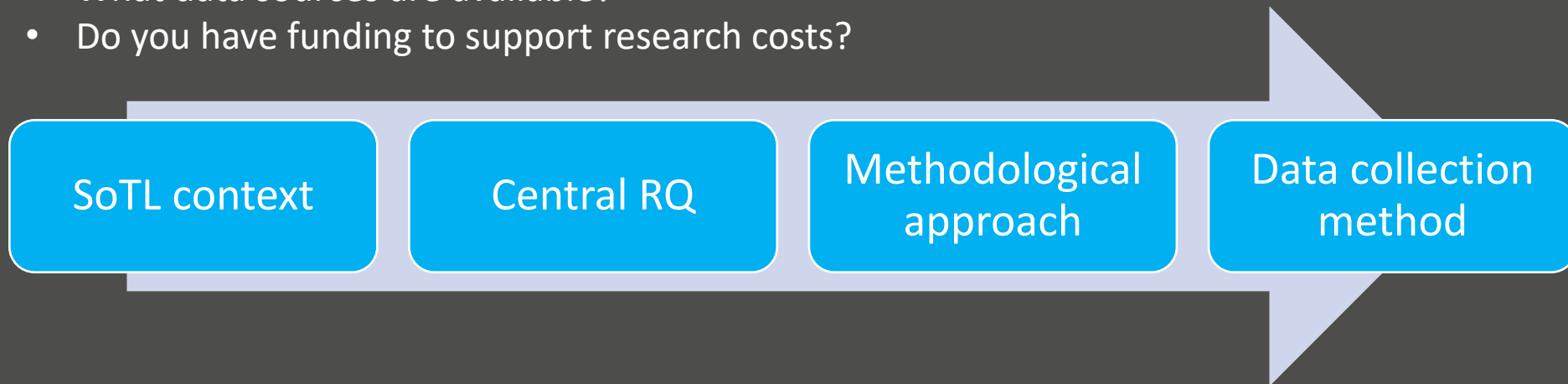


Table 4.9. Summary of When and When Not to Use Designs

<i>Design</i>	<i>Use with Small Samples</i>	<i>Use with Single Class</i>	<i>Can Complete in One Session</i>	<i>Can Determine Long-term Effects</i>	<i>Can Determine Causal Relationships</i>	<i>Main Weaknesses</i>
Simple correlation	No	Yes	Yes	No	No	Cannot determine causality
One-group post-test only	Yes	Yes	Yes	No	No	Cannot make comparisons; cannot determine causality
Two-group post-test only	No	If class can be divided	Yes	If add long-term post-test	Yes with random assignment; typically no without	Selection bias
One-group pre-test/post-test	Yes	Yes	If pre- and post-test in same session	If add long-term post-test	Depends on context	Testing and instrumentation effects; confounds between assessments
Two-group pre-test/post-test	Maybe	If class can be divided	If pre- and post-test in same session	If add long-term post-test	Typically yes, better with random assignment	Various minor issues depending on context
Within participants	Yes	Yes	If all treatments and assessments in same session	No	Typically yes if counterbalanced	Carryover, testing, and instrumentation effects
Crossover	Yes	If class can be divided	If both treatments and assessments in same session	If add long-term post-test	Typically yes	Testing and instrumentation effects
Interrupted time series	Yes	Yes	No	Yes	Typically yes	Testing and instrumentation effects

QUIZ

TIME!

MATCH THE STUDY TO THE APPROACH

1. Does supplying PowerPoint lecture notes enhance student engagement with lectures? Randomise courses, collect attendance and LMS analytics, compare end of course results
2. What factors impact students feeling comfortable taking in part in tutorial discussions? Video record tutorials and analyse teacher and student factors that relate to interaction, student focus groups
3. Do practice scenarios assist student preparation for WiL? Student pre-post interviews and surveys (self-rated confidence), analyse prac results, interview prac supervisors

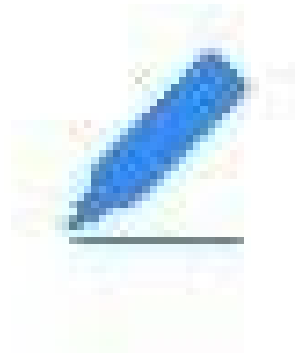
- Mixed method
- Predominantly quantitative
- Predominantly qualitative

Breakout room activity

1. Think of one research question or study aim for a SoTL project relevant to your teaching practice.
2. Classify your approach as qualitative or quantitative, and then brainstorm with your group the potential sources of data/ approaches to data collection.

Be prepared to share your answers with the broader group





Whiteboard

WHERE TO PRESENT AND PUBLISH?

SoTL Conferences

- The Higher Education Research and Development Society of Australasia (HERDSA)
- Student Transition Achievement Retention and Success (STARS)
- Australian Council for Educational Research (ACER) Research Conference
- The International Society for the Scholarship of Teaching and Learning (ISSOTL)
- Australasian Society for Computers in Learning in Tertiary Education (ASCILITE)
- Australian Collaborative Education Network (ACEN)

Discipline-specific T&L Conferences

- E.g. in health: CAPHIA, ANZAHPE

WHERE TO PRESENT AND PUBLISH?

SoTL Journals

- International Journal for the Scholarship of Teaching and Learning
- Journal of the Scholarship of Teaching and Learning
- Teaching & Learning Inquiry
- Teaching in Higher Education
- The Canadian Journal for the Scholarship of Teaching and Learning
- Active Learning in Higher Education
- Assessment and Evaluation in Higher Education
- Australian Journal of Educational Technology

Discipline-specific SoTL Journals

Eg in health: Teaching and Learning in Medicine, Academic Medicine, BMC Medical Education, Journal of Nursing Education, Journal of Occupational Therapy Education

CSU has a handy list of SoTL journals sorted by discipline: <https://libguides.csu.edu.au/SoTL/journals>

SoTL SHORT COURSES

HERDSA
Scholarship of Teaching and Learning Modules

HOME | INTRODUCTION | MODULES | CONTACT | LOG IN

Welcome!

to the Scholarship of Teaching and Learning (SoTL) Modules. The aim of the series of modules is to introduce you to the *nature, purpose* and *process* of scholarship of teaching and learning, and act as a capacity building resource to assist you to develop and refine your SoTL knowledge and skills.

[Learn more](#)

Associate Professor Deb Clarke

Dr Lee Partridge

Lee is a HERDSA Fellow, and an adjunct at University of Western Australia. Her research interests include supporting

Dr Lesley Petersen

Lesley is a self-employed consultant specialising in mentoring programme design and evaluation research. Lesley's

SOTL BY DESIGN

[About](#) | [Content](#) | [Workbook](#) | [Pricing](#) | [Contact](#)

SoTL by Design

Receive the support you need for designing and implementing successful Scholarship of Teaching and Learning projects.

A Comprehensive Online Course

SoTL by Design is your comprehensive guide to navigating the IRB process, choosing a research question, exploring SoTL research designs, mapping evidence, creating a data analysis plan, crafting a project timeline, and strategizing about the dissemination of SoTL project results.

[READ MORE](#)

SoTL by Design Trailer

Watch on [YouTube](#)



What is the first step you need to take to commence your SoTL journey?

- Contact a colleague to discuss an idea?
- Explore funding sources?
- Establish a students-as-partners committee?

WRITE DOWN THE STEP YOU ARE COMMITTING TO RIGHT NOW

IDENTIFY ONE COLLEAGUE AND SHARE YOUR GOAL WITH THEM

COMMIT TO LETTING THEM KNOW WHEN YOU HAVE COMPLETED IT

THANK YOU

