Welcome and Introductions

At your tables please share:

• Name
• Department/Unit
• A *one sentence* personal example illustrating your own scholarly approach to teaching
Why this session?
Success increases with a scholarly approach to teaching
Session Objectives

• Explore what a scholarly approach to teaching means at KSU

• Link to key ideas supporting scholarly teaching sprinkled throughout NFO

• Learn about upcoming CETL events

• Sketch out a personal scholarly teaching plan
Our agenda was designed with a scholarly approach to teaching in mind.

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<th>Task</th>
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<td>Activate prior knowledge</td>
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<tr>
<td>Why this session</td>
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<td>Objectives</td>
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<td>Models for scholarly teaching at KSU</td>
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<tr>
<td>A worksheet</td>
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<td>Closing reflection</td>
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What does scholarly teaching mean at KSU?

“Scholarly refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, and revised and rethought.”

2023-2024 KSU Faculty Handbook
What does scholarly teaching mean at KSU?

• Use evidence-based approaches
• Make data-informed decisions
• Pursue continuous improvement
• Use multiple measures to demonstrate effectiveness
Why implement scholarly teaching strategies?

• Improve interactions with students
• Create a positive classroom environment
• Foster a sense of belonging among students
• Discover efficiencies in course design, grading, etc.

What are other benefits of scholarly teaching?
Scholarly Teaching Areas of Emphasis

• Active learning
• Accessibility
• Backward course design and constructive alignment
• Classroom climate and sense of belonging
• Designing assignments and assessments
• Enhanced learning via metacognition and the learning sciences
• Feedback in the classroom
## Perspectives on Evidence of Scholarly Teaching

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<th>Commitment</th>
<th>One's Own Teaching</th>
<th>Students</th>
<th>Colleagues</th>
<th>Discipline or Teaching in General</th>
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Sources of Evidence of Scholarly Teaching

Direct Evidence
- assignments
- tests
- activity results

Indirect evidence
- surveys
- focus groups
- interviews

Instructor/peer insights
- reflection
- self-assessment
- Peer coaching

etc.

etc.

etc.

Using Evidence to Demonstrate Changes in Teaching Over Time

- **Observe** – look at data on student performance
- **Reflect** – what led to that performance?
- **Ask what if** – how might I change that performance?
- **Learn** – what does literature say?
- **Experiment** – collect new data on student performance
- **Conclude** – analyze and iterate as needed
Sketch out a personal scholarly teaching plan

Please see the prompts on the worksheet included with your handout
Thank you!

- Final reflection – what is one insight you have gained about taking a scholarly approach to teaching at KSU

- Feedback – please complete the Feedback Form for this session – *Excellence in Teaching: Taking and Documenting a Scholarly Approach to Teaching at KSU*

- Please don't hesitate to contact us to follow up, for feedback on your teaching ideas, etc.
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