

Excellence in Teaching: Taking and Documenting a Scholarly Approach

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KENNESAW STATE
UNIVERSITY
CENTER FOR EXCELLENCE IN
TEACHING AND LEARNING

Welcome and Introductions

At your tables please share:

- Name
- Department/Unit
- A **one sentence** personal example illustrating your own scholarly approach to teaching





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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



Activate prior knowledge



Why this session



Objectives




Models for scholarly teaching at KSU



A worksheet



Closing reflection



What does scholarly teaching mean at KSU?

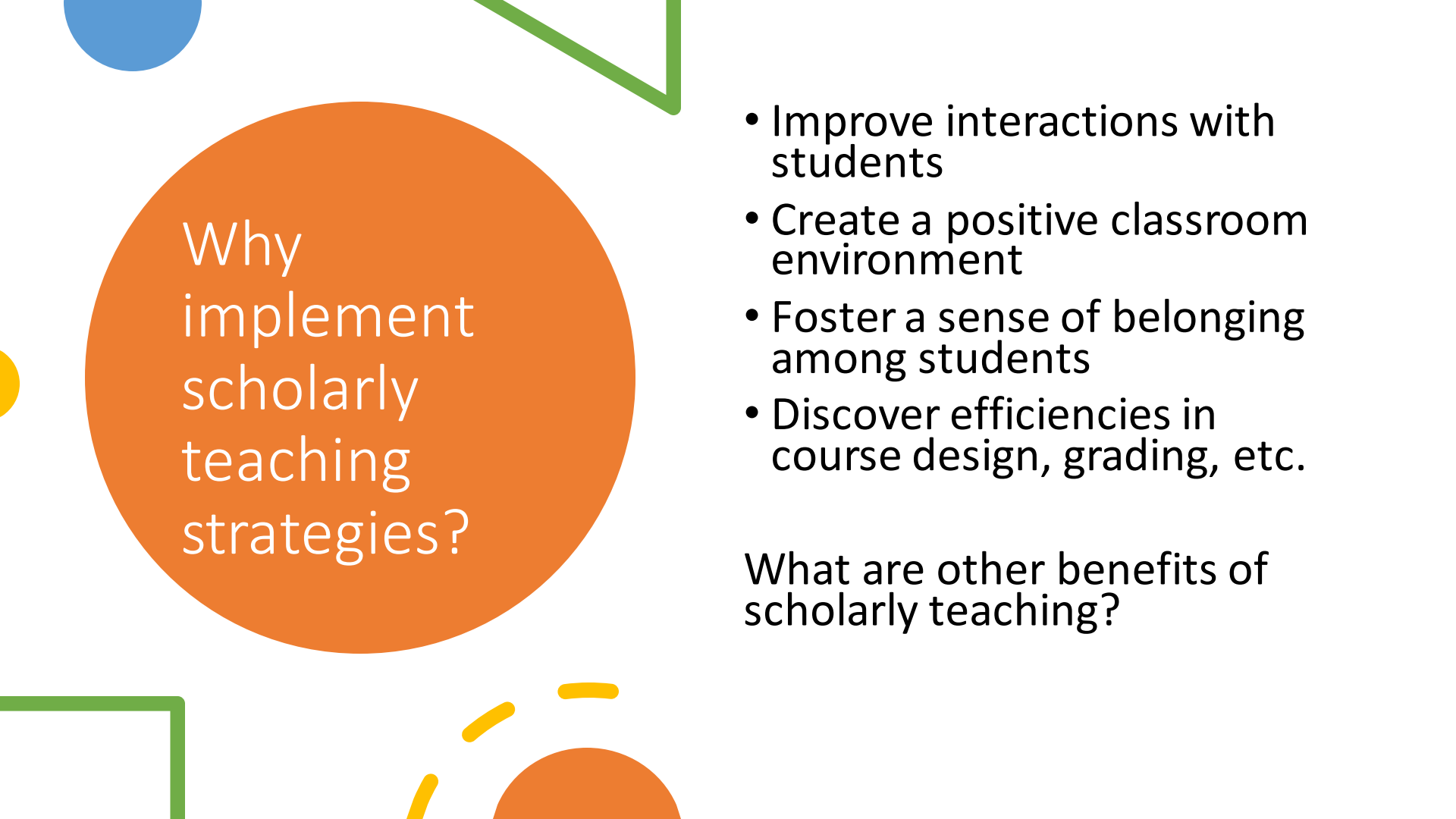
“Scholarly refers to a cyclical process that is deliberate and intentional, systematic and planned, measured and evaluated, and revised and rethought.”

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

	One's Own Teaching	Students	Colleagues Department Institution	Discipline or Teaching in General
Commitment ↓ Impact				



Sources of Evidence of Scholarly Teaching

Direct Evidence

assignments

tests

activity results

etc.

Indirect evidence

surveys

focus groups

interviews

etc.

Instructor/peer insights

reflection

self-assessment

Peer coaching

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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