

Excellence in Teaching: Taking and Documenting a Scholarly Approach

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CENTER FOR EXCELLENCE IN
TEACHING AND LEARNING

Session Objectives:

- Explain what a scholarly approach to teaching means at KSU
- Describe several models for scholarly teaching
- Analyze case scenarios that will inform your personal scholarly teaching plan this fall



What is scholarly teaching at KSU

To begin building a common understanding of what scholarly teaching means at KSU, please discuss a time you did one of the following:

- Took an evidence-based approach to your teaching
- Collected data about the effectiveness of your teaching
- Documented changes toward continuous improvement in your teaching





“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

The scholarly teaching process at KSU



Use evidence-based approaches



Make data-informed decisions



Pursue continuous improvement



Use multiple measures
to demonstrate effectiveness



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Why this session?
Success increases with a scholarly approach to teaching

Why implement scholarly teaching strategies?

Improve

- Improve interactions with students

Create

- Create a positive classroom environment

Foster

- Foster a sense of belonging among students

Discover

- Discover efficiencies in course design, grading, etc.

What are other benefits of scholarly teaching?

Documenting your scholarly teaching



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.



Evidence recommended in the Faculty Handbook

- Section 2.5: Assessment of Teaching Effectiveness
- In addition to Student Ratings of Teaching
Here are some additional measures you can select:

| Additional Measures | Examples (<i>NOTE: more appear in the handbook</i>) |
|--------------------------------|--|
| Pedagogical Skills | Sample of course materials (syllabi, activities, exams, ...) Explanations of situational context and impact on pedagogical approaches |
| Professionalism | Peer evaluation of classroom performance Responses to student feedback |
| Assessment of Student Learning | Samples of assessments (e.g., exams, rubrics) and feedback provided Samples of student work demonstrating learning |
| Professional Development | Seminars attended/incorporated; Presentations made; |
| Reflective Practice | Narrative documenting changes in teaching based on evidence; SoTL |

Scholarly teaching at KSU: case scenario 1

World History paper draft

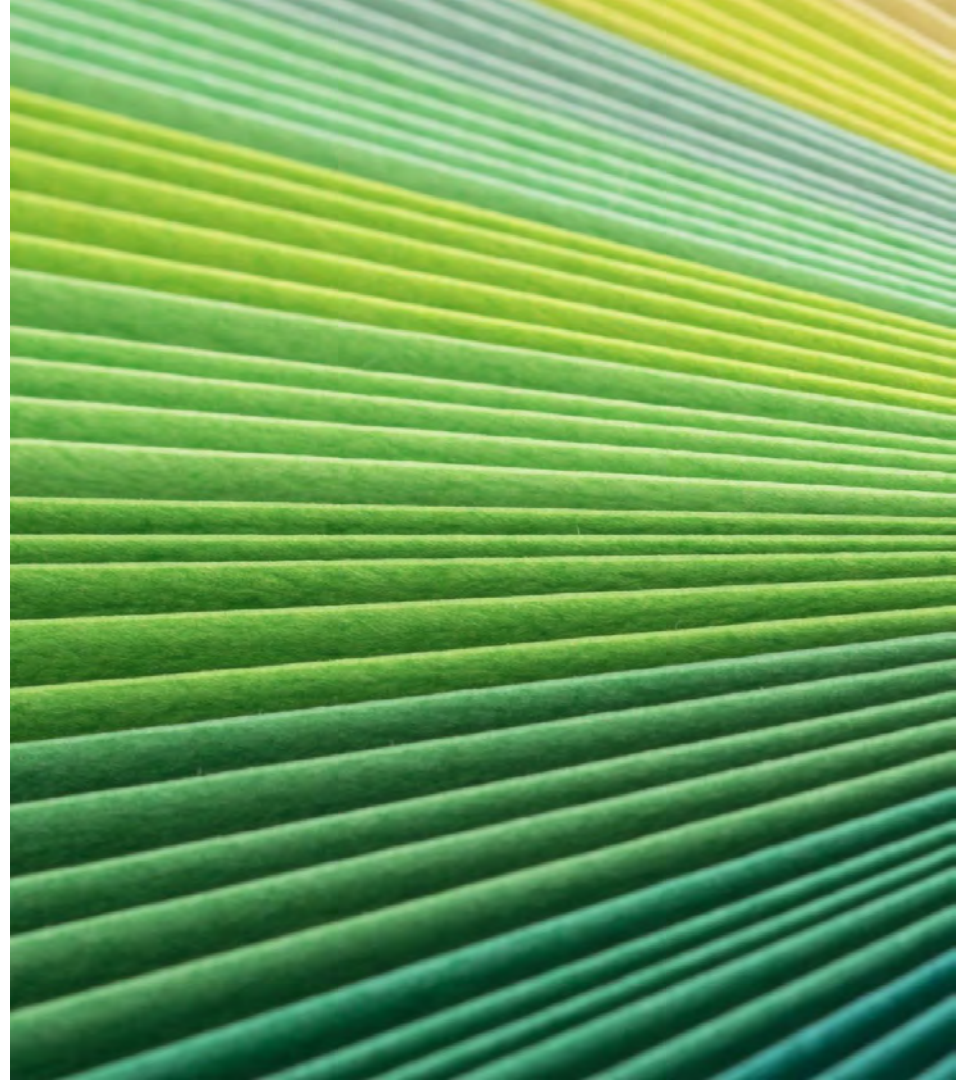
- Evidence-based approach: assessing with rubrics
- Collecting data: change grading criteria from holistic to 5-part rubric
- Continuous improvement: compare results from before using rubric
- Multiple measures: short student reflection on value of the rubric



Scholarly teaching at KSU: case scenario 2

College Algebra problem process

- Evidence-based approach: active learning
- Collecting data: minute papers each week
- Continuous improvement: adapt instruction based on misconceptions and/or questions in minute papers
- Multiple measures: check against end-of-course survey



Discuss at your table

What are the advantages and disadvantages of the two case scenarios we just shared?

How might you adapt them to work for you?



Key Takeaways

- **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



Thank you!

Please complete the feedback form for this session, "Excellence in Teaching: Taking and Documenting a Scholarly Approach to Teaching at KSU."

Contact us to follow up, for feedback on your teaching ideas, etc.

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