

# Strategic Partnerships: Supporting SOTL with a Hybrid Workshop Series

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# Background

**SOTL Inquiry – Where do faculty have the most difficulty with writing for SOTL publication?**

Faculty members must have opportunities to gain expertise with the innovation and to explore their questions, without making inordinate demands on their time.

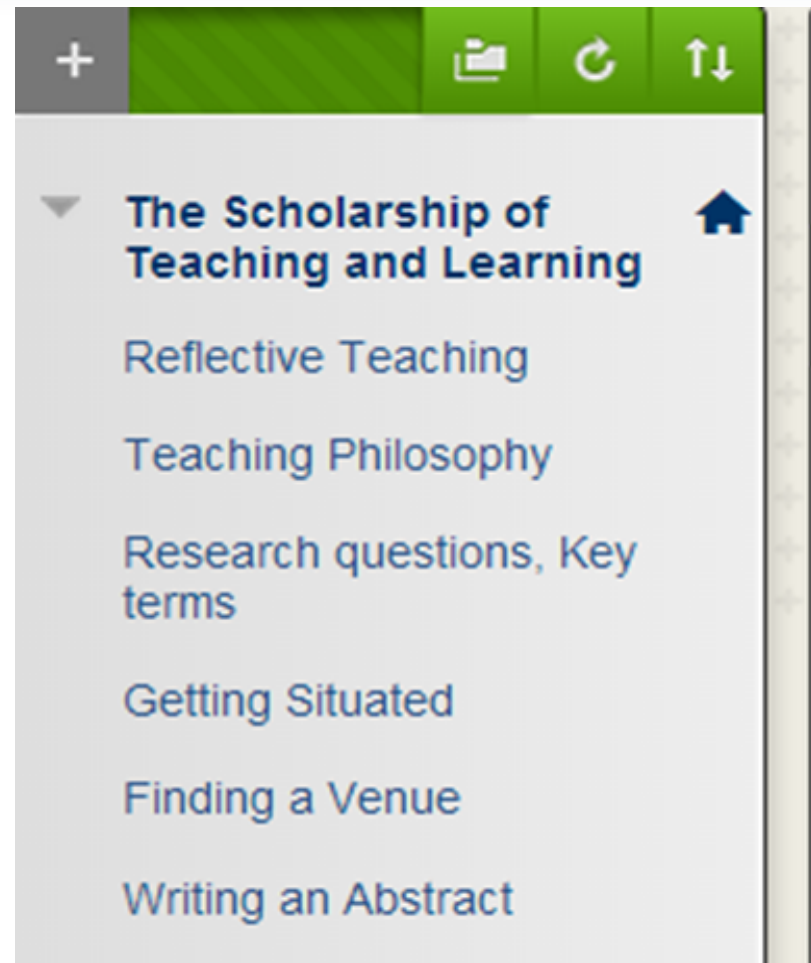
Furco and Moely (129)

Furco, Andrew and Moely, Barbara E. (2012). "Using Learning Communities to Build Faculty Support for Pedagogical Innovation: A Multi-campus Study." *The Journal of Higher Education*, 83 (1) 128-153.

# SOTL SEMINAR SERIES

## BB MODULES

first semester 6 sessions  
thereafter 5




# #1



# #2 Developing a Research Question



## Bb Discussion Board – posting and responding

Thread: College Readiness  
Post: College Readiness  
Author:  **Judith Richburg**

Posted Date: March 5, 2014 6:32 PM  
Status: Published

What do students think about using additional tools as an extension of the classroom setting? The integration of blackboard or other tools that the instructor requires. If they do not have access then they should know where to go for assistance?

[Reply](#) [Quote](#) [Mark as Unread](#)

Thread: Student Engagement  
Post: RE: Student Engagement  
Author:  **Jane Hindman** 

Posted Date: March 11, 2014 3:48 PM  
Status: Published

Both of your questions are relevant for sure, Judith, but they are very very general. How can we get them down to a more specific level? For instance, look at Nina's idea for increasing student participation: note that it proposes solutions for one particular course. Can you apply your own question (how do I increase student participation) to one of the courses you teach? Or what is it about, say, Blackbaord that concerns you in your course for your students? Is there an aspect of your course you'd like to enhance with Bb but you aren't sure how or if it would work? Try to ground your question(s) in your own classroom(s), your own practice(s).

# #3 Getting Situated



Discipline  
Literature

SoTL  
Literature

# #4 Integrating Your Research



# #5 Writing an Abstract

**doing it all**  
Indigenous lessons

Results



# 25 faculty responses SP13, FA13, SP14

**I would recommend this seminar to a colleague**

■ Strongly agree   ■ Agree   ■ Not sure   ■ Disagree



# Summary of 3 semesters of faculty's response to perceived achievement of learning outcomes of SOTL seminar series

Answer Options	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Response Count
I know how to identify an appropriate SoTL journal for my own articles about pedagogy.	15	9	0	0	0	25
I can locate at least one SoTL journal in my discipline.	18	6	0	1	0	25
I know how to earn scholarly recognition for my innovations in teaching.	12	10	1	0	0	25
I feel more equipped to write a pedagogical article than I did at the beginning of this seminar series.	21	3	1	0	0	25
I am more able to identify my individual teaching philosophy than I was at the beginning of this seminar.	12	13	0	0	0	25
I know more about how to situate my teaching practices within current pedagogical research than I did at the beginning of this seminar.	15	9	1	0	0	25
Other (please specify below)						9
					<i>answered question</i>	25
					<i>skipped question</i>	0

# Responses for how to improve seminar

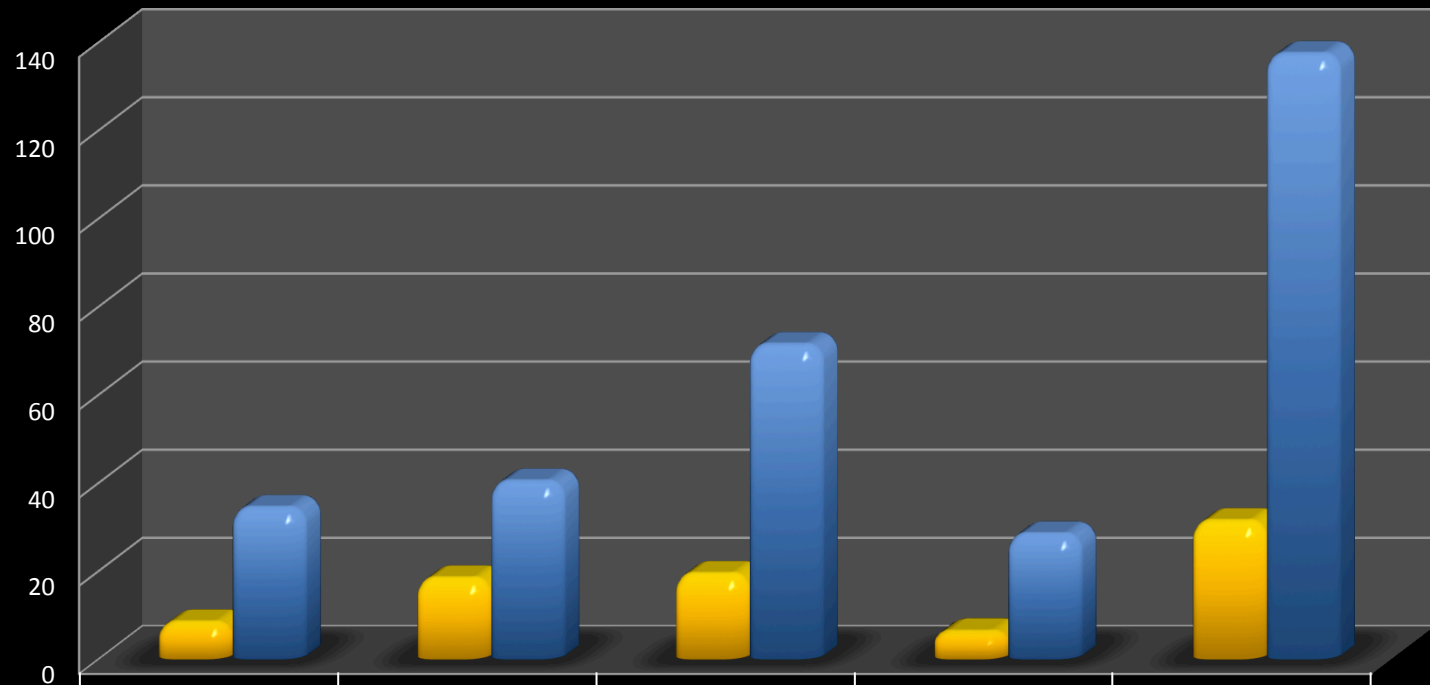
<p>I had to leave early during each session because of teaching. Because of this, I feel that there was limited hands-on time. I think the Blackboard platform is utilized fantastically. I guess I would like <b>more time for discussion with colleagues about our individual projects.</b></p>	<p>I think I would have appreciated a little <b>more class time to do more of the physical work: writing an abstract , research the articles and spend some time reading them.</b> And also to have a little more time to work on writing the abstract. I feel more confident and productive working in the classroom than I do on my own.</p>
<p>I think it works well and I <b>enjoyed the informal process-oriented atmosphere in the seminar. It was nice meeting folks outside of my department as well.</b></p>	<p><b>I found the discussions among the faculty enlightening.</b> Also I liked the different tasks we did both for homework and in class. I found that they helped me to focus my thinking.</p>
<p><b>I particularly appreciate the individual attention provided in the group setting. It was good to hear the discussion of the others colleagues projects, their process and results.</b></p> <p>JaneE 's modeling of teaching and her ability to stretch her students in a gentle yet firm approach is refreshing.</p>	<p>I got a lot out of it, but I thought it could be a four-session as opposed to six-session series. For example, I'm not sure that an entire session needed to be devoted to "finding a venue." Maybe it would work better to meet once a month with more homework? On the other hand, it was really useful to have the time to work so I'm a bit torn on this.</p>
<p>Give slightly fewer examples -- <b>go slightly quicker to hands-on, "try-it-yourself" work.</b></p>	<p>Being that this has been an exceptionally busy semester, I'm inclined to think that having <b>a longer built-in working time attached to each session would be helpful.</b></p>
<p>Maybe creating a webinar for faculty who cannot attend the face-to-face workshop. Alternatively, videotaping the sessions and posting them on BB in order to reference certain themes as the workshop unfolds.</p>	<p>I would like to see more discipline related topics if possible. Thank you again for all your help and advice.</p>
<p>I wish I had known to work on an abstract ahead of our last meeting. <b>It would also have been useful for me to spend more time looking for a venue and getting oriented in the world of SOTL research.</b></p>	<p><b>If it could be tailored for individual disciplines,</b> it would enhance discussion about teaching philosophy, as well as the search for appropriate journals for publications. In fact, I actually still could use help locating journals which are well suited to my needs.</p>

# Impact of CETL's SOTL Workshop Series

(begun in SP13)

## QCC Faculty's SOTL Activity 2009-2013

(as reported in yearly Faculty Activity Reports)



■ SOTL publications	8	18	19	6	31
■ SOTL presentations	34	40	71	28	137