

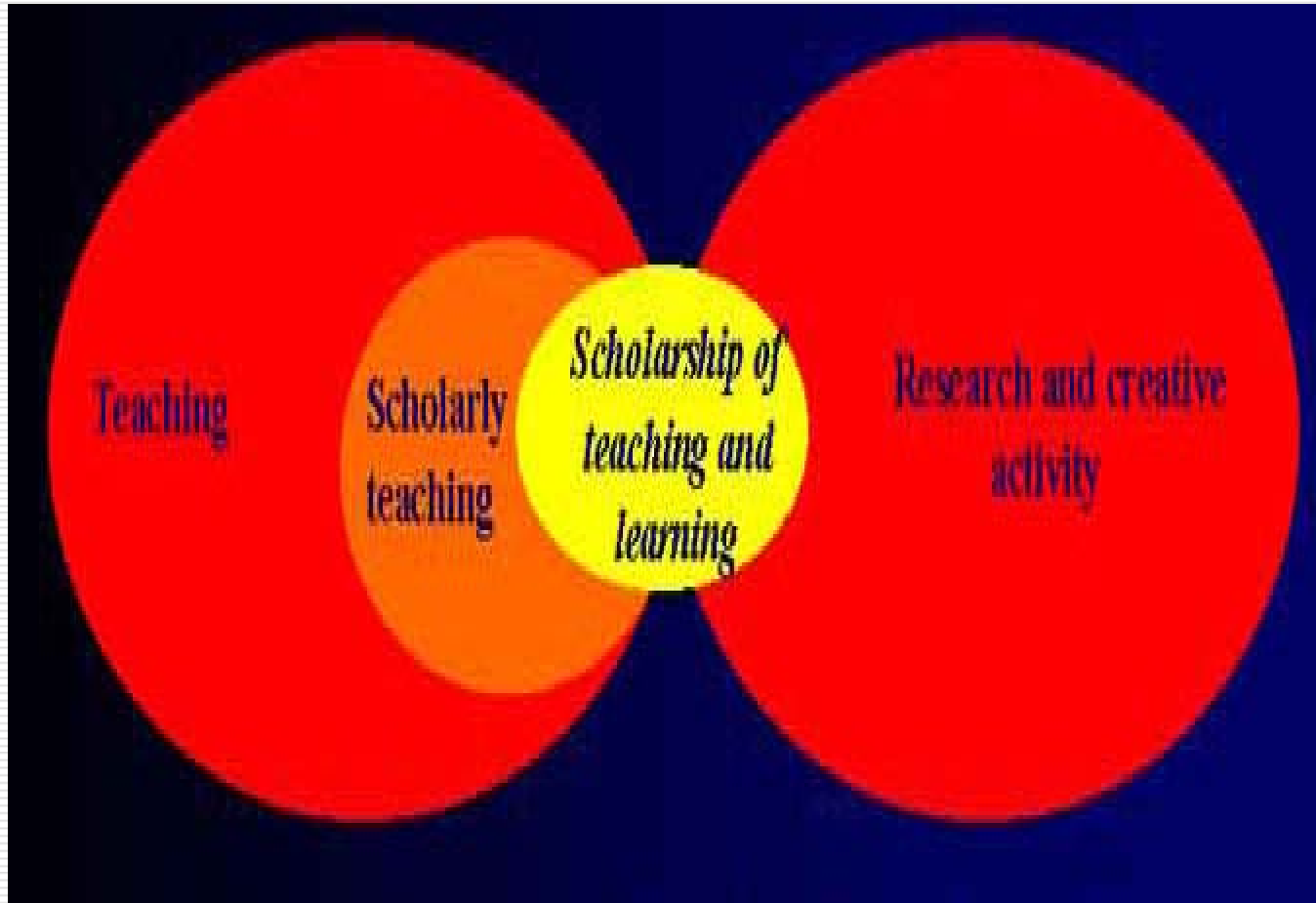
Using Student Generated Data— “Student Products” in Scholarship of Teaching and Learning Projects—

UNC SoTL Day
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On my way to East Carolina University
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IU-Bloomington SoTL Model



Introduction

- Scholarship of Teaching and Learning (SoTL) work has sometimes been criticized for focusing too much on teaching strategies and the teacher's point of view.
 - We will focus on the student's point of view and how to use student generated data to find out more about learning and teaching.
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Student products

- As an introduction—(and without all of the information you need...(o:)
 - Read through the example “student product” provided to you and decide how you might make meaning out of it—do this by yourself...
 - You might think about what kind of question could be asked of the “data” and how you as a SoTL researcher might analyze it...
 - Just give it a try...and we will come back to it in a little while...
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Disciplinary differences in the meaning of SoTL tend to be around issues of methodology

For example, sociologists might use methods such as interviews, questionnaires, or quasi-experiments.

In some related disciplines, researchers might use focus groups or content analysis.

In creative writing, one might be reflecting on teaching and publishing a poem about this reflection and this could be SoTL.

However, one of the criticisms of SoTL work...

- "is that it is often about teaching and that there is very little empirical data used to indicate that learning has occurred (McKinney, 2006)."



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- In SoTL--What can we study? What kinds of questions can you ask that generate student data/ student products about learning?



SoTL questions may include...

- Simple questions:
 - For example an instructor might ask:
 - What do you think is the purpose of this assignment?
 - More complex questions such as those concerning pre and post tests about student knowledge , attitudes, performances, etc.
 - For example: How do students decide what is essential in texts?
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What are typical sources of student-generated data for SoTL work in your field?

What student-generated data do you use or could you use in your own SoTL work?



Examples of sources of student generated data

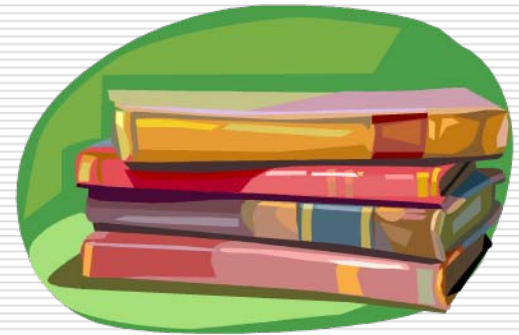
- Test scores & answers
 - Completed assignments
 - Reflections
 - Essays
 - Projects
 - One-minute papers
 - Interviews
 - Portfolios
 - Student presentations
 - Other
 - * The form varies-- eq. papers, web-designs, photos, artwork, diagrams, etc.
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- How can these data be used? How can you analyze the student data—
“student products” -
- you gather?



These data may be used...

- To tell a story about learning--
 - Qualitatively
 - Content analysis
 - Quantitatively
 - Descriptive and/or inferential statistics



Analysis of student products

- Content analysis

- Manifest (surface) and latent (deep) content

- Look for patterns

- Use coding

- Comb data for themes, ideas, concepts, etc.

- Now go back to that student product you read at the beginning and think about coding it—this time—share your ideas with others

How are or can students be involved in SoTL work?



CLASS PICTURE DAY IS
COMING SOON.!



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- *What ethical and institutional issues are there related to SoTL and the use of student generated data?*



Questions? Comments? Ideas?



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