



STARTING WITH SOTL -- FACULTY REFLECTIONS ON SOTL RESEARCH & CONFERENCE PARTICIPATION

David Kim, Anna Leimberg, Donna Short, Christi Maldonado, Melynda Conner

Scholarship of Teaching and Learning (SoTL)

- Interdisciplinary research-based approach to improve teaching practices and student learning outcomes
- Investigating/testing teaching methods and strategies, assessing their effectiveness, and sharing the findings with the academic community through publications and presentations
- Using data to enhance teaching practices
- Reflecting on outcomes and experiences to continuously improve the delivery of courses
- Builds an academic community of educators focused on excellence of the use of high-impact practices

SoTL Research Opportunities

- Classroom-Based Opportunities
 - Explore the effectiveness of different teaching strategies
 - E.g., Active learning/flipped classroom vs. traditional lecturing
- Curriculum Development
 - Investigate innovative course designs
 - E.g., Service-learning, Hybrid/blended learning vs. Traditional
- Technology Integration
 - Assess the impact of digital tools on learning
 - E.g., Learning Management System (LMS), Gamified learning, Virtual reality vs. Whiteboards
- Student Engagement
 - Study factors that enhance student participation
 - E.g., Incentives/extra credit for participation
- Assessment and Evaluation
 - Examine assessment and evaluation methods and their effectiveness
 - E.g., Formative vs. summative assessment
- Quality Enhancement Plan (QEP)
 - Improve student writing outcomes

SoTL Conference and Publication Opportunities

- Conferences
 - SoTL Commons
 - International Society for the Scholarship of Teaching and Learning (ISSOTL)
 - American Educational Research Association (AERA)
- Journals
 - Journal of Higher Education
 - Journal of the Scholarship of Teaching and Learning
 - Teaching in Higher Education
 - Journal of Criminal Justice Education

Variety is the Spice of Student Learning

- Investigate the effects of activities/assignments that incorporate active learning assessments and High Impact Practices (HIP) in criminal justice courses
- Sample
 - Survey and consent forms administered to students enrolled in three face-to-face sections of CRJ 1010 Introduction to Criminal Justice in Fall 2023
 - Inclusion criteria: enrollment in one of the three courses and at least 18 years of age
 - Of 98 students enrolled, 47 completed the survey (response rate of 47.95%)

Table. Descriptive Statistics (N=46)			
	N	%/Mean (SD)	Range
<i>Demographic Characteristics</i>			
Age	--	19.26 (1.71)	18-26
Gender			
Male	20	44.40	--
Female	25	55.60	--
Other	0	.00	--
Race			
White/Caucasian	25	54.30	--
Black/African American	7	15.20	--
Hispanic/Latinx	6	13.00	--
Pacific Islander/Native American	0	.00	--
Asian American	2	4.30	--
Other	0	.00	--
More than one race	6	13.00	--
<i>Academic Characteristics</i>			
Classification			
Middle College	1	2.20	--
Freshman	26	57.80	--
Sophomore	11	24.40	--
Junior	5	11.10	--
Senior	2	4.40	--
Transfer Student Status			
Yes	3	6.80	--
No	41	93.20	--
Enrollment Status			
Full-time (12 credits or more)	45	97.80	--
Part-time (less than 12 credits)	1	2.20	--

Descriptive Statistics

Criminal Justice Major Status			
Criminal Justice Major	22	47.80	--
Criminal Justice Minor	6	13.00	--
Fulfilling Social Science Gen Ed	8	17.40	--
Other elective Fulfillment	10	21.70	--
Prior Criminal Justice Courses			
No previous CJ classes	28	60.87	--
Took a CJ class in HS	11	23.91	--
Took a CJ class at Host Institution	9	19.57	--
Took a CJ class at a different college or university	0	.00	--
Other	0	.00	--
Instructor for CRJ 1010			
Instructor 1	15	32.60	--
Instructor 2	21	45.70	--
Instructor 3	10	21.70	--
Grade Expected in the Course			
A	18	40.90	--
B	20	45.50	--
C	6	13.60	--
D	0	.00	--
F	0	.00	--
I don't know	0	.00	--
Estimated missed number of classes	--	3.49 (2.26)	0-10

Descriptive Statistics (Continued)

Methods

- Measures—Questions pertaining to their recall and ranking of the various activities and assignments completed throughout the course
 - First question—free recall question about all activities & assignments they remember from the course
 - Series of follow-up questions that required rank-ordering of those activities and assignments on two criteria: 1) how enjoyable each was and 2) how each contributed to their learning in the course and academic success skills
 - First asked to rank order them #1 to #3
 - Second, a Likert scale was used to obtain feedback on either enjoyment or contribution
- Two final measures focused on assignment/activity contribution to learning in the course and alignment with course learning outcomes

Results—Free Recall of all assignments/ activities utilized throughout the course

Instructor 1 Activities & Assignments	N	Instructor 2 Activities & Assignments	N	Instructor 3 Activities & Assignments	N
Jury Trial	9	My Cousin Vinny Writing Assignment	17	Egg Activity	7
Writing assignment	6	Final Project	16	Scavenger Hunt	6
Missing information	5	Group Activities	11	Group/Partnered Assignments in Class	5
COP & POP	4	Discussion Boards	9	Diagram Assignments	2
CPTED	2	Quizzes	7	Case study examples	3
Quizzes	2	Infographic	7	Other assignments listed by only 1 student	7
Exam Review	2	Documentary	5	Assignments listed that were unclear	3
Curtilage	1	Marijuana Debate	4		
Yes or No	1	TedTalks	4		
Amendment Discussion	1	First Day Activity	4		
Other assignments	1	Kahoot	3		
		Other assignments listed by only 1 student	2		
		Assignments listed that were unclear	1		
		Missing Information	1		

Did using these types of activities and assignments encourage you to engage more actively in the learning process as opposed to traditional lecture-based classes?

Table. Frequency Distribution (N=46)	
	N (%)
Strongly disagree	4 (8.7%)
Disagree	3 (6.5%)
Agree	19 (41.3%)
Strongly agree	19 (41.3%)

NOTE: This question was intentionally inversely coded from previous questions.

Circle the learning outcomes below that were met through the activities and assignments in this course (Circle all that apply)

CLO 1) Compare and contrast crime data sources.

CLO 2) Investigate the different theoretical explanations for criminal behavior.

CLO 3) Understand the structure and function of law enforcement.

CLO 4) Understand the structure and function of the court system.

CLO 5) Understand the structure and function of corrections.

How many distinct CLOs students indicated were met through these activities & assignments

Table. Frequency Distribution of CLOs (N=46)	
	N (%)
Circled 0 items	3 (6.5%)
Circled 1 item	2 (4.3%)
Circled 3 items	3 (6.5%)
Circled 4 items	3 (6.5%)
Circled 5 items	35 (76.1%)

The specific CLOs students indicated were met through these activities & assignments

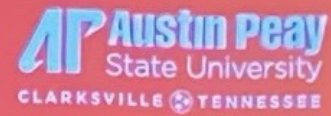
Table. Frequency Distribution of CLOs. (N=46)	
Course Learning Outcome	N (%)
CLO1: Compare and Contrast Crime Data Sources	39 (84.8%)
CLO2: Investigate the Different Theoretical Explanations for Criminal Behavior	39 (84.8%)
CLO3: Understand the Structure and Function of Law Enforcement	39 (84.8%)
CLO4: Understand the Structure and Function of the Court System	41 (89.1%)
CLO5: Understand the Structure and Function of Corrections	41 (89.1%)

Limitations

- Small sample size (N=46)
- Generalizability limitations—only Intro to CJ courses, only by these 3 professors, only to face-to-face classes, and only at one institution
- Free recall and listing questions led to a lack of clarity or understanding of what assignments/activities were being referenced (i.e., Midterm for Instructor 2, Throwing objects for Instructor 3)

Implications & Next Steps for Future Research

- Digging deeper into the specific evaluations of particular types of assignments
- Compare how enjoyment/engagement rankings compare to contribution to academic success skills as well as achievement of course learning outcomes
- Differences in assessments of assignments and activities by type of student including “grade expected in the course” and “# absences”
- Review qualitative narratives provided via focus group sessions to provide context and depth to these findings



VARIETY IS THE SPICE OF STUDENT LEARNING

Sarah Whiteford – Department of Criminal Justice, Austin Peay State University
Anna Leimberg – Department of Criminal Justice, Austin Peay State University
David Kim – Department of Criminal Justice, Austin Peay State University



Science Students in Education Collaborate with Middle School on Project-based Learning

A 2024 SoTL Hands-on Activity

By Dr. Donna Short, Dr. Philip Short, Dr. John McConnell, Dr. Andrea Lee

And

Mr. Ronnie Roberts & Richview Middle School



Science Students in Education Collaborate with STEM School on Project-based Learning



**A SoTL Hands-on learning in the K-5 Classroom
By Dr. Donna Short & Science Methods' Students**

COLLABORATION AND SHARED LEADERSHIP PRACTICES TO STRENGTHEN YOUR PROGRAM

SOTL Commons Poster

February 2024 - Savannah, GA

Christi Maldonado and Laura Barnett





Collaboration and shared leadership practices to strengthen your program

Christi Maldonado, Ed.D. & Laura Barnett, Ed.D.
Eriksson College of Education



Introduction

The MAEd for Educational Leadership Initiative program (designed for degrees at APSU). The number of students developed over time and feedback from graduates indicated the program was not resonating to the needs of school leaders and not aligned to current state practices. Before 2020, the title of the program:

- Approx. 13 students enrolled per year
- Social and equity were tertiary to students
- Face-to-face class instruction over 2 years
- Feedback driven, theory-based curriculum
- Professors with no current practitioner experience
- Graduates not prepared for leadership responsibilities or expectations

"In terms of preparing me for the leadership, I guess the things that I have most learned are that you have to be able to lead and manage people and that you have to be able to work with people who are not necessarily working in the same way as you are."

Former program graduate, "A"

Innovative program redesign in 2020:

- State grant opportunity's full status for education's "K" with leadership potential
- Curriculum content, design, and delivery overly "rigid"
- Accredited, "all-online" one-year program

Purpose

Identify roles in successful collaboration and shared leadership.

Evaluate the program benefits of collaboration and feedback on program planning, course development, and student support.

Examine practices that foster collaboration and feedback to continuously improve the student experience.

Background

- Collaboration and shared leadership can be challenging in higher education due to varying perspectives and experiences (Cassone et al., 2011; Kester, 2006).
- A cultural shift towards collaboration and shared leadership is necessary to promote the development of innovative solutions that recognize outdated practices (Li et al., 2023).
- Navigation requires leaders who build trusting relationships and utilize change management skills throughout the process (Kanter, 2005; Li et al., 2023; Nevitt & Ryan, 2019).
- Bringing diverse voices and experiences to the table, including industry professionals, benefits the university and the students (Li et al., 2023; Smith et al., 2022).
- Shared leadership cultures as a flexible environment to identify expertise and highlight diverse perspectives to improve a student-centered experience (Cox et al., 2011; Neill & Hirschman, 2017).

The need for feedback to improve practice in a leader group through the program was the most noted problem that we were able to solve through this program. We were able to identify and address the needs of our students, and we were able to provide them with the support they needed to succeed in their careers, both in and out of the classroom.

Current Course Graduate, "A"

Who?

- Program Coordinator: highly effective principal needed to facilitate faculty
- New Leaders, Inc.: non-profit organization for rural practices in early and preparation
- Other full-time faculty: shared expertise for managing change in higher education
- **Tri-Depth of Education:** focus on access for diverse candidates and delivery through multiple modalities (e.g., hybrid, SHARPS) to serve all prospective students
- Additional full-time and adjunct faculty: multiple disciplines of each course
- Practitioners at former full-time leaders across the region (TN, GA, MD, NC, WI)
- Leadership Coaches at practicing, highly effective at rural organizations in TN
- Master Principals: Committed through student's current experience
- Student Coaches: scheduled in all courses together, about 30 per cohort

Outcomes

Curriculum

- The Instructional Leadership Standards and the New Leaders
- Foundational leadership practices
- Equip leaders to be ready for change with an equity mindset
- Practice high-quality observations
- **Admissions: Leadership Readiness** prior to program support
- Case study responses

Course Delivery

- All online courses & sync Zoom meetings
- Open Zoom office hours for reflection
- Uniform course shells and templates that improve navigation and reduce variability in student experience (Cox et al., 2011)
- Job-embedded course assignments to increase relevance and application of learning (Baly & Wiley, 2017)
- Mentor principal support & job-embedded experiences
- Leadership coaching small groups
- Monthly response-oriented feedback of growth aligned to course content

Protocols



What was really great for me in the application process was that I was able to connect with people who were in the same boat as I was. I was able to get feedback from people who were in the same boat as I was, and that was really helpful. I was able to get feedback from people who were in the same boat as I was, and that was really helpful. I was able to get feedback from people who were in the same boat as I was, and that was really helpful.

Current Course Graduate, "A"

One of the great things I love about the program and the support the program has provided is the ability of the program. We are able to bring in a variety of people from all over the state. That makes us able to bring a practice to place to place in a way that is not possible in a traditional program. We have a practice that we use for the students to learn from. We have a practice that we use for the students to learn from. We have a practice that we use for the students to learn from.

Leadership Coach, "B"

Preliminary Implications

- Creating demand for change in the marketplace
- Develop consistency among course sections and instructors
- Focus on student outcomes and high-quality experiential and pedagogical practices
- Community and participation of stakeholders from stakeholders
- Drive continuous improvement
- Get input from diverse experts to ensure coursework reflects application in the field, in a variety of settings
- Program leaders need change management skills to lead the process and keep the group focused and
- Leverage ongoing opportunities for collaboration and input to keep all stakeholders involved in program refinement and focused on student outcomes

References

Alford, J. (2019). *Leadership in Higher Education*. Routledge.

Alford, J. (2019). *Leadership in Higher Education*. Routledge.

Alford, J. (2019). *Leadership in Higher Education*. Routledge.

Alford, J. (2019). *Leadership in Higher Education*. Routledge.

Alford, J. (2019). *Leadership in Higher Education*. Routledge.



Contact Us

Scholarship for Practitioners

- SOTL matched our goals as practitioners
 - 49 years of educator experience between us both
- Similar to “action research” - common among educators
- Opportunity to evaluate various aspects of program under current design
 - Collected feedback from students, instructors, and leadership coaches regularly, but we had not analyzed it from a scholarly viewpoint

Background - MAEd. ELS

The MAEd. for Educational Leadership licensure program operated for decades at APSU. The number of students dwindled over time and feedback from graduates indicated the program was not relevant to the realities of school leadership and not aligned to current state practices. *Before 2020*, the state of the program:

- Approx. 13 students enrolled per year
- Local and mostly white female students
- Face-to-face class instruction over 2 years
- Textbook-driven, theory-based curriculum
- Professors with no current practitioner experience
- Graduates not prepared for leadership responsibilities or dispositions

Innovative program redesign in **2020**:

- State grant opportunity = full tuition for educators in TN with leadership potential
- Curriculum content, design, and delivery overhauled
- Accelerated, fully online one-year programs

Background - MAEd. ELS

“In terms of preparing me for day-to-day leadership, it gave me things to think about and a lot of processes I was not aware of, but it was through case studies that were pretty generalized. There was no contextual learning... we pretty much got the grade and moved on.”

Former program graduate “JR”

Purpose

Identify roles in successful collaboration and shared leadership.

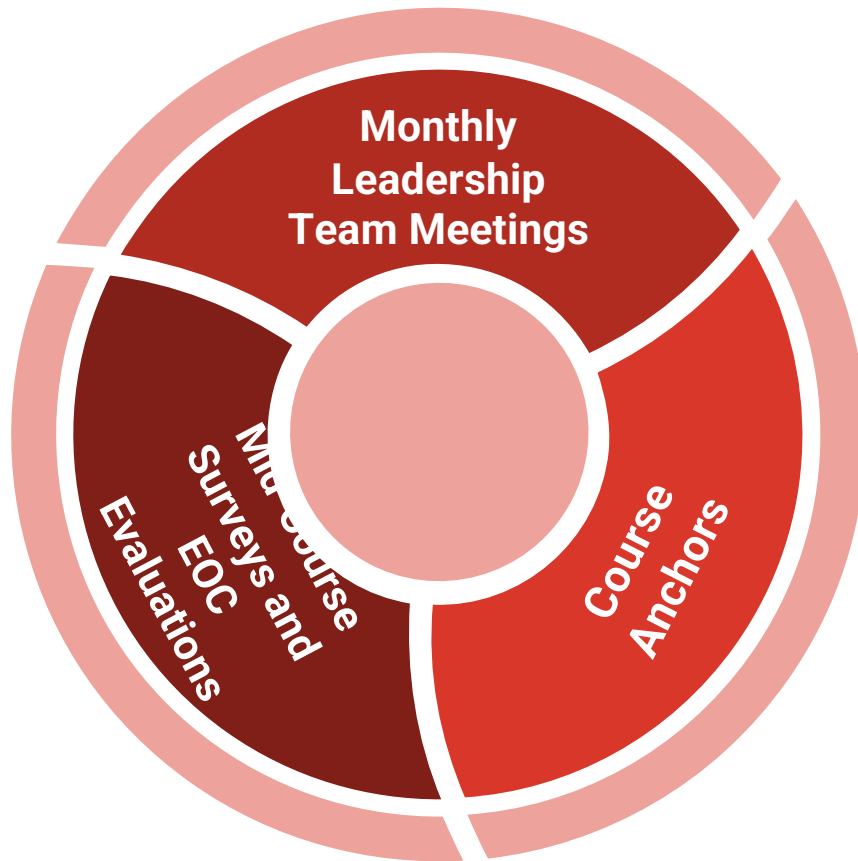
Evaluate the program benefits of collaboration and feedback on program planning, course development, and student support.

Examine practices that foster collaboration and feedback to continuously improve the student experience.

Program Roles

- **Program Coordinator** - highly effective principal hired as full-time faculty
- **New Leaders, Inc.** - non-profit organization for best practices in principal preparation
- **Other full-time faculty** - shared expertise for navigating change in higher education
- **TN Dept. of Education** - focus on access for diverse candidates and rural districts; Aspiring Assistant Principal Network (AAPN) to serve as principal pipeline
- **Additional Full-Time and Adjunct Faculty** - multiple sections of each course; practicing or former school leaders across the nation (TN, GA, MD, NC, WI)
- **Leadership Coaches** - **all** practicing, highly effective school administrators in TN

Shared Leadership Protocols



Student Impact

- Establish late work policy
- Clarify sync class participation expectations
- Modify sync class scheduling
- Individual instructor feedback for usefulness and timeliness of feedback
- Address program-wide content misconceptions
- Increase lead time for scheduling sync sessions
- Clarified expectations and provided scaffolding for a course project
- Conversations around impact of AI in student work

Preliminary Implications

- Creating demand for change is the impetus
- Develop consistency among course sections and instructors
- Focus on student outcomes and high-quality experience
- Communication and solicitation of frequent feedback from stakeholders drive continuous improvement
- Get input from diverse experts to ensure coursework examines application in the field, in a variety of settings
- Program leaders need change management skills to lead the process and keep the group focused
- Develop ongoing opportunities for collaboration and input to keep all stakeholders invested in program refinement and focused on student outcomes

Program Update

- In four years, all students who have taken the state licensure exam has **passed**
- 186 students graduated in August prepared to be school administrators
- Enrollment has grown every year... but this is our largest cohort of **210 students!**
 - Huge accomplishment - all through our own recruitment and not only through the state grant
- TN Department of Education recently awarded APSU a 5th year of grant money to cover tuition for **all students** enrolled for 2024-25

Team Assignments Across the Business Curriculum

A 2024 SoTL Commons Poster Presentation
by Melynda Conner, Susan Cockrell, & Gloria Miller

Curricular Assessment Opportunity

Evaluated the **presence, prevalence, and practice of team assignments** across the business curriculum

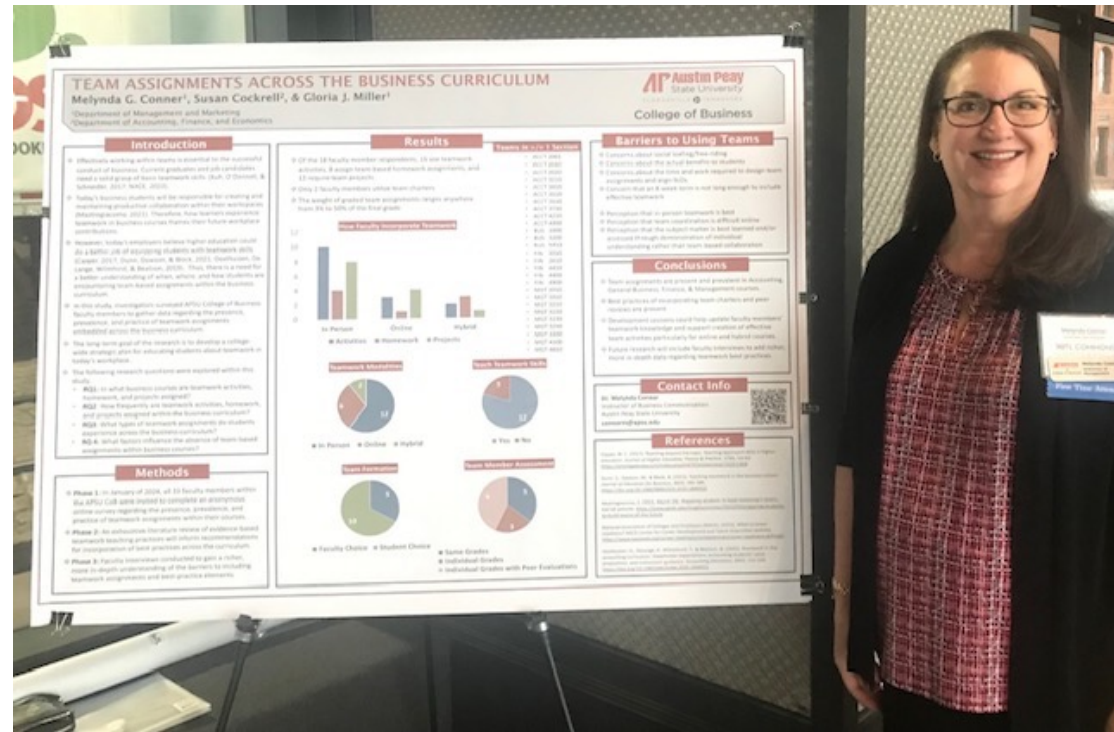
- **Phase 1 = Faculty Survey**
 - Completed January 2024
- **Phase 2 = Faculty Interviews**
 - Completed May 2024

Phase 1 Conclusions

- ❖ Team assignments most prevalent in **Accounting, General Business, Finance, & Management** courses.
- ❖ Best practices present = **team charters and peer reviews**
- ❖ **Development sessions are recommended** to support creation of effective team activities for online courses.

Poster Handouts Available

APSU CoB Poster Presentation at 2024 SoTL Commons



2024 SoTL Commons Conference

- **Poster Presentation for Phase 1**

- Invited to
 - Propose full study session at 2025 SoTL Commons
 - Publish full study in the IJSoTL

- **Conference Experience**

- First time attendee
- Lively, upbeat, active, collegial conference
- Gained many ideas
 - Student Success Interventions
 - Future Classroom Studies

Questions? Comments? Collaborations?

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