

SCHOLARS & CO.

A SNAPSHOT OF SCHOLARLY ACTIVITY HAPPENING
THIS MONTH AT HUMBER

DECEMBER 2019 | VOL. 2, ISSUE 9 | NEWS FROM THE SOTL TEAM
HUMBER.CA/TEACHINGANDLEARNING

Do Students Really Learn **Nothing** From a Lecture?

In a recent article in the Chronicle of Higher Education, David Gooblar took on the idea that lecturing is ineffective. He was responding to a claim made by a Harvard researcher who compared student learning between those that received active learning activities and those that received a 'lecture'. Their findings showed – you guessed it – that the active learning group fared better.

While the topic is of relevance to many, the article struck my interest for other reasons. The author encouraged readers to scrutinize the study that inspired the claim – what methods did they use? How did they define "lecture"? What was the quality of the lecture? Too often, scientific studies are distilled into a single 'take-home message' that is accepted at face-value.

In SoTL research, methodology and context really matter. What is true in one classroom might be absolutely different in another. It might be different with the same instructor but a different cohort of students. Science is self-correcting in part because it is cumulative – the more often we replicate a finding, the more confident we can be in its validity and reliability.

This also underscores the idea of why it's important to measure in the first place. We may assume that what we are doing in the classroom is having a certain impact, but if we don't take the time to ask, we really can't be certain.

Of course, there is now lots of evidence to show the value of incorporating active learning strategies as opposed to lecture alone. But the point remains, when you hear a claim about a new finding in teaching and learning, take a look at the method and context of the research before you drop everything and change your practice!

To read the article, [click here](#).

To see the original study, [click here](#).

Get inspired!

Check out this video made by two of the pioneers in the world of SoTL in Canada



SOTL STARS AT 6 IN 6

Last week, eight Teaching Innovation Fund researchers from the six Academic Faculties presented their SoTL projects in six minutes or less – no easy feat! The audience learned about everything from innovative assignments to creative assessment strategies to Lego Robots. Thanks to the Lakeshore Principal's office for sponsoring the event, and thanks to **Marilyn Creswell, Jessica Freitag, Cheryl Mitchell, Matt Ramer, Adam Thomas, Doug Thomson, Karen White, and Jennifer Winfield!**

FROM THE CLASSROOM: STORIES OF SOTL RESEARCH IN ACTION



This month's guest contributors:

Adam Thomas, Mark Karam & Kevin Brandon

Faculty, Faculty of Media and Creative Arts



This fall semester, all eleven programs in the Interactive Design Cluster (IDC) are participating in a week-long event called "Week 8: PlayDays." During this week, instead of regularly scheduled classes, students will attend a series of workshops (1 to 3 hours), jams (3 to 6 hours), and hackathons (6 to 14 hours) related to the content areas within the IDC. The intention behind Week 8: PlayDays is to give students the opportunity to explore topics outside of their programs and network with other students, as well as to improve student wellness and provide dedicated time for students to play in related areas of content.

Sessions include Building a Game Controller, Photography, Build an Escape Room, Video Game Tournament, Usability, Unreal, Unity, Augmented Reality, Lego Robot Wars, Meditation, Yoga, and much more. There were also off-site activities such as visits to the Art Gallery of Ontario (AGO), the Royal Ontario Museum (ROM), the Humber Arboretum Humber or the Void VR Experience.

Associate Dean Heather Lowry was the driving force behind the idea. Lowry, along with Samantha Araza, planned and scheduled over 100 sessions. The planning started with faculty input, but right from the start, student feedback played a crucial role in creating this innovative learning opportunity: 1,100 students were the opportunity to identify which sessions they would attend or to suggest a topic not on the list.

With the planning underway we reached out to the Teaching & Learning Support team to assist in the creation of a Teaching Innovation Fund (TIF) research project.

Heidi Marsh and Siobhan Williams on the SoTL team helped to formulate a framework for a short reflection survey to make sure we were able to effectively gather student feedback. They also helped us develop a strategy to extract practical meaning with the goal of improving future Week 8: PlayDays event.

The Teaching Innovation Fund provided us with the funds to purchase the needed equipment. Had it not been for this funding, many sessions would not have been possible. In some cases, having a budget prevented us from having to pass equipment costs on to students and allowed us to increase inclusivity. We welcomed the task of purchasing boardgames, Lego, robotics, Arduinos, prototyping supplies and video game controllers, and then to hand out this equipment to our excited staff during the planning sessions. We believe that this event will provide a lot of value to our students. With the help of the Teaching & Learning Support team and the TIF, we will have a much more quantifiable idea of our students' perceived value of this event and how to continuously make improvements each semester....

Stay tuned!

The Latest from the Teaching & Learning Literature...

Here are a handful of papers that have been published in SoTL journals.

Which one piques your interest? Click on the tiles to find out more!

Making Meaning
from Student
Evaluations of
Teaching

Phenomenology as
a methodology for
Scholarship of
Teaching and
Learning research

The effect of Twitter
on college student
engagement and
grades

Designing and
Evaluating
Students'
Transformative
Learning

Learning How to
Learn: A Student
Success Course for
At Risk Students

A Critical Approach
to Teaching About,
Through, and For
Human Rights

Concepts First,
Jargon Second
Improves Student
Articulation of
Understanding

Faculty Beliefs
about the Nature
of Intelligence

Effect of syllabus
tone: students'
perceptions of
instructor and course



TEACHING INNOVATION FUND

Faculty SoTL Research Projects that are actively in progress this month

Faculty of Social & Community Services

- **Soheila Pashang, Rai Reece, Tonia Richard & team:**
Pedagogy and Practice: Teaching Diversity in Classrooms
- **Doug Thomson (FSCS) and Marilyn Cresswell (FMCA):**
Ubuntu: A Cookbook to Build Connectedness and Community

Faculty of Business

- **Darren Hupp:**
Impact of Professor Coaching On Student Team Performance In Simulations
- **Shawn Richards:**
Measuring Postsecondary Students' Engagement and Performance with Learning Technologies
- **Rossie Kadiyska & Vladimira Steffek**
Leading from the Future: Local, Live Case Study of Fashion Youth Culture

Faculty of Media & Creative Arts

- **Jaclyn Strimas (SWAC) and Nicola Winstanley:**
In-class Cognitive Behavioural Training with Mindfulness to Mitigate Stress and Improve Academic Self-Regulation in Postsecondary Students
- **Karen Young, Anne Zbitnew & Nicola Winstanley:**
Gender Equity in Broadcast Media
- **Adam Thomas, Kevin Brandon, and Mark Karam:**
A Case Study of a Cross Program Collaboration Week in Polytechnic Education
- **Mike Wise & Aiden Dearing**
VR Collaboration Assignment

Faculty of Health Sciences & Wellness

- **Margot Rykhoff & Sandra Secord**
Nursing Students' Perceptions of Simulation: Team-based Gaming and High Fidelity Simulation as Learning Experiences
- **Erin Mandel-Shorser:**
Transfer Pathway Success Evaluation
- **Adriana Salvia, Sue L'Europa & Craig MacCalman:**
Impact of a Caregiver Training Workshop
- **Leila Kelleher & Kristina Lisk:**
Range of Motion of the Thumb and Wrist in Humber Massage Therapy Students
- **Kristina Lisk, Shannon Weekes & Genevieve Mailloux:**
Evaluating the Effectiveness of 3D-printed Models for Teaching Hand Anatomy and Palpation Skills
- **Anita Ewan:**
Exploring the Practice of Critical Nurturing: A Participatory Research Project Focused on the Experience of Racialized and International ECE Humber Students
- **Sandy Faria and Dan Rowland:**
The impact of video-based active learning resources on skills acquisition and retention

Faculty of Liberal Arts & Sciences and Innovative Learning

- **Katrina Gittens and Natalie Davey:**
Today's Lesson: An Exercise in Partnership

Click below to watch professor Adam Thomas talk about his first Teaching Innovation Fund project.





New!

On-Demand Modules for SoTL Research Support

We're excited to present a **whole new way to engage!**

These interactive sessions are available **by request** for groups of **three or more faculty**.

Associate Deans, Program Coordinators and Faculty are all welcome to book these **face-to-face, customizable sessions, on a schedule that works for you!**

For one-on-one support for any of these topics, please [click here](#).

Coding Qualitative Data

Attendees of this interactive workshop will be walked through the process of creating, organizing and applying codes in an objective and comprehensive way to help answer research question(s). Participants are encouraged to bring any qualitative data that may be further developed during the session.

[BOOK NOW](#)

Data Visualization Techniques

This session will provide an introductory overview on how to represent textual data in a visual context to help others better understand its significance or value. Participants will learn tips and tricks on data visualization using Microsoft Excel. Topics to be discussed include arranging data for optimal chart creation, when to use each chart type, examples of good and bad data visualizations and an introduction to intermediate and advanced chart templates (ex. Histogram, Stacked Bar, Combo, and Sunburst).

[BOOK NOW](#)

How to Tell Your Research Story at a Conference

Planning to share your research at an academic conference? In this session, we will explore how to be a great storyteller with your research, so that your presentation (either oral or poster form) will stand out – in a good way!

[BOOK NOW](#)

Analyzing Qualitative Data

Qualitative data collection methods can generate an overwhelming amount of data. The process of organizing and analyzing this data can be daunting. Attendees of this interactive session will walk through the process of organizing, and analyzing qualitative data. Specifically, attendees will be guided to develop code or theme lists that reflect the key ideas and patterns found in their data that answer their research questions. Participants are encouraged to bring a set of qualitative data that may be explored during the session.

[BOOK NOW](#)

Publishing a Scholarly Paper

Submitting a paper for publication in a scholarly journal can be an exciting – and intimidating – experience. In this session, we will walk you through the process from initial submission to final publication. Topics will include how to choose a target journal, how to set up your manuscript for success, how to deal with and respond to peer reviews (the good, the bad and the ugly), and how to stay patient and keep your confidence intact throughout.

[BOOK NOW](#)

Introduction to Qualitative Interviewing

Thinking about conducting an interview or focus group as a part of a research project, but not sure where to begin? When done effectively, these two research methods can add richness and depth to your study. In this session, we will discuss best practices for effective and ethical interview and focus group facilitation. We can also point you in the right direction for what comes after, with an overview of thematic analysis. Participants are encouraged to bring any projects that may be further developed during this session.

[BOOK NOW](#)

Survey Like a Pro

Planning or interested in developing a survey for a research project? This session is for you! In this module, we will guide you through the best practices of constructing survey questions, building your survey on Survey Monkey or Microsoft Forms, and analyzing and visualizing your data using Microsoft Excel. Participants are encouraged to bring survey-based projects that may be further developed during the session.

[BOOK NOW](#)

Introduction to Qualitative Methods

Thinking about conducting an interview or focus group as a part of a research project, but not sure where to begin? In this session, we will discuss best practices for effective and ethical interview and focus group facilitation. We can also point you in the right direction for what comes after, with an overview of thematic analysis. Participants are encouraged to bring any projects that may be further developed during this session.

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