

SoTL Field Notes

Scholarship of Teaching and Learning Newsletter

SoTL in Review



The Scholarship of Teaching and Learning (SoTL) invites faculty to bring the professional tools we use as problem solvers, experimenters and innovators in our professional fields, and apply these tools to our work in the classroom. Just as we gather data in the field (e.g. how does the law apply to my client's situation, what is the best way to fix a leak in this plumbing, etc.), you can apply your skills in inquiry to your student's learning.

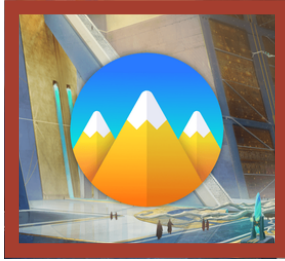
Why do my students seem to understand some topics better than others? Why do some students need extra help and others don't? How can I engage students in the virtual environment? The Scholarship of Teaching and Learning brings a critical lens of inquiry to the practice of teaching, yielding shareable and usable knowledge to the Humber community and to the education profession at large.

If you have a project idea that you'd like to develop, a great place to start is by applying to the Teaching Innovation Fund (TIF). The next call for applications will be out in September, and provides \$1500 per investigator to develop and conduct a research project on an aspect of teaching and learning practice. Choose between "Build" projects, in which you develop and build a new, evidence-based teaching tool, and "Impact" projects, in which you measure the impact of an innovative teaching tool or approach with your students.

Your ideas don't need to be fully developed; as long as you have a hunch you'd like to test out, we want to hear from you! Reach out to research@humber.ca



Resource



ClassCraft

This resource comes from Monique Harvison from the Faculty of Liberal Arts & Science and Innovative Learning. Monique demonstrated how engaging you can make your classes during her Showcase presentation, Learning Through Games: Reaching the Disengaged Student through Online Gamification.

Adding Gamification elements to your project can lead to increased performance, participation, motivation and engagement. Consider using the free version of ClassCraft, and thank Monique for all her hard work during her research project: **Online Gamification and its Affect on Dual Credit Student Engagement.**

Do you have a resource that's changed your research? [Let us know!](#)

Connections

Are you looking for a research partner, or someone to collaborate on an existing research project? Have skills you'd like to put to use? [Give us some details](#) and we'll get the word out!

Faculty Shout Outs



[Audrey Wubbenhorst](#) is a professor of Public Relations in the Faculty Media and Creative Arts. She's currently working on her latest project in inclusive PR writing.



[Timothy Wong](#) is a professor in the Faculty of Applied Sciences and Technology. He has recently designed a new app that lets faculty poll their class in real time. Similar to Kahoot!, users don't have to write the questions ahead of time.

Field Notes



In the Fall of 2020, Humber's English department moved away from prerequisite remedial course for developmental learners and merged these learners with the regular required English courses. While extra support was provided to these remedial learners, in Barry Arnst's experience, "these learners can have difficulty with reading comprehension, and identifying main ideas and persuasive strategies used by authors."

In Barry's research, he read about Literature Circles (not academic) in K-12 domestic students; and with ESOL students who were at post-secondary institutions (academic reading). These circles consisted of giving each student a role in the discussion to focus on to contribute to an overall goal of sharing knowledge. The question of if collaborative reading discussions (CRDs) foster engagement with reading texts in enhanced supports English course at a post-secondary level led Barry to conduct his own research on the topic.

Impact of Collaborative Reading Discussions (CRDs) on CORE 100 students consisted of four questionnaires given to the students in the CORE 100 class—two assessing course engagement, and two assessing the CRD assignments—along with collecting and analyzing coursework to assess the impact and effectiveness of the CRDs. Barry is still analyzing the data, but the initial analysis shows trends positively for the benefits of CRDs for reading comprehension.

Research Question

In every issue of SoTL Field Notes, we want to conduct our own online research on teaching and learning. This issue, we want to know:

How has the adjustment to teaching and learning been?

Let us know!

Research Projects

There are many, many active TIF projects going on at Humber. This month, we are highlighting a few that examine online learning.

Improving statistics learning, by reviewing fundamental high school level mathematics, using the MathMatize platform.

Alexander Gurevich — FLA

Academic Self-Concept and Instructor-Learner Interaction as Predictors of Student's Academic Achievement

Masood Zangeneh — FLA

Pedagogy and Practice: Teaching Diversity in Classrooms Part 2

Soheila Pashang, Tonia Richard, Rai Reece, Neil Price, Jaspreet Bal, Christine McKenzie — FSCS

The Pedagogical Lessons of Online Experiential Learning

Dylan Scammell, Naeema Farooqi, Anke Foller-Carroll, Rebecca Fitzgerald — FLA/FB

Transfer Pathway Success Evaluations

Erin Mandel-Shorser — FHSW

Self-Efficacy and Online Learning

Francis Syms — FSCS

Impact of remote learning on student learning experience

Carmine Spadafora — FSCS

Special Projects: A Case Study in Student-Centered Teaching in a Polytechnic Environment

Anne Zbitnew, Nicola Winstanley — FMCA

The Impact of Video Based Active Learning Resources on Skills Acquisition and Retention

Dan Rowland, Sandra Faria — FSCS

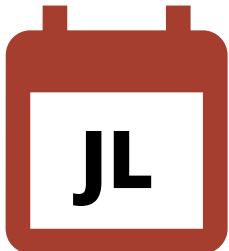
Creating an inclusive and "transcultural" learning space: A participatory research project with racialised and International Humber students

Anita Ewan — FHSW



Events and Workshops

All workshops details are subject to change. To keep up to date with all internal workshops, please follow us on social media [@humber_research](#)



Introduction to Design Thinking

Raeshelle Morris

July 8th, 2021

Introduction to Values-Based Leadership

Raeshelle Morris

July 22nd, 2021

Introduction to Data Analytics & Story Telling

Barath Roy Michel & David Wiess

July 29th, 2021



Introduction to Innovation Personas

Ginger Grant

August 5th, 2021

Introduction to Organizational Ethnography

Ginger Grant

August 12th, 2021

Introduction to Business Anthropology

Ginger Grant

August 19th, 2021