**Thinking Through Your SoTL Project**

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| **Teaching & Learning Goal**: What skill or ability do you want students to acquire? What behavior do you want to change? What knowledge do you want to test? What assumptions (either students’ or the instructor’s) do you want to test? *Focus on only one such goal*. |
| **Informing Your Ideas:** What do you already know (from theory, literature in your discipline, SoTL or education more broadly) about this goal? Has it been looked at in the past, already developed ways to gather data on student learning or other outcomes related to your goal, and what has been found in previous research on your or a similar question? |
| **Teaching Question**: Adapt the teaching and learning goal to a specific course. Make this question narrow and focused so that is practical and it can be measured. |
| **Evidence Necessary**: What evidence do you need to answer this question; what types of information do you already have or need to collect? What instruments are you going to use to collect information? Is it simple enough that you know how to analyze the results? Will the information it provides answer the teaching question? |
| **Research Strategy**: What research strategies or methods (e.g. student reflections, assignments, interviews, focus groups, questionnaires/tests, observations, quasi-experiments…) might you use to obtain the evidence you need to answer your question? |
| **Strategy Implementation**: What assignment or activity are you going to use to try to test the question? When are you going to do it? Who will conduct it? Will it be graded? Will it be anonymous or will students sign their names? How long will it take? How will students know what to do with it? Who will explain it? How will the relationship between this assignment or activity and the course be explained? |
| **Timeline**: What time frame is a good fit with your SoTL research question(s) (e.g. cross-sectional, longitudinal, short term, long term, one semester or multiple semesters)? How many data points do you need to best answer your question(s)? |
| **Project Barriers**: What are some potential practical problems or barriers that you might face in conducting this SoTL study (e.g. limited time, limited funds, lack of expertise for part of the project, limitations to using the best design, no available co-researchers)? How will you deal with these practical problems? What faculty support units and internal pots of funds could you apply for use? |
| **Summary of Results**: What does the information you collected through the assessment instrument tell you about your teaching question? |
| **Conclusion**: What have you learned? What surprised you? What would you do differently? What implications does this have for your future classroom practice? |
| **Distribution**: How can you best represent this project to convey it and its’ value to these audiences (e.g. presentation, publication, internal report, video, blog post, creative product…)? What are possible peer-reviewed outlets (conferences, journals, juried shows, websites…) you can use for this representation to make it public? Who can peer-review your draft representation before you submit? |

\*Informed by McKinney (2007) & FAST Fellows Program @ MSU ~Developed by LeighAnn Tomaswick, Center for Teaching & Learning, Kent State University~