

# Tech Snacks: SoTL Article Review

Once per semester OTLE provides a synopsis of the SoTL (Scholarship of Teaching and Learning) world. This time around we'll present some interesting themes we are seeing in SoTL journal articles and then give a quick review of three articles that may have useful insights and tools for your own teaching practice.

## Spring 2023 themes

Below are some of the key themes and links to some interesting articles that we found in the most recent issues of the following journals: *College Teaching*; *Innovations in Education and Teaching International*; *Insight: A Journal of Scholarly Teaching*; *Interdisciplinary Journal of Problem-based Learning*; *International Journal for the Scholarship of Teaching & Learning*; *Journal of the Learning Sciences*; *Journal of Research in Innovative Teaching & Learning*; *Journal of the Scholarship of Teaching and Learning*; *Journal of University Teaching and Learning Practice*; *New Directions for Teaching & Learning*; *Teaching and Learning Inquiry*; *Teaching in Higher Education*; *eOnline Learning Journal (OLC)*.

### Communicating Purpose Outside of the Course Context

- ❖ [Students' feedback literacy in workplace integrated learning: How prepared are they?](#)
- ❖ [So What? Teaching Disciplinary Skills and Purpose with Nontraditional Assignments](#)
- ❖ [Quick Fix: Making Writing Assignment Motivational with Wikipedia](#)
- ❖ [The Good Game: Developing Feedback Skills through Action Learning](#)
- ❖ [\(Emotions Experienced by Instructors Delivering Written Feedback and Dialogic Feed-Forward\)](#)

### Student Perspectives; Meeting Students Where They Are

- ❖ [Teaching Strategies Students Find Helpful in Online Learning Courses](#)
- ❖ [Exploring Value Variations in Instructor Presence Techniques for Online Students](#)
- ❖ [A Practical Approach to Learner Experience Design](#)
- ❖ [Gamification pedagogy: A motivational approach to student-centric course design in higher education](#)
- ❖ [Quick Fix: The Artistic Office Hour Promotes Personal Student-Faculty Interactions](#)
- ❖ [Task-Oriented Reading: A Framework for Improving College Students' Reading Compliance and Comprehension\\*](#)
- ❖ [Learning, Student Well-being, & the Classroom: Reimagining a Class through Focus on Community](#)
- ❖ [Teaching Faculty to Reach First-Generation College Students: The Impact of a Professional Development Course on Faculty](#)

### Interdisciplinary, Integrated Teaching & Learning

- ❖ [Developing Integrative Thinking in Undergraduate Students through an Interdisciplinary General Education Course on Mental Illness](#)
- ❖ [Designing an Instrument to Measure Student Perceptions of Integrative Learning: Operationalizing AAC&U's Integrative Learning VALUE Rubric](#)
- ❖ [Embodied Engagement with Scientific Concepts: An Exploration into Emergent Learning](#)
- ❖ [Effective Practices for High Performing Interdisciplinary Faculty Team](#)
- ❖ [Exploring the Benefits of Arts-Based Kinesthetic Activities in the College Classroom](#)
- ❖ [Interdisciplinary Team Teaching: Reflections on Praxis & Pedagogy in an Undergraduate Classroom](#)
- ❖ [Faculty-Undergraduate Course Curriculum Collaboration](#)
- ❖ [The Impact of Incorporating Indigenous and Other Nontraditional Ways of Mathematical Knowing into a University-Level Geometry Course](#)

### Miscellaneous, Relevant to MSUN

- ❖ [Establishing a Framework for Assessing Teaching Effectiveness](#)
- ❖ [Embedded Experts Supporting Instructional Practice of Faculty Transitioning from Industry to Academia](#)
- ❖ [Students' Perceptions of Choice-based Assessment: A Case Study](#)

## #1: Students' feedback literacy in workplace integrated learning: How prepared are they?

Kelli Nicola-Richmond, Joanna Tai & Phillip Dawson (2023) **Students' feedback literacy in workplace integrated learning: How prepared are they?**, *Innovations in Education and Teaching International*, 60:2, 196-206, DOI: [10.1080/14703297.2021.2013289](https://doi.org/10.1080/14703297.2021.2013289)

**Summary** – Feedback is powerful for learning in education, and the workplace. Work- integrated learning bridges these two settings, but how prepared students are to use feedback strategies as they enter the workplace remains unknown. This paper documents an exploratory, mixed-methods, study involving final-year occupational therapy students. The students were undertaking work-integrated learning to develop project management skills. The specific research questions addressed were; how feedback literate are final-year students; and, can feedback literacy (FL) education improve FL in preparation for the workplace? Likert scales, open response questions, and assessment rubrics were utilised. Opportunities for FL education were provided. Statistically significant differences between pre- and post-test survey responses were evident. Four qualitative themes were identified; enacting feedback, choice of feedback, emotional impact of feedback and value of the outsider perspective. Some students demonstrated sophisticated feedback capabilities. Others engaged tokenistically with feedback. Tentative support for the effectiveness of one FL intervention was demonstrated.

**Why it may be helpful for you** – Feedback literacy is not commonly discussed in the context of learning outcomes. Instructors provide feedback but may not realize the importance of teaching students how to react to and use feedback. This article names and explores this concept and also provides a [survey in the “supplemental materials” section](#) that can be used to help instructors define and measure students' performance in the area of feedback literacy.

## #2: Teaching Strategies Students Find Helpful in Online Learning Courses

Kathryn Berlin & Kathleen Visovatti Weavera (2022) **Teaching Strategies Students Find Helpful in Online Learning Courses**, *College Teaching*, 70:3, 319-327, DOI: [10.1080/87567555.2021.1940814](https://doi.org/10.1080/87567555.2021.1940814)

**Summary**<sup>1</sup> – This paper explores results of an online course revision to enhance student learning strategies and interactions. Data was collected from 125 of 167 students enrolled in an entry-level course at a large Midwestern university. Mid-term and end-of-semester surveys indicate that students found strategies such as mini-lectures, Quick Checks, and social media (i.e., CourseNetworking) helpful for engaging with, learning, and understanding course material. Interaction with the instructor was found to contribute to overall satisfaction with the course. Results from this course revision provide practical strategies for student learning, and introducing CourseNetworking as a viable online social media platform to engage students.

**Why it may be helpful for you** – This study provides insights that both resonate with and, in some ways, diverge from OTLE's findings in our annual Brightspace student survey.

## #3: Developing Integrative Thinking in Undergraduate Students through an Interdisciplinary General Education Course on Mental Illness

Jennifer R. Kowalski, Tara T. Lineweaver & Katherine B. Novak (2022) **Developing Integrative Thinking in Undergraduate Students through an Interdisciplinary General Education Course on Mental Illness**, *College Teaching*, 70:4, 493-505, DOI: [10.1080/87567555.2021.1982856](https://doi.org/10.1080/87567555.2021.1982856)

**Summary** – Because interdisciplinary thinking is critical to address complex issues, we created and evaluated an interdisciplinary team-taught undergraduate course on mental illness using the kaleidoscope approach. After grounding students in biology, psychology and sociology, we aimed to develop students' abilities to think interdisciplinarily and cultivate their appreciation of the importance of integration. We found that guided integration practice enhanced students' interdisciplinary abilities, whereas repeated application of these skills emphasized their importance. Future interdisciplinary courses should intertwine both types of experiences to increase the likelihood students develop integration abilities and choose to apply them to solve complex problems facing our world.

**Why it may be helpful for you** – This study presents an example of measuring student achievement levels in “Integrative Learning,” which is one of MSUN's General Education outcomes.

---

<sup>1</sup> The “Summary” and “Why it may be helpful for you” sections on this page borrow heavily from the abstract language published for each article.