

SoTL PLANNING WORKSHEET

Faculty Learning Community - Fall 2020

This planning worksheet was adapted from the Goal Planning Worksheet provided at the Fall Faculty Institute 2020

<p>Possible Areas to Work On</p>	<p>Based on the work you have already completed on your SoTL study, brainstorm several areas that you might work on this fall/winter. What specific aspects of your SoTL work could be improved or expanded? Examples include revised question(s) for inquiry, gather additional data, analysis of collected data, retool for online mode of instruction, etc.</p> <p><i>* Found bug in code → fix this + reanalyze data from spring</i></p> <p><i>* Do same analysis for fall</i></p> <p><i>* Add practice problem scores to analysis</i></p>
<p>Prioritize What You Plan to Work On</p>	<p>Prioritize what you plan to work on, and reflect on its importance. Why is it a priority? Do you have the capacity to put time and energy into it right now? What do you expect will change or improve in your SoTL study and/or in your course(s)?</p> <p><i>* Fix the damn code! Include more automation of analysis. As is, I really don't have the capacity to work with the data as processed by the code; including analysis in the code would go a long way to help me actually get it done</i></p>
<p>Needed Information, Resources, and/or Partners</p>	<p>Consider the information and/or resources you will need to move forward. What readings, time, collaborations, technology, or other resources are needed to achieve your goal?</p> <p><i>Time. That's all.</i></p>

Success Indicators and Evidence	<p>What does “success” look like? What evidence have you gathered and what does it tell you about teaching and learning? What additional data/evidence is needed?</p> <p>1.) Analysis of page views vs. quiz grade for Spring + fall.*</p> <p>2.) Analysis of practice prob vs. quiz grades</p> <p>* primary goal + all I'm really asking of myself as success indicator right now</p>	
Sharing Evidence and Insights	<p>How might others benefit from your work? Identify those individuals or groups that might benefit from learning about your work. For example, discipline or division faculty, all faculty, those working in student services, students.</p> <p>* other faculty using electronic textbook</p> <p>* The Publisher of my book</p>	<p>How will you share/present your work? Brainstorm ways to share this information.</p> <p>• simple email</p> <p>• written report (more formal)</p> <p>• informal conversation</p>
Timeframe	Key milestones for our SoTL FLC work this year are identified below.	
	Action Item	Date
	<p>1. Share work in progress, discuss insights and new thoughts or directions for SoTL studies</p> <ul style="list-style-type: none">• Share responses to this SoTL Planning Worksheet at November 18 meeting <p>2. Collaboratively work with FLC team members: discuss evidence you have gathered and consider effective ways to present and share evidence with others.</p> <p>3. Work in pairs and/or teams to help one another create/improve presentations of SoTL study findings (focus on evidence and what it tells us about teaching & learning).</p>	<p>1. fall quarter</p> <p>2. winter quarter</p> <p>3. spring quarter</p>