The College of William and Mary  
Educational Policy, Planning, and Leadership  
Course Syllabus  

EPPL 533 Scholarship of Teaching and Learning  
Summer, 2015  
ONLINE

EPPL 533 Scholarship of Teaching and Learning  1 cr.  

Instructor: Pamela Eddy  
Office: SOE 3082  
blackboard.wm.edu  
Campus Telephone: 757.221.2349  
E-mail: pamela.eddy@wm.edu

Office Hours: By appointment

Course Description: The scholarship of teaching and learning requires reflective evaluation of classroom pedagogy and student outcomes to improve practice and share with other faculty. This course will provide students with an opportunity to link their classroom practice and evaluation that creates scholarship for others.

Relationship of This Course to Program and Professional Standards: This course is a required core course for the College Teaching Certificate. It is an optional course for graduate students working toward the master’s degree or the doctoral degree in Educational Policy, Planning, and Leadership or other graduate programs.

Course Purposes: This course is intended to define the Scholarship of Teaching and Learning and to prepare students to engage in SoTL in their own area of discipline. Authentic learning opportunities provide students a means to put the theory of SoTL to practice.

Course Objectives
Several objectives exist for this course. First, students will learn about the importance of SoTL to improving teaching practices. Second, students will participate in critical reflection to understand better the role of reflection to learning as a faculty member, but also to understand the role of reflection for student learning. Using the tools of reflection will provide opportunities for students to question the assumptions they have about teaching and learning. A third objective is to assist students in understanding how their own teaching and learning perspectives influence what they preference in the classroom, and to determine how to best accommodate a range of learners regardless of your own preferences. Students will be challenged to identify their own perspectives and to translate these into a framework to conduct the SoTL in their own practice. Finally, students will learn how to create SoTL inquires to evaluate their teaching and consider how to use this feedback to adjust their approach to the class in the future.
**Course Outcomes:**

Upon completion of the course, students will be able to:

1. Understand the underlying beliefs and assumptions of teaching and learning.
2. Synthesize the literature on the scholarship of teaching and learning.
4. Develop an individual plan for capturing student data to improve teaching.
5. Create a draft presentation on SoTL.

**Course activities:**

The following course activities will be employed:

- Mini-lecture
- Assigned and recommended readings
- Discussion
- Assigned projects related to SoTL

**Texts:**


**ACADEMIC HONESTY:** William and Mary is a community of trust in which the conduct of its members is assumed to be honorable. Your course work must be a product of your own efforts and must align with professional ethics. Plagiarism, cheating, and other forms of dishonest behavior is prohibited. Be attentive to plagiarism since careless
presentation of others’ ideas without proper citation still constitutes plagiarism and will be sanctioned through the honor code. Students are reminded to review terms of the Honor Code at: http://web.wm.edu/so/honor-council/honorcode.htm Any assignment that shows evidence of plagiarism will receive an automatic zero grade and honor code protocols will be followed.

**Accommodation and Accessibility:** I welcome diversity and wish to fully include students with disabilities in this course. Please notify me at your earliest convenience if you require course accommodations due to a documented disability, or if you have questions or concerns about the accessibility of this online course. If you would like to find out more about the process of requesting accommodations at the College and William and Mary, please contact the office of Disability Services at (757) 221-2509 or by email at ljhenderson@wm.edu. I will accommodate students with disabilities. Please inform me of any limitations and discuss necessary accommodations. More information on the university policy regarding accommodation may be found here: http://www.wm.edu/offices/deanofstudents/services/disabilityservices/policies/accommodationpolicy/index.php

**Civility Statement:** Each William and Mary student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. In an online environment, tone in online formats of communication can be difficult to interpret given the lack of visual cues regarding intention. Thus, it is important to abide first of all by not using inappropriate language, displaying defiance or disrespect to others, or behaving aggressively toward others. If infractions occur, students may be asked to withdraw from the class and be subjected to disciplinary action under the Code of Student Rights, Responsibilities and disciplinary Procedures. See the following link for a copy of the student code of conduct. http://www.wm.edu/offices/deanofstudents/services/studentconduct/studenthandbook/student_code_of_conduct/index.php

**Class Expectations:** You are responsible for completing the required readings in advance of the designated class session. Be prepared to engage in critical analysis and critique of the reading materials. Your contributions add to the learning experiences of others, please take this responsibility seriously.

**Written Assignments:** All written assignments must be submitted electronically via the Blackboard site or via e-mail to me (pamela.eddy@wm.edu). Papers format should be double-spaced with one-inch margins. References should be scholarly and cited in appropriate APA format. Please note you should be using the 6th edition of the APA Manual.

**Course outline:**

Given the assignments of this course, the student will demonstrate, in discussion, oral and written presentations, and product development, knowledge and comprehension of each
of the following topics as well as the ability to apply that knowledge to analysis of educational programs and practices.

**Pre-Class Activity:** Take the Pratt Teaching Perspective Inventory (http://www.teachingperspectives.com/tpi/) and the VARK Learning Style Inventory (http://vark-learn.com/the-vark-questionnaire/)

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**Week #1**  
**Topic:** Overview of SoTL

**Read:** Bishop-Clark & Dietz-Uhler: Chapters 1 & 2  
**Bb:** Barr & Tagg, *From teaching to learning.*  
**Bb:** Glasick: *Boyer’s Expanded Definitions*

**Optional:**  
**Hill:** Twenty years on  

**Activity:**  
1. Reading Assessment  
2. Discussion Board Thread: *What does SoTL mean to you?*  
3. Reflective Journal #1

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**Week #2**  
**Topic:** Personalize SoTL within your Discipline

**Read:** Bishop-Clark & Dietz-Uhler: Chapters 3 & 9  
**Bb:** Wright et al. *Facilitating SoTL at a Research University*  
**Two** self-selected articles

**Activity:**  
1. Reading Assessment  
2. Identify Presentation and Publication Outlets in Your Discipline (minimum 2—save to your Reflective Journal with comments)  
3. Discussion Board Thread: Find **two** articles that connect to SoTL within your discipline—read these and discuss. *How do disciplinary differences influence the SoTL?*

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**Week #3**  
**Topic:** Components of a SoTL project plan

**Read:** Bishop-Clark & Dietz-Uhler: Chapters 4 & 5  
**Bb:** Bartsch: *Designing SoTL studies—Part I & II*
Activity:
1. Reading Assessment
2. Reflective Journal #2
3. Discussion Board Thread: What contributes to the design of a robust SoTL project plan?

Week #4
Topic: Developing your own SoTL project plan

Read: Bishop-Clark & Dietz-Uhler: Chapters 6 & 7
Bb: Smith—Writing Tips

Activity:
1. Reading Assessment
2. Clark & Uhler (2013) p. 28 worksheet; paired peer review/critique
3. Discussion Board Thread: What challenges emerge during the design of your own SoTL project plan?

Week #5
Topic: Finalizing and Comparing SoTL project plans

Read: Bishop-Clark & Dietz-Uhler: Chapter 8
Bb: Christopher—Navigating the Minefield of Publishing

Activity:
1. Reading Assessment
2. Reflective Journal #3
3. Presentation of your SoTL project
4. Discussion Board Thread: Critique and feedback of other projects

Evaluation:
1. Reading Assessments 15%
2. Reflective Journal 25%
3. Discussion Board Participation 20%
4. Creation of SoTL Plan 30%
5. Plan Presentation 10%

Total: 100%

A = Excellent work: well-conceived, logically developed, thoroughly documented, clearly written. Fully meets the Goal of the assignment.

B = Competent work: Needs further development on one or more of the above di-
dimensions. Generally meets the Goal of the assignment.

C = Flawed work: One or more serious problems are noted; work is generally not acceptable at the graduate level.

Expectations: Students will be expected to prepare written assignments with care. Written work should reflect both a professional level of understanding and attention to clear and logical presentation. Questions posed in the assignment must be answered clearly and concisely. Course assignments are due at the by midnight on the due date. Late work will not be accepted except under extenuating circumstances or with prior approval of the instructor. Do not wait until the last minute to submit your paper as technical problems are not an acceptable excuse. Late work will receive an automatic deduction of 10%.

Assignments:

1. **Reading Assessments**—(15%)

Reflection on new content material provides a valuable tool to think about what you are learning and creates a forum in which to process new information to incorporate into your practice. Each of the weekly modules contains a reading assessment. You will find on each module notes on what to pay particular attention to in your readings. After finishing your reading, take the reading assessment. You will have two opportunities to do each assessment.

**DUE:** Assessment due each week

2. **Reflective Journal**—(25%)

As with the reading assessments, you will engage in in-depth reflection of what you are learning using a reflective journal. On the Bb site, you will have a personal journal to keep your own personal reflections and for recording of your responses to reflective prompts. The journal is available throughout the course. You will have three reporting due dates. Your first reflective journal is due with the completion of week 1, the second with the completion of week 3, and the final with the completion of week 6.

**DUE:** Week 1, Week 3, Week 5

3. **Discussion Board Participation**—(20%)

Engaging with other students in deeper conversations will occur via the discussion board. Each of the modules contains discussion board prompts. The discussion board is intended to allow for deeper reflection on ideas, to craft arguments about how you view the SoTL, and to critique and push other students in their own thinking. Discussion board posts must move beyond comments such as, “I agree,” “Me too.” Posts will be assessed
based on specific ties to the readings and external materials, on addressing all the points of the discussion prompts, and use of analysis, evaluation, and synthesis of ideas.

**DUE:** Assessment due each week

4. **Creation of SoTL Individualized Plan (30%)**

Using the outline provided in the text, students will develop individual plans for their own SoTL project. These plans must include each of the elements reviewed in the course, including, creation of the research question, linking the research problem to the literature, outline for data collection and data analysis, and plans for presentation and publication venues. The first draft of this plan will be shared in week 4. Peer review of plans will occur so that students receive initial feedback on their outline. The final plan is due in week 5.

**Due:** Outline of Plan in week 4; Final plan in week 5

5. **Presentation of SoTL Individualized Plan (10%)**

A key feature of SoTL is the public presentation of ideas, findings, and outcomes for the work we do regarding on classroom activities. To begin preparing for this stage of your SoTL, students will present their individualized plans during week 5. A variety of mechanisms for presentation are available for students. Details on options for presenting are outlined on the Blackboard site. Students will view the presentations of others and comment/critique these presentations using the discussion board. Time limit of 6 minutes for presentation.

**Due:** Final presentation in week 5
Bibliography


