

PUBLISHING THROUGH A TEACHING AND LEARNING LENS

Faculty Commons Workshop
March 17, 2023

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Scholarship of Teaching and Learning (SoTL)?

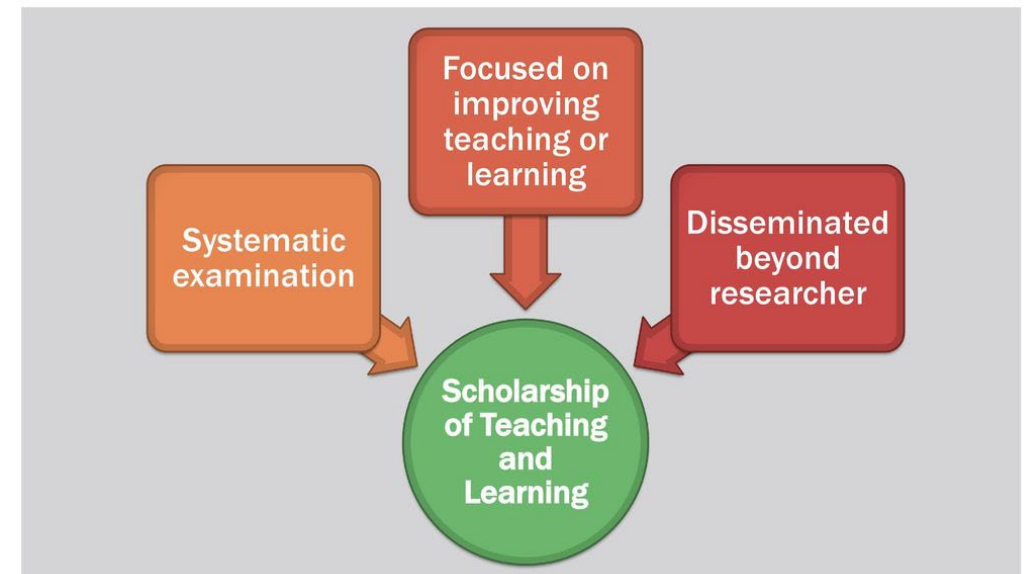
Video <https://www.centerforengagedlearning.org/studying-engaged-learning/what-is-sotl/>

Peter Felten (2013) offers five principles of good practice in SoTL, suggesting that SoTL is

- inquiry focused on student learning
- grounded in both scholarly and local context
- methodologically sound
- conducted in partnership with students
- involves 'going public'

Teaching & Learning Inquiry: The ISSOTL Journal , Vol. 1, No. 1 (2013), pp. 121-125
<https://www.jstor.org/stable/10.2979/teachlearningqu.1.1.121>

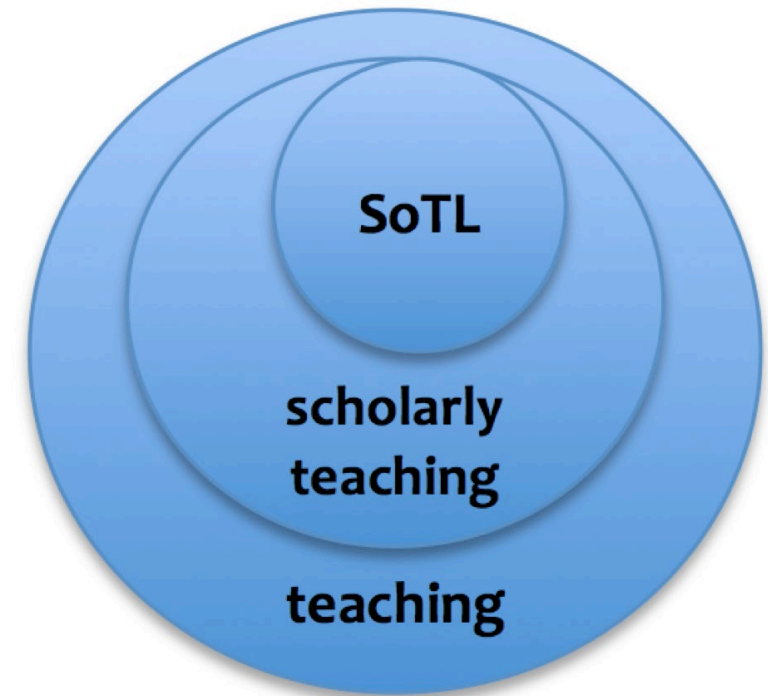
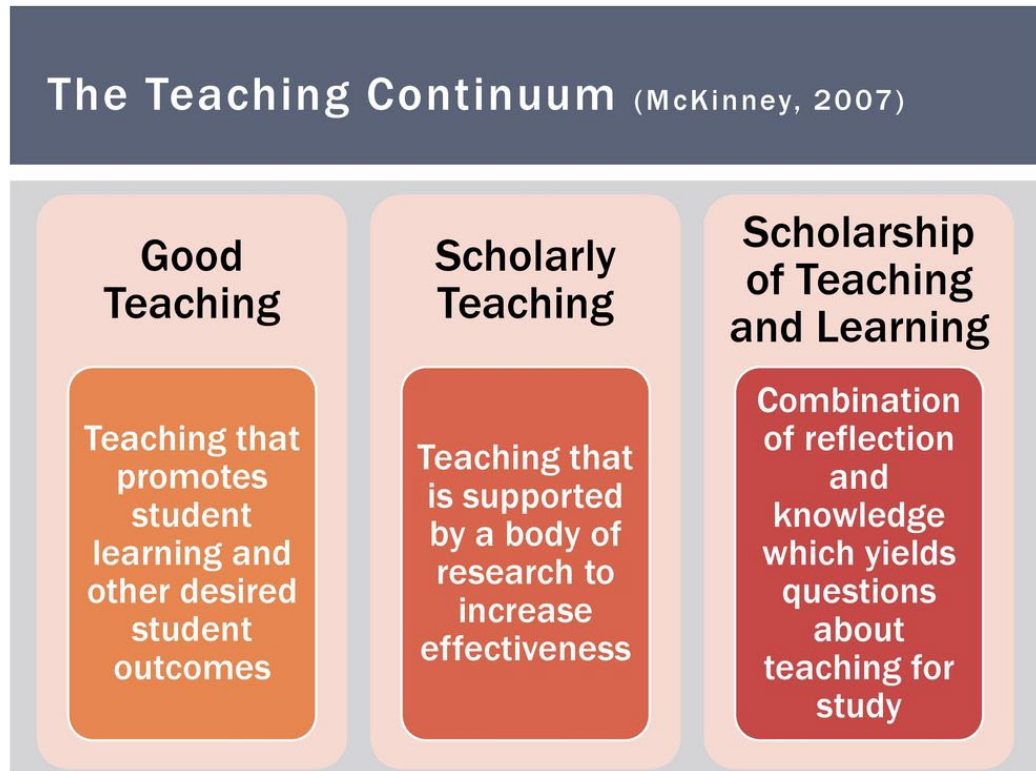
Contemporary Conception of SoTL



<http://slideplayer.com/slide/13130251/>

What is Scholarship of Teaching and Learning?

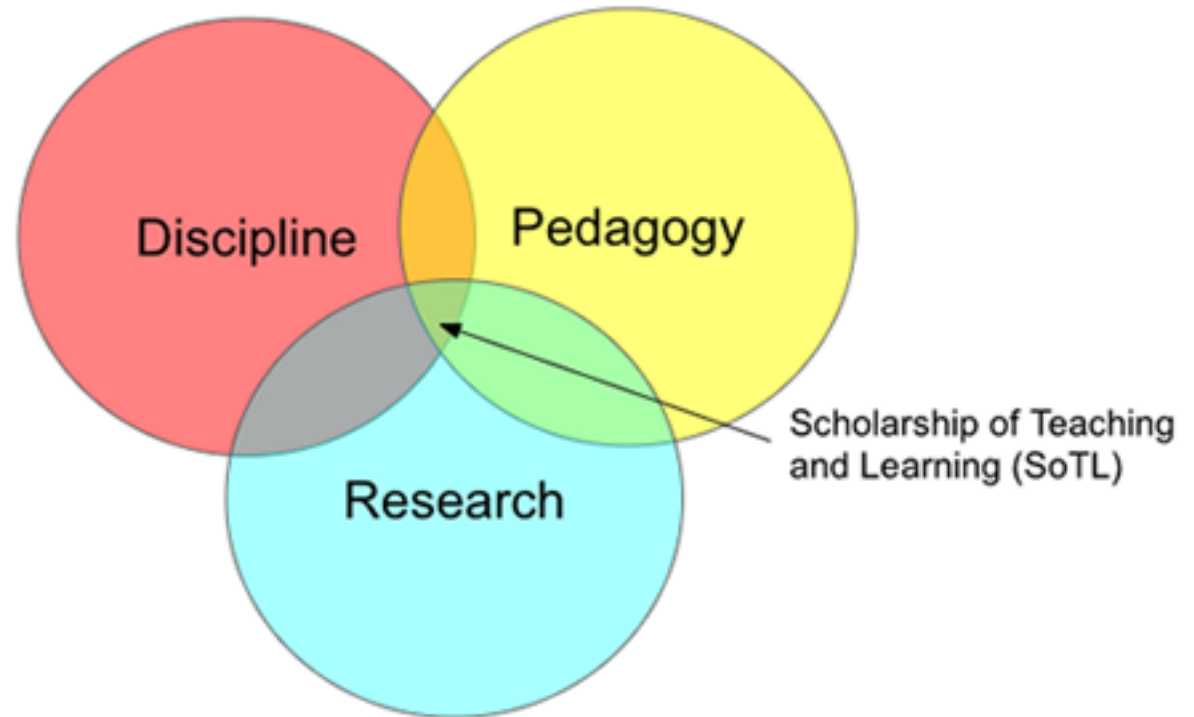
Video https://youtu.be/_yN-sm6UDes



SoTL is Interdisciplinary!

More about SoTL

- <https://my.vanderbilt.edu/sotl/understanding-sotl/why-sotl/>
- <https://www.jmu.edu/cfi/scholarship/sotl-ets/sotl-what-is-sotl.shtml>
- <https://ctl.ubc.ca/2021/01/28/edubytes-the-scholarship-of-teaching-and-learning/>



Why Engage in SoTL?

- To develop a report on an aspect of one particular course
- To describe the interaction of several courses or the student experience across courses
- To reflect on teaching practices/pedagogical choices from teaching (perhaps over time)
- To investigate interdisciplinary commonalities
- To synthesize existing SoTL work
- To propose or test new learning theories

How to SoTL: Potential Data Collection Tools

- Course portfolios
- Specific course artifacts (e.g., assignments/projects/assessments)
- Interviews
- Focus groups
- Questionnaires/surveys
- Content analysis
- Multi-method studies

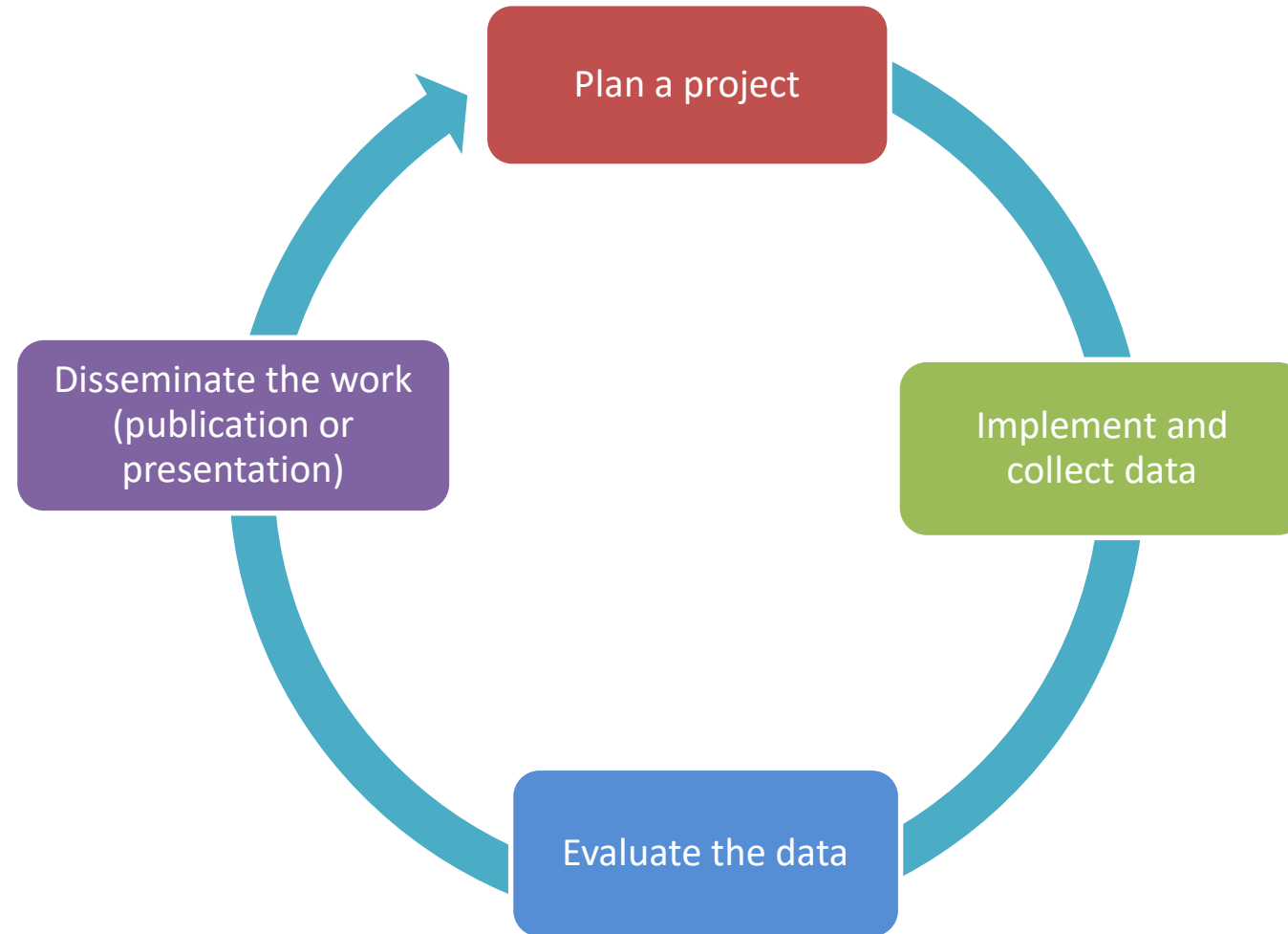
Future Directions For SoTL (Hutchings, 2015)

1. SoTL needs to be a part of regular practices of teaching so that any/all pedagogical choices are evidence-based.
2. SoTL needs to be more integrated into institutional policies and agendas to ensure a greater impact into new and ongoing formative and summative assessment efforts.
3. SoTL needs to engage students, more fully, as research associates and collaborators to encourage a reflective/metacognitive focus up on their learning and the learning of their peers.

Jennifer Friberg, Ed.D. for Bradley University Fall Forum

<http://slideplayer.com/slide/13130251/>

Establish a cycle of Project -> Data -> Publish



SoTL Publications From Our Perspective

Introduction

- Presenting the problem
- Student profile/demographics

Literature Review

- Literature on our student demographics
 - support for women and underrepresented minority students
 - support for underserved students, i.e. first generation college, first generation immigrants, socio-economic considerations, etc.

Methodology

- Curriculum design
- Student support programs

Results

- Student learning outcomes
- Data broken down by gender, ethnicity, majors, or other demographics
- Consider cross-sectional demographics/intersectionality

Conclusion

- Potential impact of the project to other future projects
- Contribution to the body of knowledge

The peer-led team learning leadership program for first year minority science, technology, engineering, and mathematics students

Janet Liou-Mark, Urmi Ghosh-Dastidar, Diana Samaroo, and Melanie Villatoro

ISSN: 978-81-941567-9-6
January 3-6, 2020



Kennedy et al.
pp. 335-343

SUPPORTING UNDERGRADUATE UNDERREPRESENTED MINORITY STUDENTS FOR SUCCESS IN STEM

Nadia Stoyanova Kennedy*, Urmi Ghosh-Dastidar*, Sandie Han, Diana Samaroo, Armando Solis
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A Multitier Approach to Integrating STEM Education into a Local Elementary School

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SERVENA NARINE
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AREEBA IQBAL AND
KATIA NATAL
New York City College of Technology

MELANIE VILLATORO
New York City College of Technology

By Mariya K. Koetova, DGS, EDH; L. Jay Delmer, PhD,
and Diana Samaroo, PhD

CLINICAL FEATURE

Quantification of Fluoride Ion Concentration in Commercially Available Teas



Building Capacity: Enhancing Undergraduate STEM Education by Improving Transfer Success

Promoting STEM Learning through a Multidisciplinary SENCER Framework at a Minority-Serving Institution

DIANA SAMAROO
New York City College of Technology,
CUNY Graduate Center

LIANA TSENOVA
New York City College of Technology

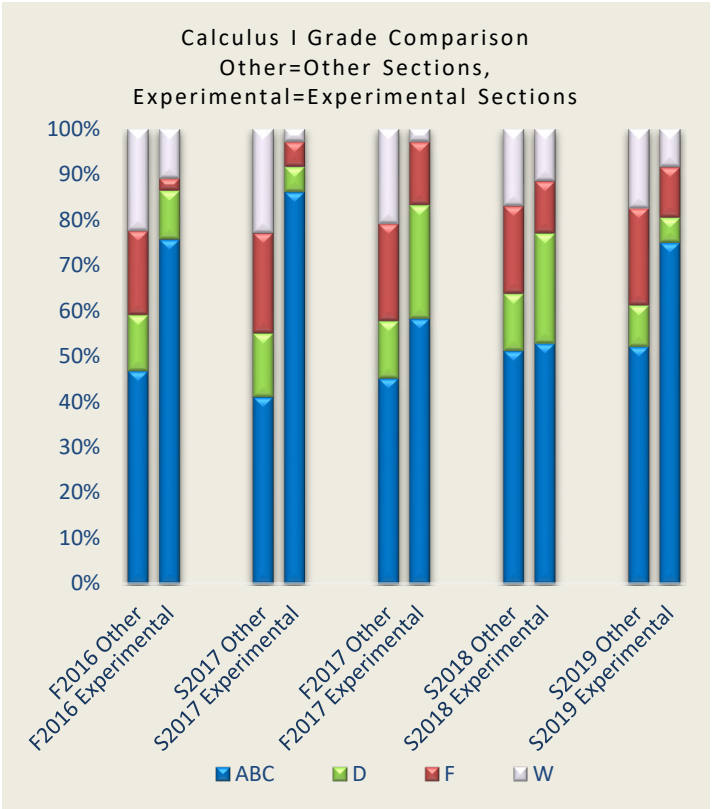
SANDIE HAN
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URMI GHOSH-DASTIDAR
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Good practice in SoTL

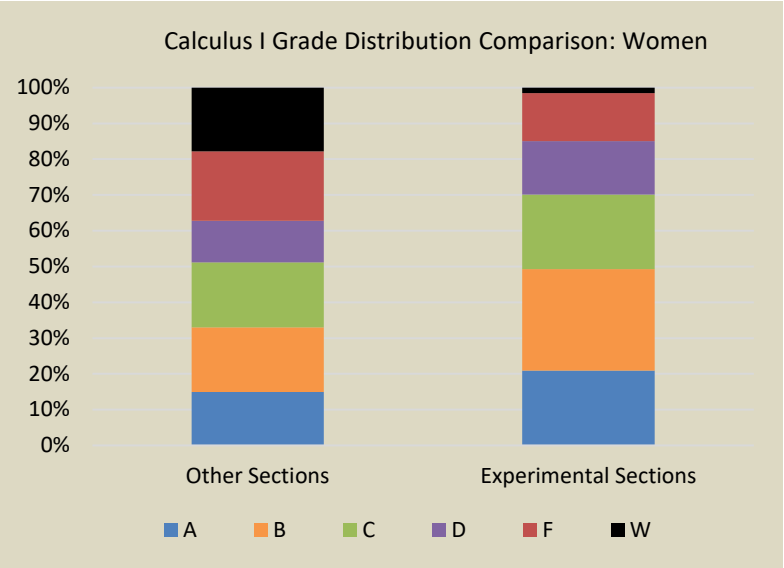
- Grounded in both scholarly and local context
- Inquiry focused on student learning
- Conducted in partnership with students
- Methodologically sound
- Involves ‘going public’

Curricular and Strategic Changes in Mathematics to Enhance Institutional STEM Education



Students in the experimental sections showed higher pass rates and lower failure and withdrawal rates than students in the non-experimental sections

Women in the experimental sections showed higher pass rates and lower failure and withdrawal rates than women in the non-experimental sections



[advanced search](#)

Curricular and Strategic Changes in mathematics to Enhance Institutional STEM Education

[Download Paper | Permalink](#)

Conference
2022 ASEE Annual Conference & Exposition

Location
Minneapolis, MN

Publication Date
August 23, 2022

Start Date
June 26, 2022

End Date
June 29, 2022

Conference Session
Remediation and Curricular Changes to Improve Student Learning and Outcomes

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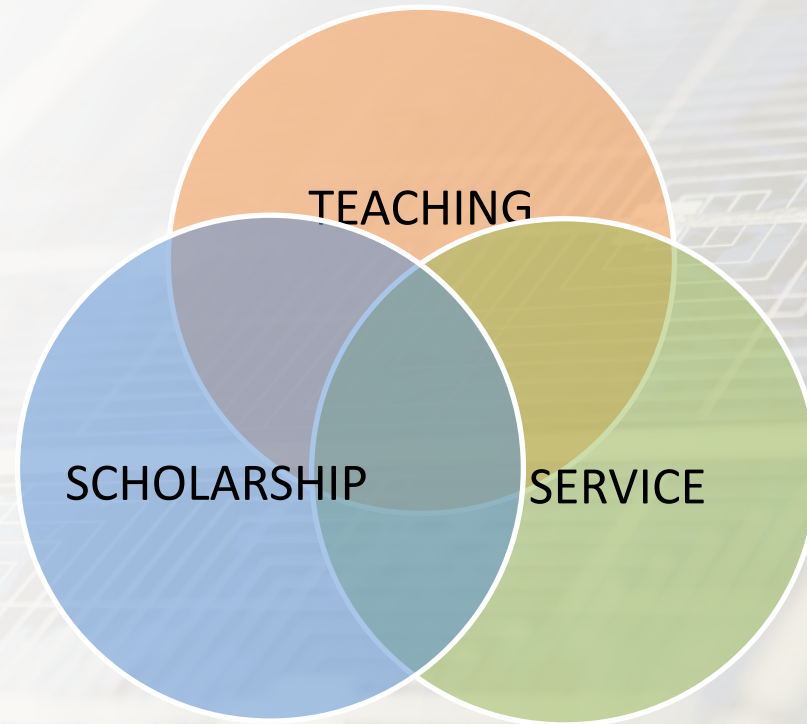
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Abstract

We implemented a project to create transformative changes in the STEM Education at a Hispanic-serving institution by revamping mathematics curriculum and building a system of support in mathematics learning. The project accomplished three main areas of curriculum development: (1) Restructuring the first-year mathematics courses at the college algebra level using a corequisite model; (2) designing and implementing active learning and

The Grade Distribution of Women in Calculus I (Fall 2016, Spring 2017, Fall 2017, Spring 2018, Spring 2019)								
	Total Enrollment	Total No. of Women	A	B	C	D	F	W
Other Sections	3033	718	14.9%	18.1%	18.1%	11.7%	19.4%	17.8%
Experimental Sections	215	67	20.9%	28.4%	20.9%	14.9%	13.4%	1.5%

FRAMING YOUR WORK

Teaching, scholarship, and service is a term used by some policies to mean that the combination and integration of different types of work by individuals.



**Please share your ideas
for a SoTL project**



THANK YOU

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