

SCHOLARSHIP OF
TEACHING AND
LEARNING
ACCOUNTABILITY FLC



Meeting contents

- **Guest speakers**
 - Institutional Review Board application process
 - Timothy Sparklin, Director of the Office of Research Protections and Compliance
 - Conducting a literature review
 - Joanna Gadsby, Instruction Coordinator and Reference Librarian
- Individual project presentations for feedback
- Deadline documents to keep each other accountable
- Discussions about particular difficulties with finding time
- 10-15 minutes to work on the project every day
- **Devoting meeting times to actually working on projects**
 - additional optional meeting times

Statistics as a Pre-Requisite for Introductory Econometrics: Options and Outcomes

Nandita Dasgupta

- **Project Overview:** Enrollment in Introduction to Econometrics (Econ 421) course at UMBC is contingent on the fulfilment of Intermediate Statistics as one of its pre-requisites. Quantitative literacy of statistics is a very important pre-requisite for understanding econometrics because statistics is its fundamental basis. The Undergraduate Economics program at UMBC offers five options of Statistics courses as pre-requisite to Econ 421. This study intends to explore the effect of each Statistics course on the success of students of Econ 421, measured by their subject grades and overall GPA. The study is planned on data on the students of Econ 421 over Spring 2009 through Fall 2019. UMBC Rex Data Warehouse will be the source of student data. tools of descriptive and inferential statistics and econometrics will be employed. Based on our findings, we could be able to identify the pre-requisite Statistics course that best helps student success in Econ 421. The study addresses an undergraduate issue and the questions raised when duly answered can be expected to help make an important decision in the allocation of resources in higher education. This study is towards the fulfilment of a grant awarded Learning Science and Analytics Community of Practice.
- **Progress made:** Review and partial data collection of data on the student characteristics of Econometrics students from 2009 through 2019.
- **What's left to do:** Analysis of the data

Syllabus Presentation influence on Student's Perception of Competence

Kathy Glyshaw

- Students in Psychology 324 reported that syllabus presentation was an important factor in their success in the course. Project was developed to test the hypothesis that syllabus presentation effected student sense of competence regarding the class (a factor known to play a role in student motivation). Students from two sections of Psychology 324 responded to a survey which asked about students' perceptions of the syllabus as well as their perception of ability to succeed in the course. Preliminary data was collected in the fall. Unfortunately, the n for the control group section was too small for statistical analysis and the class was not offered in the spring.
- Progress made: Initial data was collected. Data collection will be done again in Fall 2022. Literature Review on syllabus presentation has been conducted. In addition, a secondary project has commenced to examine the impact of syllabus presentation on perception of course organization utilizing SEC score data.

Still needed: Collect data in fall 2022 and analyze. Complete literature review and write up of study

What worked: regular time devoted weekly to working on the project. Presence of others working on projects in same manner was helpful even if not consulted.

Holistic Approach to Information Literacy Education in Japanese Classroom

Tomoko Hoogenboom, MLLI

- Project overview:
 - Need to change the conference presentation slides and the memo in Japanese to a manuscript in English
 - The topic is based on the FLC: Cultivating critical thinking: Integrating information literacy into course content (2018-2019)

- Progress made:
 - Found a journal to publish
 - Read the guideline for creating a manuscript
 - started translating the slides and memo and writing

- What's left to do:
 - Continue writing to complete it

- What worked and not worked:
 - did not work: self-discipline to find time to set aside for writing
 - did work: get together with a few group members to work on the project by oneself weekly

Best Practices of Student Engagement in Online Teaching and Research

Matthias K. Gobbert, Mathematics and Statistics

- **Project overview:** In online instruction, student engagement is the key difficulty, compared to in-person instruction. We report on experiences with preparing undergraduate and graduate students in several contexts, from regular semester classes, an undergraduate summer research program, to an advanced graduate student research program. All these programs are/were conducted fully online and leveraged concepts of flipped classrooms, recorded lectures, team-based learning, active learning, oral presentations, and more to ensure student engagement and lasting learning.
- **Progress made:** I submitted this manuscript to the Frontiers in Education: Computer Science and Computer Engineering (FECS) track of the World Congress in Computer Science, Computer Engineering, and Applied Computing (CSCE 2022) that will be held in Las Vegas in July 2022.
- **What's left to do:** The manuscript is under review. I will update and edit following reviewers' comments, once they are available later this summer.

Project title: Metacognitive Media Literacy: Modules Supporting Self-Regulated Learners in MCS 101

Donald Snyder, MCS

- Project overview: As part of our Hrabowski Innovation Adaptation Grant, members of the MCS Faculty created a series of modules focused on providing students with resources to increase their ability to self-regulate and develop metacognitive skills through the lens of our disciplinary analysis. This SOTL project assesses the impact of the modules on student learning. have on student meta-cognition and self-regulation growth.
- Progress made: I have shared an early draft that details the project (modules and assignments) and starts to share our initial findings as related to assessment.
- What's left to do: We are completing our assessment of the modules in the Spring 22 semester and will be working on finalizing our findings, which will be added to the draft. I am also planning on presenting the findings at next year's Conference for Higher Education Pedagogy and/or a Lilly Conference as we prepare the final essay for submission to a peer reviewed educational journal.

Oral presentations in upper-level stat courses during COVID

Liz Stanwyck

- Project overview
 - In order to better assess student learning and avoid academic integrity, students in a sequence of 400-level statistics courses conducted one-on-one oral presentations as a high-stakes assessment
 - Stat 451 (Fall 2020) and Stat 453 (Spring 2021)
 - Lots of data, lacking a clear argument
- Progress made
 - IRB approval
 - Data analysis in progress
 - Literature review in progress
- What's left to do
 - Finish lit review and data analysis
 - Organization/editing
 - Submission