Re-Conceptualizing Teaching to Engage Students with Authentic Disciplinary Practices

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Re-conceptualizing Teaching to Engage Students with Authentic Disciplinary Practices

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Today’s Discussion: Using Scholarly Research in the Classroom

- Re-conceptualizing course design
- Doing research to evaluate the success of course redesign
- Applying case study lessons to other disciplines
Course Goals and Objectives

- Senior Capstone course in secondary social studies
  instructional design
  - Preparing for student teaching
  - Demonstrating competencies in state standards for program exit

- Authentic Disciplinary Practices
  - Best practices in history teaching
  - Dynamic nature of “doing history”
Measuring Success of Course Design

- Imbedding research into the course – the SoTL process
- Documenting course redesign
  - How disciplinary practices were taught
  - Measuring student attitudes and practices
  - Analyzing evidence
  - Revision of course design based on evidence collected
Authentic Disciplinary Practices

- **It’s Your Turn:**
  - What course would you like to rethink?
  - What are the goals of the course?
    - What are the authentic disciplinary practices that students should know?
    - On what theory/research will be re-conceptualization be based?
Student Learning Outcomes

- Goals and Objectives:
  - Pedagogical Content Knowledge – best practices for history teaching
  - Creating artifacts of practice demonstrating competency with knowledge and skills learned

- Teaching to achieve goals and objectives:
  - Using constructivist teaching model, rather than transmission model
  - Organizing course based on professional development model
Imbedding SoTL Research into the Course

- CBAM (Concerns Based Adoption Model)
  - Collecting evidence on changes in students’ attitudes and behaviors/practices
- Data/Evidence Collected
- Steps in Research Design
  - Document how disciplinary practice were taught
  - Measure student attitudes before and after course
  - Measure how students put authentic practices into use before and after course
Evidence-Based Course Redesign

- **It’s Your Turn:**
  - What evidence will you collect to document changes?
  - How will you measure whether your goals have been achieved?
Documented Changes in Student Outcomes

- **Student attitudes toward authentic disciplinary practices**
  - Increasing confidence level in attitudes toward strategies measured by Stages of Concern
  - Increasingly realistic concerns regarding strategies

- **Student use of authentic disciplinary practices**
  - Increased use of strategies by end of student teaching measured by Levels of Use
  - Individual patterns of use of strategies documented depending on context of student teaching placement
Summary & Conclusions

- Comparison to in-service research findings
  - Teachers demonstrated use of all strategies at end of project
  - Teachers demonstrated positive changes in attitudes toward “doing history”
  - Individual adoption patterns demonstrated, often tied to context of teaching placement.
  - Professional development activities that enabled changes

- Parallel changes in attitudes and practices of teachers and teacher candidates
Evidence-Based Reflections

- **Reflections on success of course changes**
  - Using lessons learned from professional development work
  - Documented improvements in student learning outcomes
    - More use of authentic disciplinary practices

- **Evidence-based reflection**
  - Specific data can better inform ongoing redesign
  - Data collected can be quantitative and qualitative
Making teaching and learning more effective

- Further Course Modifications based on evidence-based reflection
  - Continue to improve collaboration with historians
  - Add more collaboration with mentor teachers
  - Add more emphasis on strategies not put into practice
  - Continued research
Application to Other Disciplines

- **It’s Your Turn:**
  - What basic changes in teaching process and course organization will result?
  - How have student learning outcomes been improved?