Nov 1st, 11:00 AM - 11:45 AM

Re-Conceptualizing Teaching to Engage Students with Authentic Disciplinary Practices

Rachel G. Ragland
Lake Forest College, ragland@lakeforest.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/sotlcommons

Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, Higher Education Commons, and the Social and Philosophical Foundations of Education Commons

Recommended Citation

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in SoTL Commons Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Re-conceptualizing Teaching to Engage Students with Authentic Disciplinary Practices

Rachel G. Ragland, Ed.D.
ragland@lakeforest.edu
Lake Forest College
Lake Forest, IL

SoTL Commons Conference
November 2007
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?