

Promoting Scholarship of Teaching and Learning through Faculty Learning Communities

SOTL COMMONS CONFERENCE

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Dr. Lisa Yount, Associate Professor of Philosophy

Dr. Sherry Serdikoff, Associate Professor of Behavior Analysis

Dr. Darkus Jenkins, Assistant Professor of Chemistry

Ms. Marlene Seidman-Robinowich, Assistant Professor of Fine Arts

Ms. Heather DuCloux, Instructor of Critical Thinking and Communication

Ms. Danita Townsend, Executive Director of Retention and Student Success

Chapter 8 Activity Preparation: Nonexperimental Research

Dr. Sherry Serdikoff

Introduction/Instructions

- As you will recall from chapter 7, an experimental study includes two key features: manipulation of an independent variable and control of other variables. The focus of Chapter 8 is nonexperimental research designs. Nonexperimental research designs, by definition, lack one or both of the characteristics of experimental designs. Because the two features of experimental designs are necessary to make causal claims about variables, although nonexperimental designs allow us to draw conclusions about [statistical] relationships between variables, it is **not** possible to draw **causal** conclusions about the variables in studies using nonexperimental research designs.
- The first part of this activity is designed to help you analyze descriptions of research studies to determine what kind of nonexperimental research design it is. You should refer to your text or notes to remind yourself of the key features of each type of nonexperimental research design and analyze each example to identify the type.
- The second part of the activity is to help you practice determining the difference between nonexperimental designs and experimental designs and the kinds of conclusions that can be drawn from the findings of each.

What kind of research design is this?

How do you know?

1. A graduate student goes to a support group for parents of children diagnosed along the autism spectrum. He asks them questions about different treatments, including Early Intensive Behavioral Intervention, Facilitated Communication, and Sensory Integration Therapy. He summarizes the thoughts and feelings expressed by the parents in a narrative that he publishes in peer reviewed journal.

Qualitative/Descriptive

2. Explain

No numerical data

3. A researcher studying contingency management (CM) treatments for drug use compares the effectiveness of CM in cocaine abusers and heroin abusers.

Correlational

4. Explain

Numerical data, but no manipulation

5. Dr. Williams wants to compare the effectiveness of Acceptance and Commitment Therapy (ACT) and Behavioral Activation Therapy (BAT) in treating depression. She randomly assigns some client participants in her research study to receive ACT and other to receive BAT and compares their scored on the Beck Depression inventory after 6 months of treatment.

Experimental

6. Explain

Manipulation of treatment, with random assignment to groups for control

7. A school principal wanted to examine whether there is a relationship between using the Good Behavior Game (GBG) in kindergarten classrooms and performance on the end-of-year academic achievement exams. To do this, she has Mrs. Rosen use the GBG in her classroom while Mr. Loopin does not.

Quasi-experimental

8. Explain

Manipulation of treatment, but NO random assignment to groups (i.e., assignment not controlled)

9. An educational researcher compares the academic performance of students from the “rich” side of town with that of students from the “poor” side of town.

Correlational

10. Explain

No manipulation; (comparing pre-existing groups)

11. If the two groups perform differently, can the researcher conclude it is because of where the individuals grew up?

NO! Because the research has not manipulated an independent variable, the research has not exerted enough control in the research situation to warrant a causal claim.

12. A cognitive psychologist compares the ability of people randomly assigned to recall words that they were instructed to “read” with the ability of people randomly assigned to recall words that they were instructed to “imagine.”

Experimental

13. Explain

Manipulation of instructions and random assignment to the different instruction conditions for control

14. If one group recalls more words than the other group, can the researcher conclude it was because of the instructions (to read or to imagine the words)?

YES

Art Criticism Writing Rubric

Peer-Review Exercise be sure to highlight the following –

Green = Elements and Principles used correctly (check definitions)

Pink = Elements and Principles but not used correctly

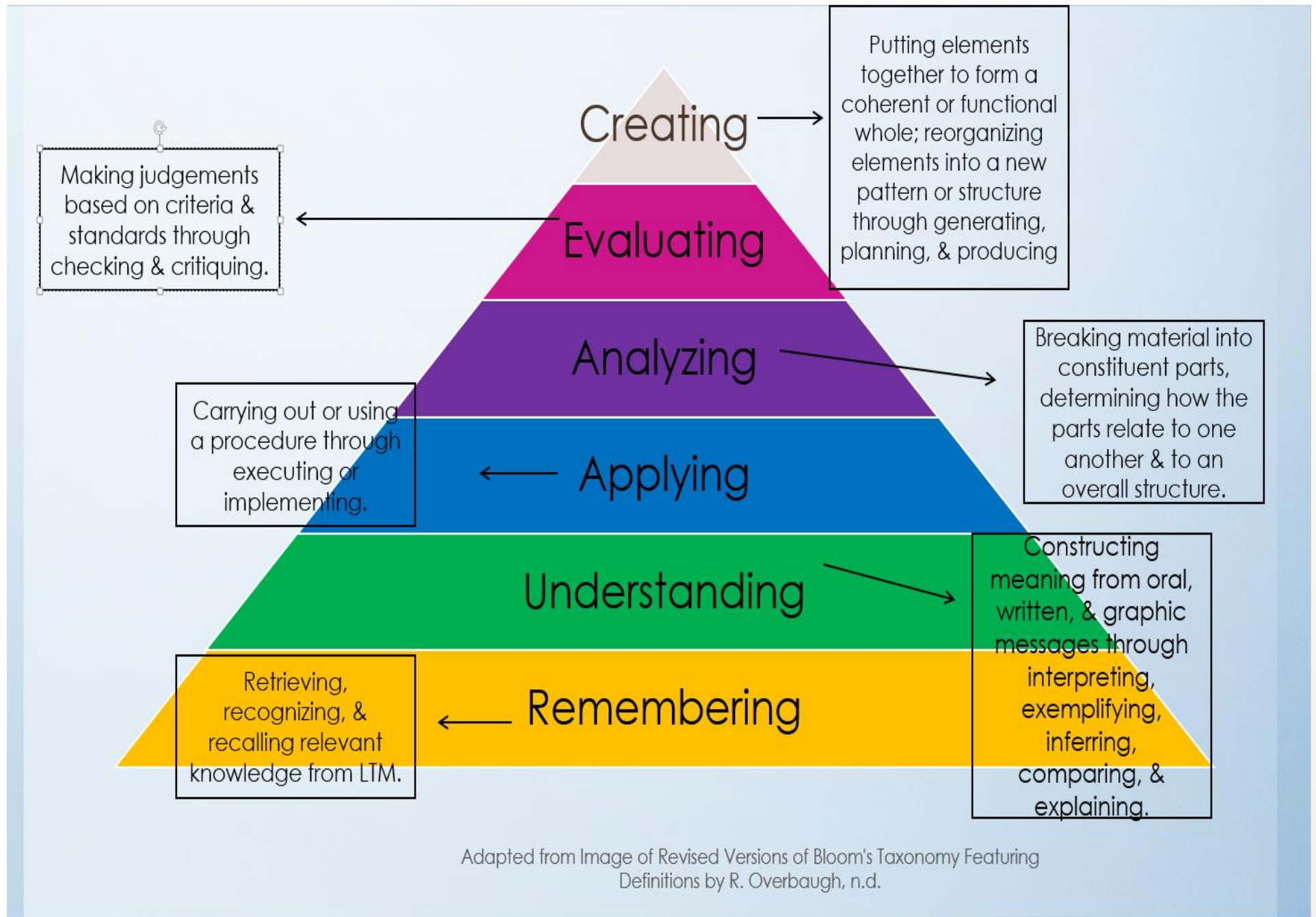
Yellow = Grammar, Mechanics, and MLA format issues (anything that needs changes, write specifics)

Blue = Supportive statements for proving the work is a failure or success

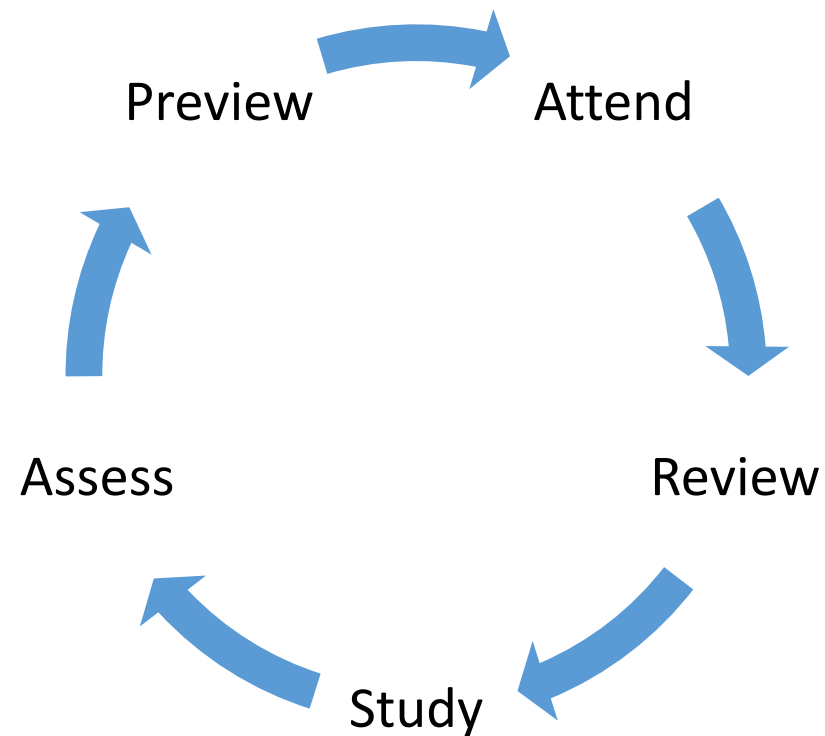
Also, read for a detailed description, clear analysis with examples, interpretation of the whole work, and evaluation paragraphs.

Writing Rubric	0 Nonexistent	1 Poor	2 Fair	3 Good	4 Excellent
Introductory Paragraph Statement that addresses the purpose of the essay.	The introductory paragraph is missing.	The introductory paragraph is lacking, not detailed, and/or doesn't explain the context in which the author viewed the piece. No abstract is included.	The introduction includes some relevant information about the piece, which partially sets the reader up to understand the context in which the author viewed the piece. No abstract is included.	The introduction includes relevant information about the piece, which sets the reader up to understand the context in which the author viewed the piece. The introduction gives a brief abstract of the paper.	The introduction includes detailed, relevant information about the piece, which sets the reader up to understand the context in which the author viewed the piece. The introduction gives an abstract of the paper.
Description: What do you see?	The description is missing.	Not detailed. The reader cannot imagine what the artwork looks like. Less of a description and more of an interpretation.	Description is present but lacks details. The reader has difficulty imagining what the artwork looks like. Includes some interpretation.	Accurately describes the artwork and what it depicts. Provides a somewhat vivid account of the imagery. Does not include interpretation.	Gives a detailed account of what the art depicts. The reader can imagine the piece as if they were seeing it for themselves. Does not include interpretation.
Analysis: How are the elements and principles organized?	Analysis is missing.	Author has not addressed the minimum of three elements of art and three principles of design. Analysis is confusing and poorly articulated. Examples from the work are not used to support the author's statements.	Less than the minimum of three elements of art and three principles of design are discussed. Analysis is clear but incomplete. Examples from the work are used to support some statements.	Three or four of the elements of art and three or four of the principles of design are discussed in clear detail. Analysis is thorough. Examples from the work are used to support most statements.	More than four of the elements of art and more than four of the principles of design are addressed. Analysis is well articulated and thorough. Examples from the work are used to support every statement.
Interpretation: What is the artwork about? The original thoughts and connections to the evidence.	Interpretation is missing.	Interpretation is poorly articulated. No examples from the work have been used to support the author's statements.	An attempt to explain what is happening in the work and its meaning is made. Examples from the work have been used to support some of the author's statements.	Well articulate attempt to explain what is happening in the work and its meaning. Examples from the work have been used to support most of the author's statements.	Clear and thoughtful explanation of the meaning of the work. A solid attempt has been made to discover what the artist is trying to communicate. Examples from the work have been used to support every statement.
Judgement/Evaluation	Evaluation of work is missing	Evaluation is poorly articulated and/or discussion is missing examples to support statements.	The author presents but lacks detailed thoughts about the work regarding its appearance, message, and success/failure as a piece, providing fewer than three supportive statements.	The author describes thoughts about the work regarding its appearance, message, and success/failure as a piece, providing three supportive statements.	The author clearly articulates thoughts about the work regarding its appearance, message, and success/failure as a piece, providing more than three supportive statements.
Grammar, Mechanics, and Style Follows proper conventions and appropriate sophistication of language.	Contains excessive errors in grammar, punctuation, sentence structure, and spelling. Exhibits no appropriate use of vocabulary and sentence variety.	Contains many errors in grammar, punctuation, sentence structure, and spelling. Exhibits minimal appropriate use of vocabulary and sentence variety.	Contains several errors in grammar, punctuation, sentence structure, and spelling. Exhibits some appropriate use of vocabulary and sentence variety.	Contains few errors in grammar, punctuation, sentence structure, and spelling. Exhibits use of appropriate vocabulary and sentence variety.	Contains no errors in grammar, punctuation, sentence structure, and spelling. Exhibits skillful use of advanced vocabulary and sentence variety.

Bloom's Taxonomy



The Study Cycle



PREVIEW: Prior to class, skim the chapter looking for headings, boldface words, review summaries and chapter objectives and come up with questions you want the reading and class to answer

ATTEND: Go to class and fill in the answers to the chapter questions

REVIEW: As soon after the class as possible, read your notes, fill in the gaps and note questions you have

STUDY: Should happen weekly and not just in preparation for a test, intense study cycle

ASSESS: Periodically perform reality checks on where your knowledge on the material lies

Intense Study Cycle

1-3 minutes	Set goal for study session
30-50 minutes	Study with focus (goal) in mind
10-15 minutes	Reward yourself with a break
5 minutes	Review what you have just studied

Faculty Learning Communities/ SoTL on Your Campus

1. What champions and infrastructure do you have to support FLCs at your university?
2. What obstacles do you anticipate?
3. How could the work of the groups be showcased?
4. Are SoTL activities valued for promotion and tenure at your institution?

Selected Resources

Bishop-Clark, C. & Dietz-Uhler, B. (2012) *Engaging in the Scholarship of Teaching and Learning: A Guide to the Process, and How to Develop a Project from Start to Finish*.

Boylan, H. (2002) *What Works: Research-Based Practices in Developmental Education*.

McGill, I., & Beaty, L. (2001). *Action learning: A guide for professional, management & educational development*.
London: Kogan Page.

McGuire, S. (2015). *Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation*. Sterling, VA: Stylus Publishing, LLC.