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### **Data Sources**

June Videos: Thirteen 5-minute presentations by fifteen of the 16 faculty participating.

August Videos: Fourteen 3-minute presentations by faculty.

September 4-5 Site Visit:

- Fourteen 30-minute interviews with faculty.
- Preparation, presentation, and discussion on levels of learning, teaching, and assessment.
- Attendance at Whitaker-FGCU celebration event, including conversations with faculty.
- Information gathered in incidental conversations among faculty and between faculty and project director.

SPARCT Summer Academy: Review of materials at Canvas site.

Surveys: Review of survey data posted at Canvas site.

### **Analysis Tasks**

- Compare numbers of participating faculty to those promised in the proposal.
- Compare content from one set of videos to the next and to the notes for the on-site interviews.
- Compare content in the project director's report to content gathered from faculty sources and site visit's information gathered from incidental conversations and discussions.
- Identify and classify emerging concepts and data totals.
- Determine how to write the report without revealing who reported what in interviews.

### **Results**

- COHORT: "...the SPARCT project substantially met its goal of attaining a cohort of 16 STEM faculty participating in the summer academy and follow-up SPARCT project activities."
- SoTL-EBTPs: "...faculty members were able to identify and describe the evidence-based teaching practices they had selected for their SoTL projects, the anticipated outcomes and methods for assessment, and were either engaged in or planning for engagement in the IRB application process and peer teaching observations..."
- TEACHING OBSERVATIONS: Planning team meeting and information from incidental conversations and discussions confirmed peer teaching observations were beginning.
- FLCs: Commitment requirement for SPARCT, conversations, and discussions indicated FLCs underway.
- MONTHLY MEETINGS: Conversations and discussions indicated in monthly meetings.
- COMMUNITY OF PRACTICE: "ongoing incidental communication among project participants, the project team, and senior faculty personnel during the site visit indicated an open and vibrant community of practice within which members continually share progress with each other."
- STUDENT LEARNING & EBTPs: "Across all the interviews, the SPARCT faculty expressed goals to improve student learning, interest, and retention in their STEM courses and to implement the evidence-based teaching practices...As the faculty accomplish their goals, they begin approaching a related goal of dissemination of best practices."

### **Faculty SoTL Profiles**

- Project-based learning (2 profiles);
- Project-based and flipping (1 profile);
- Project-based, POGIL, flipping, and role-playing (1 profile);
- POGIL and flipping (1 profile);
- Project-based with near-peer mentoring (1 profile);
- Project-based and conceptual change model (2 profiles);
- Conceptual change model (1 profile);
- Conceptual change model with flipping (2 profiles)
- Project-based, inquiry-based, POGIL, and flipping (1 profile);
- Challenge-based teaching and Follow Accomplishments of Student Teams (1 profile);
- Rolling trio (similar to scaffolding, 1 profile).

### **Recommendations**

- Continue with the strategies now in place.
- Add a *Models and Research* web site or make this a section within the existing web site.
- Add a *SPARCT Project Showcase* site or showcase session.
- At the Spring 2015 semester, invite faculty recommendations for the next academy.
- Add more active engagement opportunities that allow faculty to share more with each other.
- Include an IRB representative after SoTL project concepts.
- Redesign Week 1 to make it more like Weeks 2 and 3.