Incorporating Teaching and Classroom Experiences Into Your Research

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Overview

- Discuss trends in teaching-focused research
- Explain conventions and writing strategies used in teaching-focused scholarship
How Can I Talk About Teaching?

- Not everyone is in the field of Education
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- Teaching-based research is not limited to Education
- Interest in teaching-based research has increased across all disciplines
Teaching-based research beyond Education is usually smaller in scope
How Can I Talk About Teaching?

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- Mostly individual case studies and pilot programs
- Less longitudinal studies or meta-analyses
How Can I Talk About Teaching?

- Key feature of emerging research: testing out new pedagogical strategies
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- Key feature of emerging research: testing out new pedagogical strategies
- Research is speculative in nature
- Experimentation and elaboration is an underlying theme
Let’s discuss three things you should focus on when composing teaching-based scholarship.
Best Practices for Discussing Teaching

- First: institutional context is important considering small scope of teaching-based research
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- Highlight the unique circumstances surrounding your teaching
- Show the interrelation between teaching and external conditions
Best Practices for Discussing Teaching

- Acknowledge limitations and opportunities based on institutional circumstances
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- Example: teaching an upper-division course with many transfer students.

- Having more transfer students creates new opportunities for modifying your teaching to resonate with student needs.
Best Practices for Discussing Teaching

- Second: explain rationale behind documents and activities that structured student learning experiences
Best Practices for Discussing Teaching

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- Teaching-based research often focuses on praxis
- Documents (assignment prompts, worksheets) mediate application of theory into practice
- In-person practices (lectures, class activities) also facilitate this application
Best Practices for Discussing Teaching

- Explain rationale behind teaching docs or in-class activities
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- Treat these moments as a methods section
- Cite sources that influence design of class materials
- Explain intended learning outcomes
Best Practices for Discussing Teaching

- Third: discussing learning outcomes
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- Identify achievements and results of students’ work
- Narrate how design of teaching materials or practices might have cultivate these results
Best Practices for Discussing Teaching

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- Main goal: explain how the design of an experiment elicited certain results

- Speculate what future modifications might be made in order to be more successful
Best Practices for Discussing Teaching

- Let’s recap
Best Practices for Discussing Teaching

- First: describe institutional context
- Second: explain documents and practices that structured learning activities
- Third: analyze learning outcomes or results
Best Practices for Discussing Teaching

- Conclude by discussing important policies
Best Practices for Discussing Teaching

- If you actively cite student work, please abide by IRB standards and conventions
Best Practices for Discussing Teaching

- Secure permissions from students
Best Practices for Discussing Teaching

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- Have a neutral third-party proctor the permission form or agreement
- Alternatively, ask for permission once the course has concluded and all grades are submitted
If you do quote students, remove all identifying information
Best Practices for Discussing Teaching

- If you do quote students, remove all identifying information

- Use aliases or general titles (Student A, Student B)

- Avoid referencing information that can be used to identify a student
Conclusion

- Please consult the ORS Lab website for webinars and worksheets that discuss different writing strategies.

- Resources dedicated to different research methods (qualitative, quantitative, and AI-assisted).

- Consultants available to discuss best practices for different research methodologies.