

This webinar will be recorded and shared.

Submit questions throughout the session
and during the Q & A in the chat window.

2024 Elkins SoTL Fellowship Program

Dr. Kelly Elkins, *Senior Fellow for the Scholarship of Teaching and Learning (SoTL), USM Kirwan Center for Academic Innovation and Professor of Chemistry, Towson University*

Dr. Nancy O'Neill, *Acting Director, USM Kirwan Center for Academic Innovation*

Dr. LaShawn Nastvogel, *2023 Elkins SoTL Fellow, Assistant Professor of Kinesiology, UMES*

**Informational
Webinar**
February 8, 2024



Tell us about yourselves!

Introduce yourself in the chat (name, institution, discipline/program)....

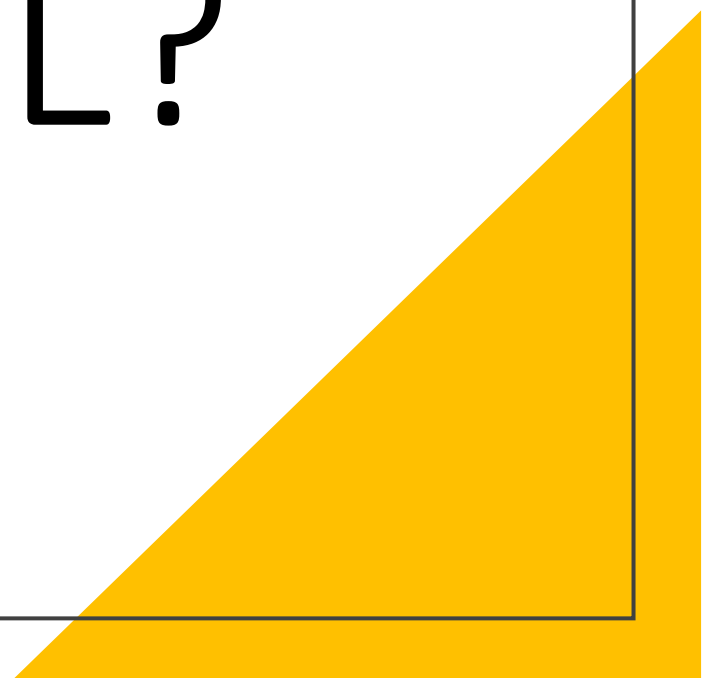
Tell us about yourselves!

Tell us about your experience with SoTL: Use the link in the chat or join at menti.com and enter the code 1330 7450...

Agenda

1. What is SoTL? (2:00-2:15 pm)
2. Elkins Fellowship Program (2:15-2:30 pm)
3. Current Fellow Perspectives (2:30-2:40 pm)
4. Questions/discussion (2:40-2:55 pm)
5. Closing (2:55-3:00 pm)

What is SoTL?



For our purposes, SoTL is defined as the systematic investigation of student learning, instruction, and/or teaching innovations and the dissemination of findings so as to contribute to a broader knowledge community.

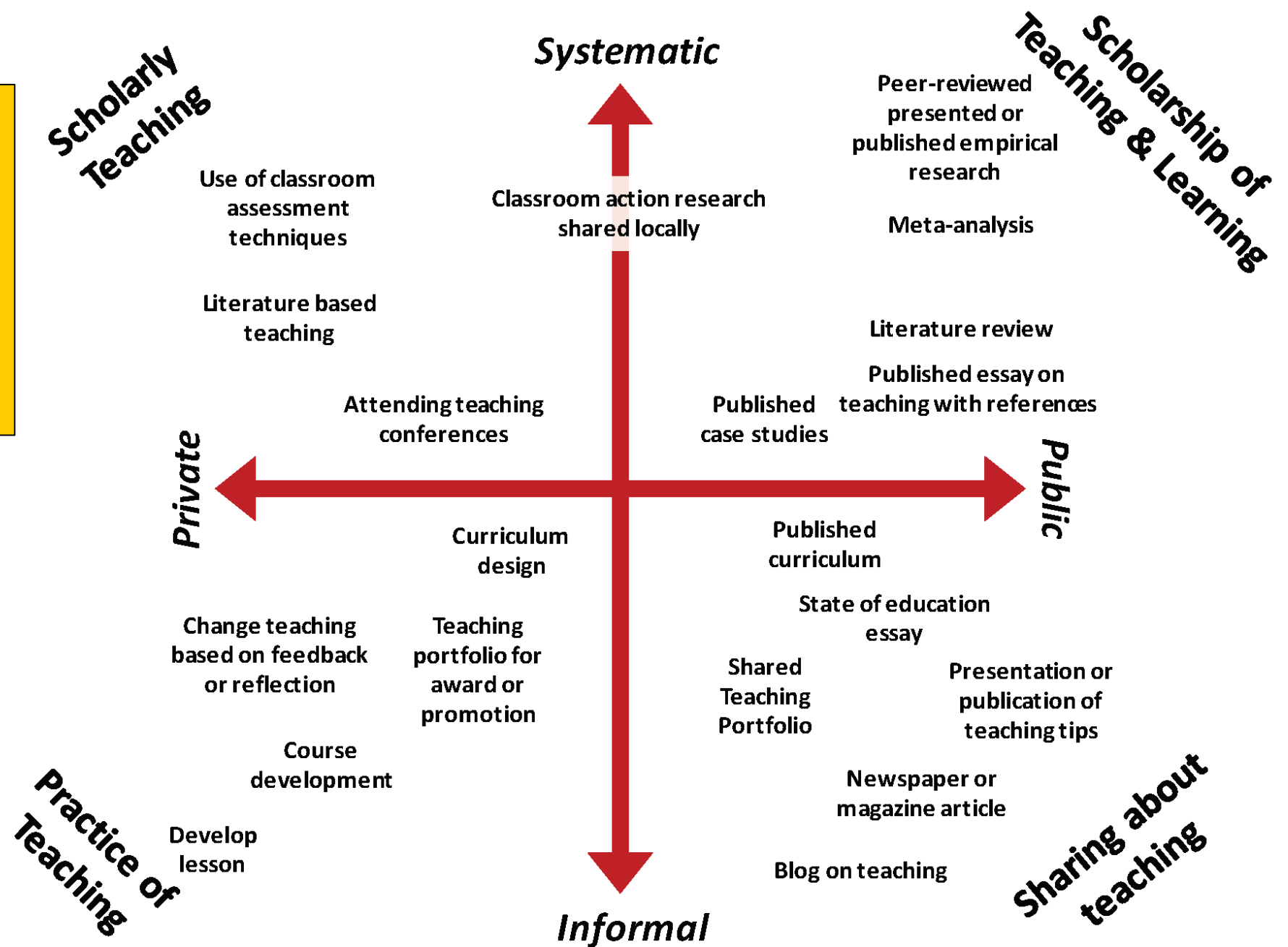
SoTL projects at their essence aim to improve student success by providing an evidence base to help inform course design and instructional decisions undertaken by faculty and programs.



Why Engage in SoTL?

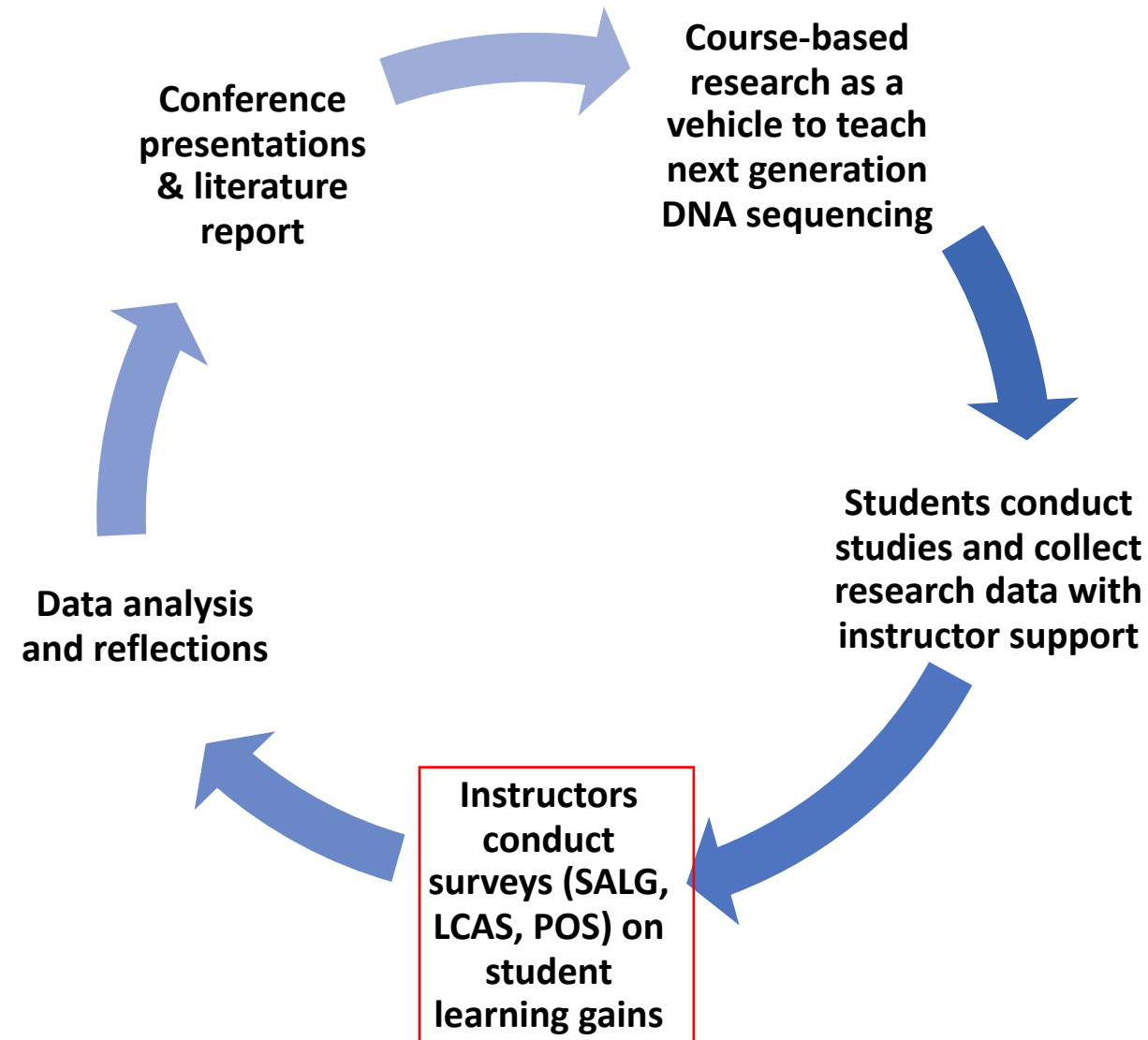
- Demonstrate faculty commitment to teaching
- May extend the faculty research program
- Learn more about student learning (e.g., behaviors, practices, attitudes) in the classroom and in outreach or other contexts
- Improve student learning
- Foster critical reflection
- Engage in rigorous study and evaluation

SoTL involves Systematic Testing and Dissemination



Kern, B., Mettetal, G., Dixon, M., & Morgan, R. (2015). The Role of SoTL in the Academy: Upon the 25th Anniversary of Boyer's Scholarship Reconsidered. *Journal of the Scholarship of Teaching and Learning*, 15(3), 1-14.

An Example: SoTL from a CURE course




The Journal of Forensic Science Education
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What is the CURE for limited DNA? A forensic science course focused on NGS

Kelly M Elkins
Towson University
Cynthia Zeller
Towson University




Welcome to your forensic science virtual laboratory!
This is your virtual lab bench. Many of your supplies are laid out on the bench. Click on each item for a brief description. If you need something else, please check the drawer.

The Journal of Forensic Science Education
Volume 2, Number 2, 2020

Abstract

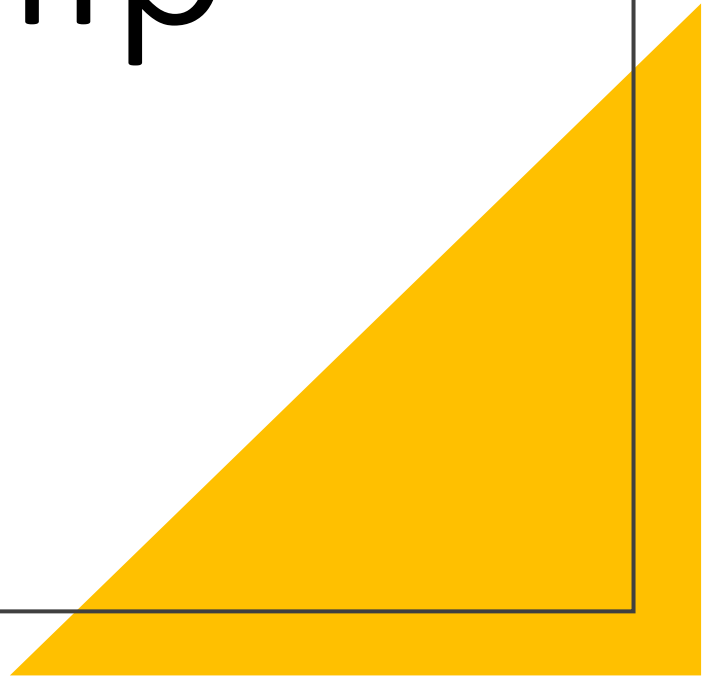
Course-based undergraduate research (CURE) courses can increase the number and diversity of undergraduate students involved in research projects compared to one-to-one traditional faculty research experiences or research internships. Next generation sequencing (NGS) is an emerging method for performing DNA typing for forensic applications. We report upon our development and implementation of a forensic chemistry CURE course that introduces and employs advanced sequencing methods, including NGS to answer forensic questions, to students.

 Elkins 2020

Published
2020-12-04

Issue
[Vol. 2 No. 2 \(2020\): Journal of Forensic Science Education](#)

Elkins Fellowship Program



Eligibility

- Elkins SoTL Fellowships are open to USM faculty of any rank or appointment.
- A faculty member should serve as principal investigator (PI) on the project; a staff person may serve as co-PI provided the project originates with the faculty member.
- We are not considering graduate students for this fellowship presently but may do so in future cycles.

The award

- Up to 10 Fellowship awards of \$1,000 each will be awarded, with funds processed starting in July 2024.
- Awards may be used to support costs including purchasing supplies or subscriptions, paying students to aid in data entry/analysis, and/or stipends for faculty to support the development/implementation of the project or activities, in line with institutional policies.

Expectations of Fellows

- Fellows will be expected to meet as a cohort and individually with Kirwan Center staff throughout the Fellowship period (May 2024-June 2025).
- Fellows will submit a final narrative report at the end of the Fellowship period.
- Fellows are strongly encouraged to pursue publication in a journal that publishes SoTL; they will receive guidance and mentoring in that process.

Timeline

Wednesday, March 27, 2024	Deadline for proposal submissions
Monday, April 15, 2024	Applicants notified
Wednesday, May 1, 2024, 3-4 pm ET*	Fellowship Kick-Off (virtual)
September-October 2024	Individual check-ins w/ Kirwan Center
November 2024	Cohort check-in (virtual)
February 2025	Cohort check-in (virtual)
May 2025	Culminating cohort meeting (f2f)

*Applicants should hold this date/time until notified about acceptance.

Criteria for selection

- **Teaching and Learning:** The proposed SoTL study should advance our knowledge/understanding of significant issues related to teaching and learning and/or student success.
- **Diversity, Equity, and Inclusion:** We encourage SoTL studies that align with the USM strategic plan goals related to diversity, equity, and inclusion.
- **Builds on Prior Research:** The application should explain how the study builds upon prior scholarship or addresses a research gap related to teaching and learning.

Criteria for selection

- **Broad Influence:** The proposed SoTL study should address a widely felt need and therefore have the potential for broad influence across USM institutions and beyond.
- **Feasibility:** The proposed SoTL study should be demonstrably feasible.
 - For example, if reviewers are likely to wonder how the work can be done in the time available, include a timeline.
 - Appropriate documentation should be included; for example, if the work will involve the institution's Teaching Center, include a letter from the Center explaining what the Center will provide.

Criteria for selection

- **Appropriate Budget:** A proposed budget should be consistent with the activities described in the narrative and demonstrate good stewardship of the funds.
 - Funds are to be exempt from institutional F&A.
 - Stipends may need to account for fringe benefits as per the applicant's institutional policies; applicants should check with their budget officer or sponsored research officer to confirm.

Proposal elements

- ✓ Cover sheet
 - ✓ Title and brief abstract
 - ✓ Narrative
 - ✓ Schedule of activities
 - ✓ The name of a journal where you plan to publish your study
 - ✓ References cited
 - ✓ Budget
- ✓ Supporting documents, including at least:
 - a. 250-word biographical sketch
 - b. Abbreviated c.v.
 - c. At least one letter(s) of support from Provost, Dean, or Department Chair supporting the faculty member's candidacy.
 - d. Letter(s) of support from collaborating units.

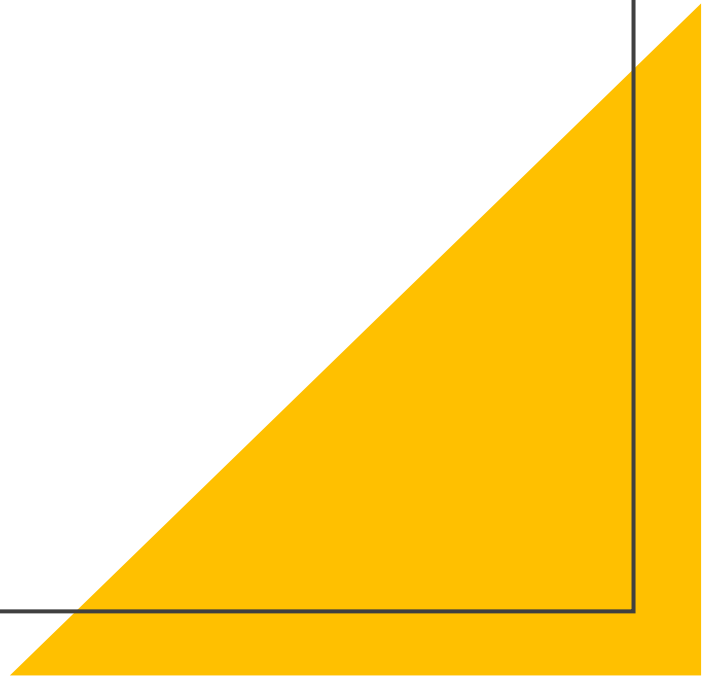
Crafting a strong application

- Applicants are encouraged to share their **track record** of contributions to the education of students (such as pedagogical innovations, engagement in high-impact practices, teaching awards, pedagogical training, participation in important initiatives to improve student learning) and to discuss how SoTL can help them advance, broaden, or build upon their past efforts.
- As noted above, projects examining some aspect of diversity, equity, and inclusion are especially encouraged.

Crafting a strong application

- Applications should demonstrate that the PI/co-PIs have the skills for carrying out the research design/conducting the data analyses *or* provide documentation regarding support for the methods/skills that are needed (see Biographical Sketch & Letters of Support in the Call for Applications).
- Applications should reflect projects that are appropriately focused, clear, and feasible.
- The application's abstract should match the body of the narrative.

Current Fellow perspectives





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*Dr. LaShawn Nastvogel
Assistant Professor of Kinesiology,
University of Maryland Eastern Shore*

Overview

Goals

Method &
Progress

Advice



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Background/Overview

- Upper-level core course (precursor to internship)
 - Internship reflections
 - Supervisor evaluations
 - Coordinator evaluations
- *Internal* Experience
 - Demonstrations
 - Video uploads
 - Written submissions



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View of self

Student Transformation(s)
through video

Motivation

View of
learning



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Motivation (SIMS)

Guay et al., 2000

- Intrinsic motivation, identified regulation, external regulation, amotivation

Transformation

Springfield et al., 2015

- Internal changes, perspective



Guay, F., Vallerand, R.J., & Blanchard, C. (2000). On the assessment of situational intrinsic and extrinsic motivation: The situational motivational scale (SIMS). *Motivation and Emotion*, 24(3), 175-215.

Springfield, E., Gwozdek, A., & Smiler, A.P. (2015). Transformation rubric for engaged learning: A tool and method for measuring life-changing experiences. *International Journal of ePortfolio*, 5(1), 34-74.



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What?

Why?

How?



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Q&A

(Please unmute or submit questions through chat.)

Applications due:

Wednesday, March 27, 2024

Additional Information:

Grant RFP: <http://tinyurl.com/ElkinsSoTL>

Questions may be directed to Dr. Nancy O'Neill at
noneill@usmd.edu.