

How College of Agricultural
Science Faculty at the
Pennsylvania State University
Engage in the Scholarship of
Teaching and Learning



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Presentation Outline



1. Background
2. Overview of Research Process
3. Research Study
4. Conclusions
5. Questions



Background



☞ Penn State

- ☞ Founded in 1855 as one of the nation's first land grant institutes
- ☞ Large public research institution; \$97 million annually in the College of Agricultural Sciences
- ☞ University Park is "main campus" with 24 other commonwealth campuses
- ☞ 46,000 students at University Park and 99,000 worldwide
- ☞ 3,000 students enrolled in the College of Agricultural Sciences

Overview of Research Process

❧ The Study Team

- ❧ Bryanna Kenno, Spring 2015 Graduate in Agricultural and Extension Education with Honors
- ❧ Dr. Daniel Foster, Assistant Professor of Agricultural and Extension Education, Thesis Supervisor
- ❧ Dr. John Ewing, Associate Professor of Agricultural and Extension Education, Faculty Reader

Overview of Research Study

❧ Basis of Study

- ❧ Undergraduate Research Assistant with Ph.D. candidate Mrs. Laura Rice to Sweden in May 2013
- ❧ Focused on identified award winning faculty members at the Swedish University of Agricultural Sciences
- ❧ Led into formulation of undergraduate research study focusing on the Scholarship of Teaching and Learning



Overview of Research Study

❧ Purpose of Study

- ❧ The purpose of the descriptive research study was to determine how faculty in the Pennsylvania State University's College of Agricultural Sciences engage in the Scholarship of Teaching and Learning (SOTL)

❧ Research Objectives

- ❧ 1. Identify Penn State College of Agricultural Sciences faculty sources of instructional assessment.
- ❧ 2. Describe Penn State College of Agricultural Sciences faculty perceptions of effectiveness of instructional assessment to improve teaching practice.
- ❧ 3. Describe other measures of scholarship of teaching and learning College of Agricultural Sciences faculty engage in.

Overview of Research Study

∞ Target Audience

∞ Any faculty member of Penn State's College of Agricultural Sciences who has taught an undergraduate course between January and December 2014 at the University Park campus

∞ Focus of the Study

∞ Scholarship of Teaching and Learning (Boyer, 1990)

∞ Specifically instructional assessment

∞ Four Main Sections

- 1) Student Rating of Teacher Effectiveness (SRTE)
- 2) Evaluation of Teaching
- 3) Scholarship of Teaching and Learning
- 4) Demographics



Overview of Research Study

☞ Timeline

- ☞ Previous research was collected and analyzed during June, July, and August of 2014
- ☞ An online survey was developed and reviewed during September 2014
- ☞ 168 identified possible participants were notified in October 2014 of their selection
- ☞ Data was collected between November and December 2014 over a four week span using Survey Monkey; 113 respondents

Conclusions



- 1) Student Rating of Teacher Effectiveness (SRTE)
 - ❧ Mandated student evaluation tool at Penn State
 - ❧ Student feedback is main benefit; 29%
 - ❧ Low student participation is main limitation; 35%

- 2) Evaluation of Teaching
 - ❧ 94% of 113 respondents partake in self-evaluation
 - ❧ 96% of 113 respondents partake in student evaluation
 - ❧ 78% of 113 respondents partake in peer evaluation

Conclusions



3) Scholarship of Teaching and Learning

- ❧ 58% of participants partake in other forms of the SOTL while 42% do not
- ❧ Includes conferences/seminars, reading material, instructing classes

4) Demographics

- ❧ Instructor, Assistant Professor, Associate Professor, and Full Professor
- ❧ 47% have 19+ years teaching experience

Student Conclusions



- ❧ Peer, self, and student evaluation are critical to improve instructional assessment
- ❧ Benefits and limitations to student evaluations
- ❧ Students need motivation or incentive to complete; requirement?
- ❧ Teaching faculty do not seek out SOTL opportunities as much as they can ; requirement?
- ❧ Future research:
 - 1) Why certain methods of instructional assessment used and others disregarded
 - 2) Faculty perceptions of SOTL

Questions?

