Turning What You Do in the Classroom into a Publication or Conference Presentation

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2019 ExEL Conference – Experiential Education and Learning Across the Disciplines
Sources of Ideas for SOTL

• Teaching a Concept
• Meeting a Class Need
• Improving Student Engagement
• Understanding our “Industry” or a Phenomenon
Types of Scholarship

• Teaching Innovations
  • Exercises, Classroom Activities, Teaching Tips
• Research on Teaching
  • Scholarship of Teaching & Learning
• Research
  • Scholarship of Discovery
Common Topics of Business Educational Research

- Classroom Exercises
- Student Characteristics, Attitudes, and/or Behaviors
- Faculty Career Development
- Curriculum Issues
- Course Design
- Pedagogy/Andragogy
- Teaching with Technology

- Case Studies
- Student Professional Development
- Knowledge/Skills Acquisition
- Assessment
- Online/Blended Education
- International/Cross Cultural Education

Outlets for Intellectual Contributions in SOTL

• Peer-Reviewed Academic/Professional Meeting Presentations
• Case Studies
• Peer-Reviewed Journals
• Scholarly, Trade, and Text Books
• Primary Course Materials
Conference Presentations
11 Different Tracks

- Learner-Centered Course Design
- Student Engagement
- Teaching Specific Types of Students
- Instructional Vitality: Ways to Keep Teaching Fresh and Invigorated
- New Faculty
- Grading and Feedback that Promotes Learning

- Scholarship of Teaching and Learning (SoTL)
- Faculty Development
- Teaching with Technology
- Teaching Health Sciences Majors
- Teaching Professional Majors
LILLY CONFERENCES
EVIDENCE-BASED TEACHING & LEARNING

https://www.lillyconferences.com

The Original Lilly Conference
Hosted by: Miami University

LILLY-ORIGINAL
November 21-23, 2019
Miami University - Oxford, OH
Call for proposals open through Jun. 17

Lilly Institutes

CREATING ACTIVE AND ENGAGED CLASSROOMS IN HIGHER EDUCATION
March 28-29, 2019 (2020 dates tba)
Integrate Principles of Learning with Teaching Strategies to Improve Student Learning
Doubletree Hotel - Durham, NC

FACULTY LEARNING COMMUNITIES
July 8-10, 2019
Designing, Implementing, and Facilitating Faculty Learning Communities
Hotel Indigo - Traverse City, MI

ASSESSING YOUR TEACHING AND STUDENT LEARNING
Postponed until 2020 - Details soon
Formative and Summative Classroom Assessment Systems
Washington, DC

National & International Lilly Conferences
Hosted by: International Teaching Learning Cooperative
Teaching Conferences & Teaching Tracks in your Discipline

### Discipline Conferences in Management
- AOM and TLC – August
- DSI - November
- EAM (ELA) – May

### Teaching Conferences in Management
- MOBTS – June, USA
- MOBTC – March
- Every 2 years
- IMOBTS – June
Success Tips

- Find, Read, and Follow Submission Guidelines
- Present Your Exercise
- Use Feedback
- Write Up Presentation For Publication
Case Studies

• Link Between Research & Teaching, Theory & Practice

• Case Study Life Cycle
  • Research
  • Write
    • Cases as a Research Output
  • Teach
    • Classroom Impact
  • Distribute
    • Widening Impact
  • Opportunities Developing Further, Deeper Research Relationships
• **Teaching Cases**
  • Objective
  • Achieve Learning Outcomes
  • Context
  • Course or Module
  • Variety of Media
  • Case Collection or Textbooks

• **Research Cases**
  • Objective
  • Explore a Research Question
  • Context
  • Programme of Research
  • Primarily Written
  • Research Paper Publication Journal or Research-Based Books
Teaching Case Categories

• **Exercise Case**
  • Chance for Students to Apply Techniques
    • Example - Quantitative Analysis

• **Complex Case**
  • Significant Issues May be Obscured by Quantities of Data

• **Decision Case**
  • Students Required to State What They’d Do in Circumstances

• **Mini Cases**
Writing a Teaching Case

• Identify and Develop
  • Learning Objectives
  • Scenario
  • Protagonist
  • Decision

• Leave it Unresolved

• The Teaching Note/Instructor’s Manual

• Teach the Case & Write it Again
The Teaching Note – Instructor’s Manual

- Better Outlets Require Cases Have a Teaching Note (IM)
- Often Developed First and Used to Guide Writing
- Faculty Prefer Cases With Teaching Notes
- Include Summary, Learning Objectives and Lesson Plan
- Identify Student Categories and Levels
- Share Your Experience of Teaching Case
- Give Teacher an Advantage
Teaching Case Categories

• **Situation Case**
  • Why Did Things Go Wrong?

• **Incident Case**
  • Short
  • Illustrates Concept or Issue for Discussion

• **Background Case**
  • Imparts Information
  • Often A Framework for Other Cases To Explore Specific Issues
Research Cases

• Theory Building
• Theory Testing
• Theory Demonstrating
Peer Reviewed Journal Articles
Select a Target Journal

- Read Journal’s Aims & Scope
- Search Journal for Articles Related to Your Work
- Read Sample Articles
- Examine Reference Lists
- Examine Editorial Board
Respond to Peer Review Comments

- Politely
- Thoroughly
- Positively
- Authentically
Scholarly Publication Types

• **Journal Article**
  - Mostly a *Scientific* Communication
  - Hybrid Journals Attempt to Speak to Both “Worlds”
  - Double Blind Review Normally Required

• **Scholarly Book**
  - Predominantly Scientific Audience
  - Often with Some Blind Peer Review
Scholarly Publication Types

• **Text Book**
  • For an Audience of Learners
  • Some Review is Typical
  • Supplements Increasingly Necessary

• **Trade Book**
  • Airport Bookstores, etc.
  • Definitely Not for Scientific Audience
  • Style *May* be Scholarly
Make An Impact In Publishing

• Primary Course Materials
• Technology Products
• Traditional Supplements
• Revisions
Primary Course Materials

- **Impact!**
  - Potential to Touch Every Business Student

- **Higher Education Content Delivery Future is Digital**
  - Improved Learning Environment
  - Delivers Any Where, Any Time Learning
  - Immediate Feedback to Students
  - Provides Just in Time Insight Into Student Learning
  - Opportunity to Re-Imagine Teaching Materials
Primary Course Materials Process

- Conversation / Proposal
  - Market Opportunity
  - Vision
  - Outline unique solutions to challenges
  - Elevator pitch
  - Table of Contents
  - Sample Chapter

- Validate Vision with Market

- Incorporate Feedback

- Successful Review

- Contract
Potential Author Qualities

- Do you have unique solutions to teaching and learning challenges that have improved your students' learning outcomes?

- Do you struggle to find materials that support what you are doing?
Potential Author Qualities

- Do You Have the Right Temperament?
- Are You Doing It To Help Students Succeed?
- Do You Like to Tell Stories and Get in Front of People?
- Do You Enjoy a Collaborative Process?
- Are You Open to Feedback and Willing to Listen to the Market?
- Do You Like Marathons or Sprints?
Technology Products

**Potential Contributions**
- MyLab Quizzes
- Self-Assessments
- Mini Sims
- Group Projects
- Current Events
- Video Programs
- Cases
- Your Ideas?

**Author Qualities**
- Same as Supplement
  - Author for Quizzes, Group Projects, Current Events
  - More Specialized Skills for Self-Assessments, Mini Sims, Videos, Cases

**Good if...**
- Test the Waters to Author
Revisions

- **Potential Contributions**
  - More Rare
  - Involves Updating
    - Cases
    - Features
    - End of Chapter Materials
    - Specific Chapters

- **Author Qualities**
  - Use and Know a Book Inside Out
  - Regularly Teach Course
  - Help Non-Experts Understand Complex Information
  - Do Something Effective Think Could be Implemented in Upcoming Edition

- **Good to...**
  - Test the Waters to Author
  - Could Lead to Becoming Co-Author
Traditional Supplements

- Potential Contributions
  - Instructor’s Manuals
  - Power Points
  - Test Bank

- Author Qualities
  - Use & Know Book Inside Out
  - Regularly Teach Course
  - Help Non-Experts Understand Complex Information
  - Detail Oriented
  - Assessment Writing Training a Plus

- Good if...
  - Don’t Want Long Term Commitment
    - June Start
    - August End
10 Pitfalls to Avoid When Doing SoTL

1. No IRB approval
   All research involving human subjects (even students!) must be approved by IRB. "Exempt" does not mean you don't have to go through the approval process.

2. Not grounded in literature
   Research should be grounded in and informed by the literature. What is the current state of research? How does this study extend or compliment previous research?

3. Poorly designed instruments
   Your data - whether they be survey results, interview transcripts, student work, etc - is only as good as the instruments you use.

4. Perceptions as evidence
   Perceptions are valuable, as long as what you are interested in is perceptions. Perceptions are not evidence of learning.

5. Data first, questions later
   Avoid the scattershot approach to data collection. Know your question(s) before you begin to collect data, rather than looking at data to find question.

6. Methods outside of expertise
   If you are using methods that are unfamiliar to you, consider collaborations. Use the expertise of others to increase the rigor of your SoTL research.

7. Not enough context
   Be sure to give readers enough background and context into your particular situation for them to understand your research.

8. Results not situated
   Situate the discussion of your results in the literature; how does this research confirm, enhance, or refute current understandings? Now what?

9. Poorly edited
   Reading a poorly edited manuscript is frustrating for reviewers. Do not send in a rough draft; make sure your submission is complete, polished, and error-free.

10. Wrong journal
    Know the journal and audience you want to target ahead of time - make sure your article is a good fit and within their scope. Format according to their guidelines.

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