

Tech Snacks: SoTL Article Review

Once per semester OTLE provides a synopsis of the SoTL (Scholarship of Teaching and Learning) world. This time around we'll present some interesting themes we are seeing in SoTL journal articles and then give a quick review of three articles that may have useful insights and tools for your own teaching practice.

Fall 2021 themes

Below are some of the key themes and links to some interesting articles that we found in the most recent issues of the following journals: *College Teaching*; *Innovations in Education and Teaching International*; *Insight: A Journal of Scholarly Teaching*; *Interdisciplinary Journal of Problem-based Learning*; *International Journal for the Scholarship of Teaching & Learning*; *Journal of the Learning Sciences*; *Journal of Research in Innovative Teaching & Learning*; *Journal of the Scholarship of Teaching and Learning*; *Journal of University Teaching and Learning Practice*; *New Directions for Teaching & Learning*; *Teaching and Learning Inquiry*; *Teaching in Higher Education*; *eOnline Learning Journal (OLC)*.

Collaboration and Peer Learning

- ❖ [Supporting Argumentative Essay Writing through an Online Supported Peer-Review Script](#)
- ❖ [The Real Me: Shared Technology's Impact on Status from the Lens of Positioning Theory](#)

Field Experiences and Service-Learning

- ❖ [Service Learning: A Multidimensional Approach to Meaningful Learning Outcomes in a Practice Profession](#)
- ❖ [Using a Professional Learning Community Framework to Assist Early Field Experience as They Move from Teacher Candidate to Teacher](#)
- ❖ [Service-Learning to Develop Responsiveness Among Preservice Teachers](#)
- ❖ [Exploring student satisfaction in experiential learning at the University of Ottawa](#)

Diversity, Equity, Inclusion, and Access

- ❖ [Why Aren't My Students Reading?: Faculty & Student Research Unveiling the Hidden Curriculum of Course Material Usage](#)
- ❖ [Prepared to Respond? Investigating Preservice Teachers' Perceptions of their Readiness for Culturally Responsive Teaching](#)
- ❖ [The Invitation Circle: Creating Space for Decolonizing and Humanizing Inquiry](#)
- ❖ [Positive Aspects of Disability among College Students](#)
- ❖ [Realistic Job Preview as an Alternative Tool to Improve Student Readiness for Online Learning](#)
- ❖ [Rethinking the Traditional Textbook: A Case for Open Educational Resources \(OER\) and No-Cost Learning Materials](#)
- ❖ [Supporting Student-Initiated Mobile Device Use in Online Learning](#)

Empathy, Care, and Human Connection (especially during Covid)

- ❖ [Connections Before Curriculum: The Role of Social Presence During COVID-19 Emergency Remote Learning for Students](#)
- ❖ [Using an Ethos of Care to Bridge the Digital Divide: Exploring Faculty Narratives During a Global Pandemic](#)
- ❖ [Instructor Social Presence and Connectedness in a Quick Shift from Face-to-Face to Online Instruction](#)
- ❖ [Beyond Collaboration: Modeling Course Design on Theatre Ensembles for Improved Classroom Culture and Purposeful Learning](#)
- ❖ [Student Perceptions of Great Teaching: A Qualitative Analysis](#)

#1: Improving Student Readiness for Online Learning

Latheef, Z.I., Robinson, R., & Smith, S. (2021). **Realistic job preview as an alternative tool to improve student readiness for online learning.** *Online Learning*, 25(2), 208-232. <https://doi.org/10.24059/olj.v25i2.2216>

Summary¹ – This paper highlights an orientation technique widely used in the business field, namely Realistic Job Preview (RJP), as a method to prepare students for what online learning might be like. The authors developed a video providing a realistic preview of online learning following recommendations from RJP research. They then conducted a study to examine student perceptions of the video and an online readiness self-assessment.

Why it may be helpful for you – This study’s findings provide strong evidence for the use of RJP as a strategy to improve student readiness for online learning. A number of the students surveyed with the [student online self-assessment](#) noted that they had not considered many of the skills and attributes that would affect their success in online coursework. Additionally, the materials allowed them to understand the kind of participation and effort expected for an online course prior to enrolling in it.

#2: Scaffolding Peer Reviews with Scripts

Latif, S. & Naroozi, O. (2021). **Supporting argumentative essay writing through an online supported peer-review script.** *Innovations in Education and Teaching International*, 58(5), 501-511. <https://doi.org/10.1080/14703297.2021.1961097>

Summary – This study investigated the impact of a peer-review script on students’ peer-review quality and argumentative essay writing. Students in the scripted condition had to review their peer’s argumentative essay based on a peer-review script while students in the unscripted condition reviewed their peer’s essay without the script. Finally, all students had to revise their original essay based on the comments of their peers. Students in the scripted peer-review condition outperformed students in the unscripted condition in terms of quality of their argumentative peer-review and argumentative essay writing.

Why it may be helpful for you – Scripts such as the [question prompts used for this study](#) can be an effective pedagogical tool to help students improve their peer-review techniques and provide useful feedback.

#3: Connections Before Curriculum

Ensmann, S., Whiteside, A., Gomez-Vasquez, L., & Sturgill, R. (2021). **Connections before curriculum: The role of social presence during COVID-19 emergency remote learning for students.** *Online Learning*, 25(3), 36-56. <https://doi.org/10.24059/olj.v25i3.2868>

Summary – This study examined the student experience (n=507) during emergency remote learning at a medium-sized private university during the COVID-19 pandemic, leveraging the Social Presence Model (SPM) as a guiding framework. This study helps educators better understand students’ emotional needs and experiences during the transition to remote learning and offers critical lessons about the importance of connectedness, online readiness, cultivating relationships, adaptability during transitions, and class interaction.

Why it may be helpful for you – The findings elevate the importance of social presence as a literacy for learning in any modality, underscore the need to support the mental health of our students, and stress the urgency for online and remote learning readiness for current and future public emergencies.

¹ The “Summary” and “Why it may be helpful for you” sections on this page borrow heavily from the abstract language published for each article.