

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 2023 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)*.

Aligning Student and Instructor Views on Teaching and Learning

- ❖ [Using Asynchronous Discussions to Improve Online Student Success](#)
- ❖ [‘Picturing’ instruction: an exploration of higher education students’ knowledge of instruction](#)
- ❖ [Teaching the Inevitable: Embracing a Pedagogy of Failure](#)
- ❖ [You Can't Have It All: Faculty and Student Priorities in the Online Classroom](#)
- ❖ [The relations between students' belongingness, self-efficacy, and response to active learning in science, math, and engineering classes](#)
- ❖ [Enhancing Student Learning and Engagement Using Digital Stories](#)

Note-Taking

- ❖ [‘Why aren’t you taking any notes?’ On note-taking as a collective gesture](#)
- ❖ [How collaboration influences the effect of note-taking on writing performance and recall of contents](#)
- ❖ [Impact of Guided Notes on Graduate Student Retention of Facts](#)
- ❖ [The impact of digital distraction on lecture note taking and student learning](#)

Attention and Distraction

- ❖ [Student perceptions of digital distraction prevention and student–instructor rapport](#)
- ❖ [“I can't focus now, I will study tomorrow” - The link between academic procrastination and resistance to distraction](#)
- ❖ [Web-Based Training and the Roles of Self-Explaining, Mental Effort, and Smartphone Usage](#)
- ❖ [Attention, Please: How the Attention-Related Stories We Tell Our Students in Class Influence Their Performance at Work](#)
- ❖ [Students’ visual attention during teacher’s talk as a predictor of mathematical achievement: a cautionary tale](#)
- ❖ [Fear of missing out \(FoMO\) among undergraduate students in relation to attention distraction and learning disengagement in lectures](#)
- ❖ [The effect of mobile phone usage policy on college students’ learning](#)
- ❖ [Digital distraction in the classroom: exploring instructor perceptions and reactions](#)

#1: Teaching the Inevitable: Embracing a Pedagogy of Failure

Eckstein, Lydia E., Amelia B. Finaret, and Lisa B. Whitenack (2023) **Teaching the Inevitable: Embracing a Pedagogy of Failure**, *Teaching and Learning Inquiry* 11, DOI: <https://doi.org/10.20343/teachlearninqu.11.16>.

Summary – Failure is often taken as a given in higher education, as an inevitable part of learning new things. Yet, it remains a part of learning that students tend to fear, and faculty tend to neglect. As faculty, we do not always strategize with or leverage our students' struggles and failures for improved learning. Instead, we hope that students learn from their mistakes and study harder or try harder the next time, because moving on with material in class is necessary to meet learning objectives. In this article, we outline several strategies for using failure advantageously for promoting student growth and learning, and to minimize the stigma of struggle in academia. We make concrete suggestions and outline strategies and resources for faculty to incorporate a “pedagogy of failure” into their work with students and we describe structural barriers to using failure strategically in higher education.

Why it may be helpful for you – This article provides very detailed and strategies and resources for incorporating “failure pedagogy” into your teaching by fostering a growth mindset in students. You can start using some of these strategies immediately.

#2: Student perceptions of digital distraction prevention and student-instructor rapport

Abraham E. Flanigan, Angela M. Hosek, Brandi Frisby, Wayne A. Babchuk & Emily Ray (2023) **Student perceptions of digital distraction prevention and student–instructor rapport**, *Communication Education*, 72:3, 217-236, DOI: [10.1080/03634523.2022.2149828](https://doi.org/10.1080/03634523.2022.2149828)

Summary – The present study investigated how course policies and enforcement strategies designed to curb classroom digital distraction affect undergraduates' perceptions of student-instructor rapport. Data from online surveys completed by undergraduates at four US universities revealed that student perceptions of rapport can be influenced by digital distraction prevention. Participants endorsed course technology policies that are developed in collaboration between students and instructors and that are targeted at curbing the use of digital devices for social, rather than educational, purposes. Findings indicate that such policies can improve student buy-in and improve student perceptions of rapport. Although participants identified confrontational enforcement strategies (e.g., calling students out, grade reductions, phone confiscation) as most effective for reducing the amount of digital distraction during class when policies are violated, these strategies were also identified as being most harmful to their perceptions of rapport with instructors. Despite regularly using devices for off-task purposes during class, most participants are not worried about getting caught because they do not believe their instructors are particularly concerned about the amount of ongoing digital distraction in the classroom. Recommendations for addressing student digital distraction while protecting the quality of student-instructor rapport are provided through the lens of self-determination theory.

Why it may be helpful for you – This article provides a unique perspective on how students perceive digital-distraction related policies in the classroom, and how those perceptions might affect their rapport with instructors.

#3: The impact of digital distraction on lecture note taking and student learning

Flanigan, A. E., & Titsworth, S. (2020), **The impact of digital distraction on lecture note taking and student learning**, *Instructional Science*, 48(5), 495-524. doi: <https://doi.org/10.1007/s11251-020-09517-2>

Summary – Laptops allow students to type lecture notes instead of relying on the traditional longhand (i.e. paper–pencil) method. This research compared laptop and longhand note-taking methods by investigating how the quality (i.e. complete versus incomplete idea units) and quantity (i.e. total words and total idea units) of typed and handwritten notes differed when students did or did not reply to text messages during a simulated lecture. Accounting for the presence of text messaging while participants took notes situated the present study within the reality facing many students in today's digital age. Findings indicated that a considerable proportion of the idea units captured in participants' notes were incomplete, regardless of note-taking method or exposure to distraction during the simulated lecture. However, only the total number of complete idea units stored in student notes meaningfully predicted lecture learning. Furthermore, the presence of digital distraction was particularly disruptive to the quality and quantity of laptop users' lecture notes relative to longhand note takers. Finally, digital distraction emerged as a more meaningful predictor of lecture learning than note-taking method. Recommendations for improving the quality of student lecture notes are discussed and avenues for future research into note-taking completeness and the interplay between digital distraction and note-taking method are proposed.

Why it may be helpful for you – This article helps unravel some “red herrings” in our assumptions about note-taking and how/whether students should be taking notes.