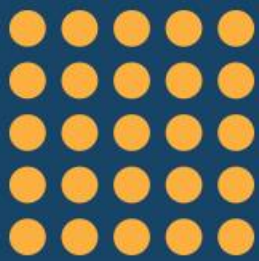


RESEARCH SPEAKER SERIES



Engaging in Great Practices for Research on Teaching and Learning

March 11, 2025, 11 a.m. - 12 p.m.



Brett McCollum



Hosted by Leva Lee Ilee@bccampus.ca



The BCcampus office is situated on the unceded territories of the W̱SÁNEĆ (Saanich) and the Esquimalt and Songhees Nations of the Lək̓ʷəŋən (Lekwungen) Peoples. As both individuals and as an organization, we continue to learn and build relationships as we actively respond to the Truth and Reconciliation Commission's Calls to Action.

Dr. Brett McCollum

- Director, centre for excellence in learning and teaching at Thompson Rivers University
- PhD in chemistry (SFU)
- 3M National Teaching Fellow (2019)
- Editor-in-chief *The Canadian Journal of Teaching and Learning (CJSoTL)*
- Awards in research supervision, open education and teaching
- Enthusiastic about evidence-based scholarly teaching and creating conditions for faculty, staff and students to collaborate for exceptional learning experiences



Engaging in Great Practices for Research on Teaching & Learning

Brett McCollum, PhD
3M National Teaching Fellow (2019)
Thompson Rivers University, Director of CELT

BCcampus Research Speaker Series

March 11, 2025



TERRITORIAL ACKNOWLEDGEMENT

TRU's Kamloops campus is situated on the traditional lands of the Tk'emlúps te Secwépemc within Secwépemc'ulucw, the traditional territory of the Secwépemc people.



Learning Outcomes

- Describe the spectrum of engagement with students for innovation in teaching and learning.
- Identify strategies for successful cultivation of effective research partnerships with students.
- Create and use a Research Learning Plan with student researchers.
- Articulate the principles of 'Great' Practice in SoTL.
- Explain the importance of describing your research's epistemological and ontological traditions.

Long Standing Issue in Higher Education

- Education's transmission model of teaching
- Consequences
 - Hierarchical structures
 - Predetermined learning outcomes
 - Students as clients

Spectrum student engagement

Consultation

Involvement

Participation

Partnership

(Healey, Flint, & Harrington, 2014)

Characteristics of a research partner

- Write down at least three characteristics of an effective research partner.
- Enter your responses into the chat.

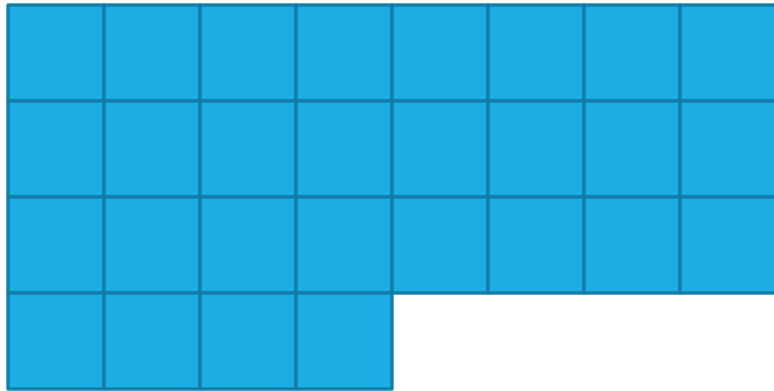
The impact of emotions

- We cannot understand the **experiences of or outcomes** for individuals in partnerships without attending to emotions.
- We cannot understand the **interactions and relationships** between individuals in partnerships without attending to emotions. (p. 3)
- Emotions and motivations

(Felten, 2017)

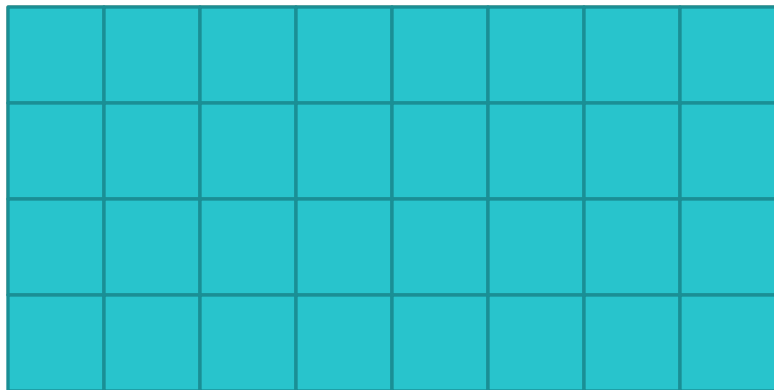
(Healey, 2018)

Motivations



28 Benefits

- Research-based careers
- Excitement
- Curiosity
- Positive attitude toward research
- Interest in research
- Critical thinking skills



32 Benefits

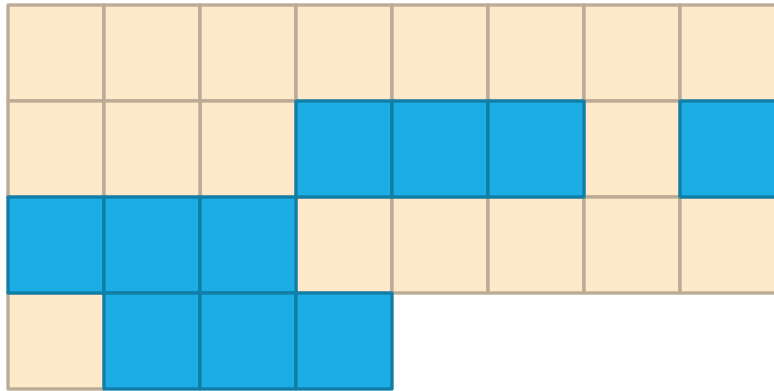
- Creative thinking skills
- Analytical thinking skills
- Scientific thinking skills

... and more

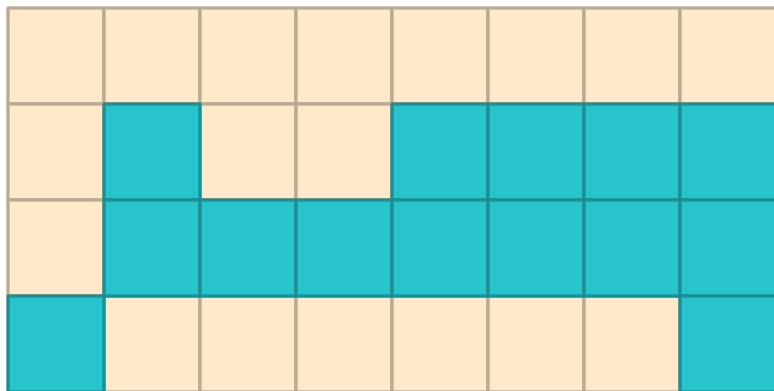
(Lei and Chuang, 2009)

(Pentecost, 2013)

Motivations



- Developing leadership skills
- Improving organizational skills
- Improving time management



- Applying ethical principles to actual research situations
- Improving literature research skills
- Improving computer skills
- Developing clear research ideas, questions, hypotheses
- Increasing stats skills
- Managing an entire research project
- Making an important research contribution

(Lei and Chuang, 2009)

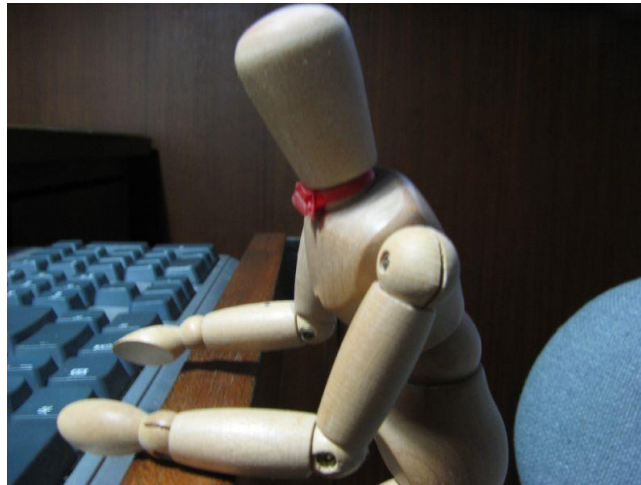
(Pentecost, 2013)

Challenges

Frequently late and leave early



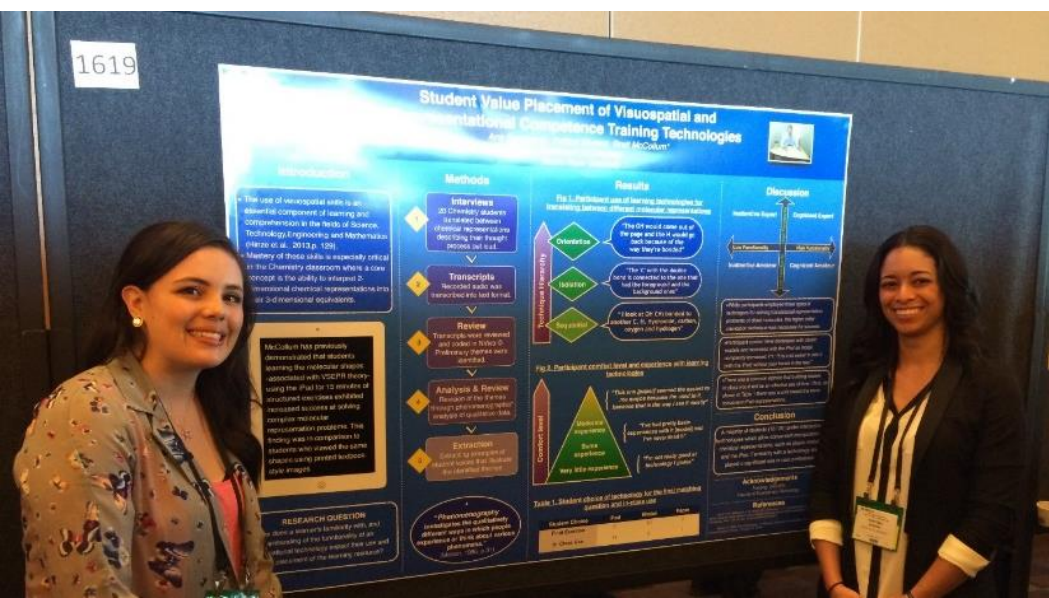
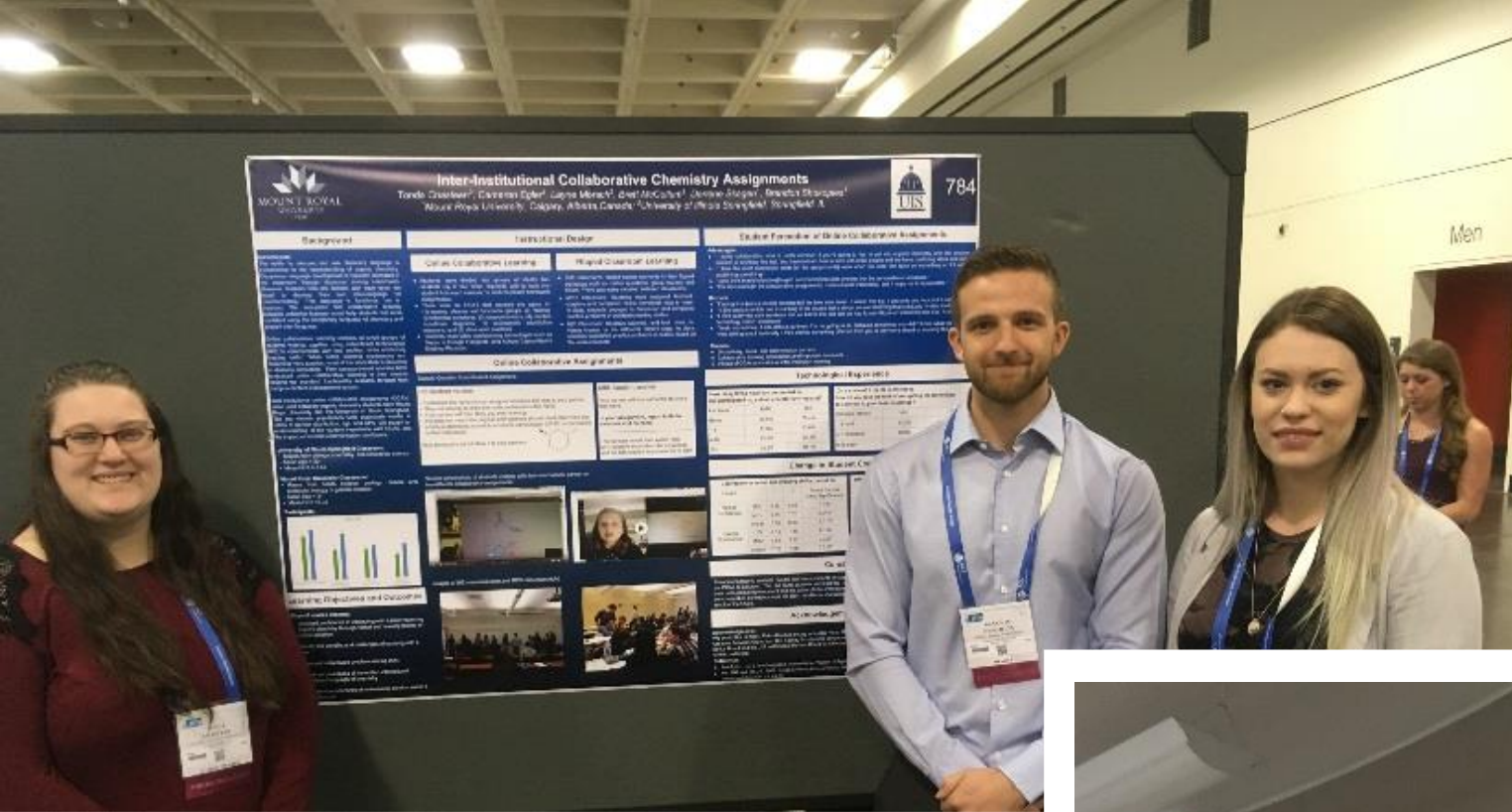
Poorly adapt to long hours and isolated research environment



Weak analytical skills



Photos by Georgie Pauwels, JulyYu, and Kevin Jarrett





Assistantship vs. Partnership

- Communication
- Design
- Ownership
- Power
- Reciprocity
- Reliability
- Respect
- Responsibility
- Responsiveness
- Selection of goals
- Shared risk
- Trust

Cultivating Effective Partnerships

1. Realistic goals
2. Start with low stakes and big picture
3. Facilitate a training regime
4. Provide a support network
5. Motivate and mentor



1. Realistic Goals

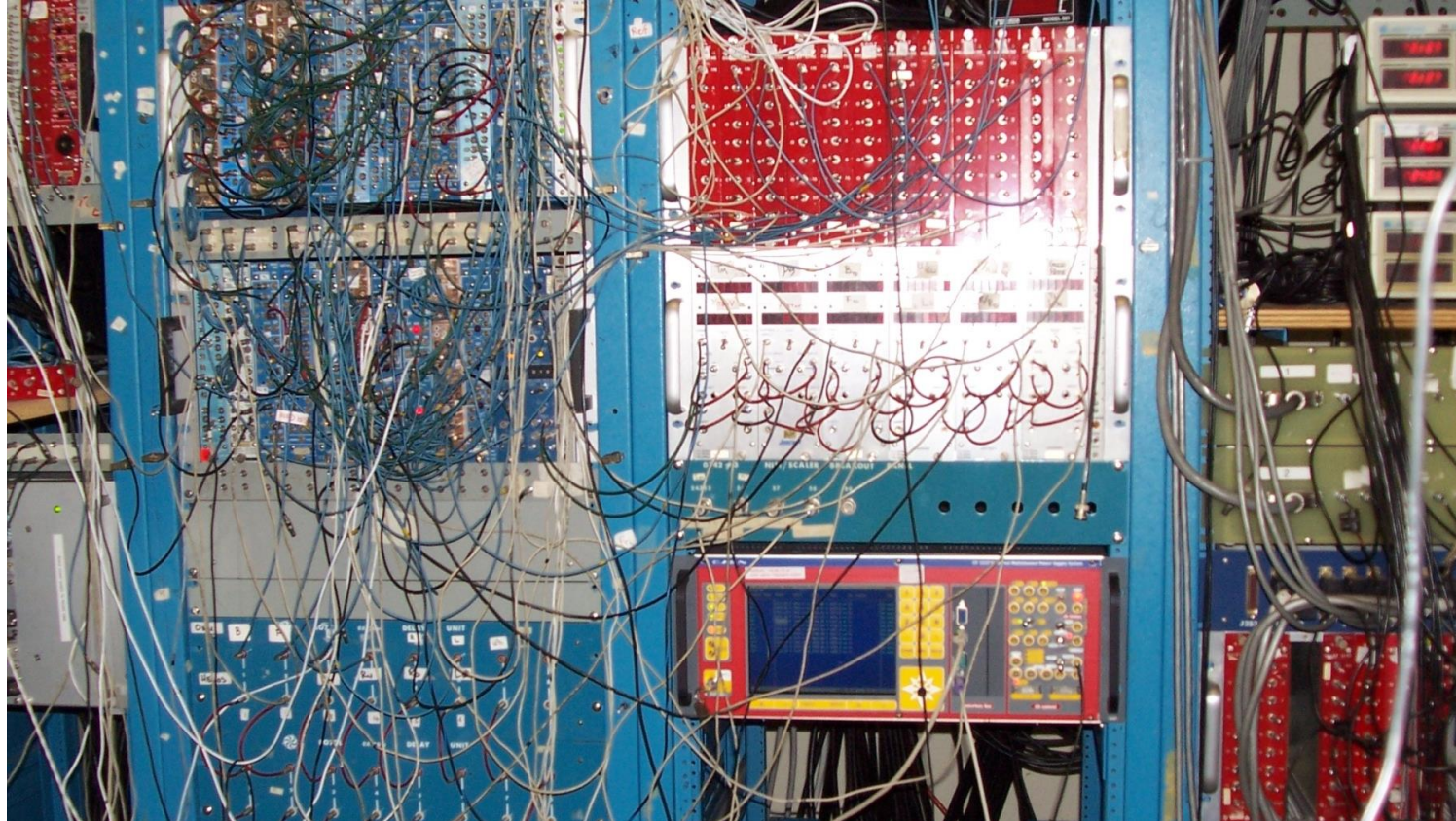


Photo by Brett McCollum

2. Start with low stakes and big picture



Photo by Brett McCollum

3. Facilitate a training regime

- Safety during data collection
 - Physical
 - Physiological
 - Social
- RA Bill of Rights



(Naufel & Beike, 2013)

3. Facilitate a training regime

Research Learning Plan (template shared)

- Written document
- Identify duties, existing strengths, training needs
- Negotiated training plan
- Negotiated outcomes plan
- Grading scheme if course credit

5. Motivate and mentor



Research in Teaching and Learning

- Multi-, cross-, inter-disciplinary
- Dialogue across boundaries
- Challenging for students & faculty

Tensions in SoTL

- Observations:
 - Conflict in peer review processes
 - “You did your study wrong” feedback
- Causes:
 - Varied methodologies
 - Foundational differences in research paradigms
- Consequences:
 - Lack of viewpoint diversity (dominant narratives)
 - SoTL is an “abusive relationship” (Potter and Raffoul, 2023)



Disseminating SoTL

- Criteria:
 - Clear goals,
 - Adequate preparation,
 - Appropriate methods,
 - Significant results,
 - Effective presentation, and
 - Reflective critique (Glassick, Huber, & Maeroff, 1997).
- Methodological and philosophical pluralism (McCollum, 2023)
- How to help new entrants and established scholars?

Principles of 'Great' Practice in SoTL

1. Inquiry into student learning
2. Grounded in context
3. Methodologically sound
4. Conducted in partnership with learners (SaP)
5. Appropriately public
6. Explicit identification of your scholarly lens



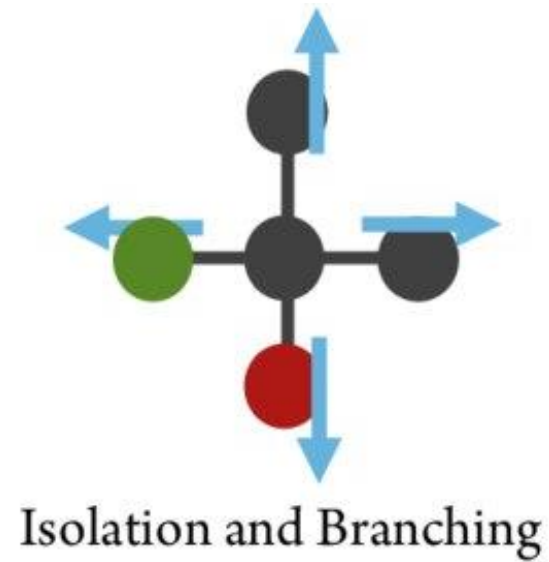
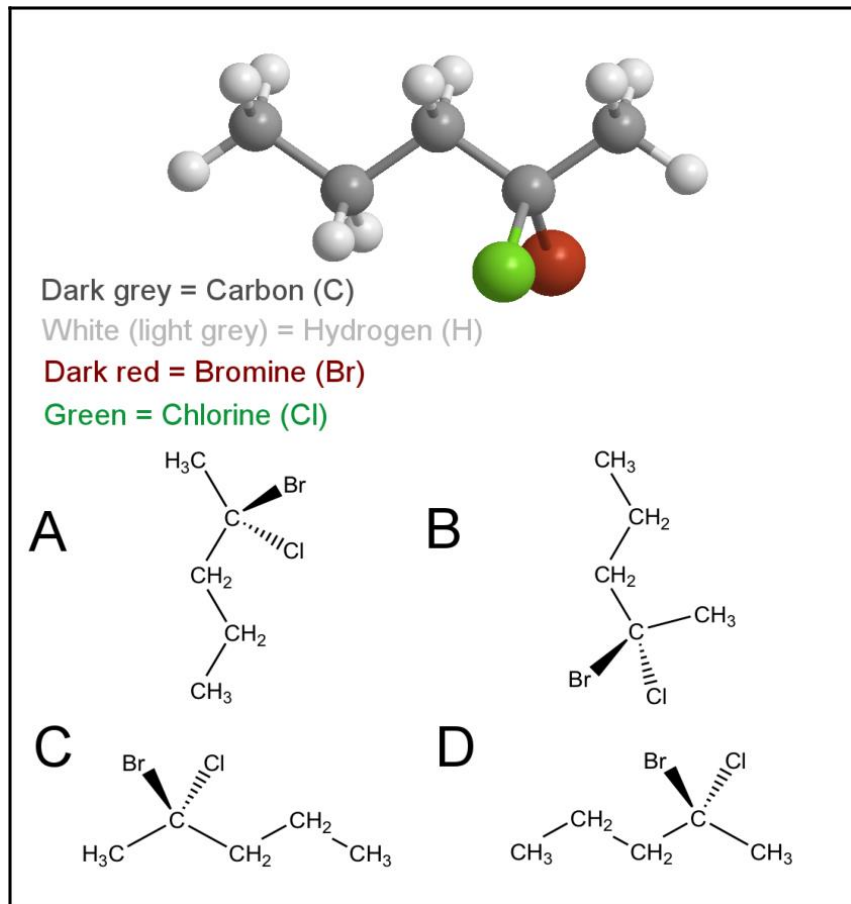
(Felten, 2013)

(Hamilton and McCollum, 2024)

My SoTL Identity



From Quantitative to Qualitative Research



(McCollum, Sepulveda & Moreno, 2016)

Declaring your Research Paradigm

- Identify your philosophical lens:
 - clarify the assumptions and beliefs that shape your study
 - Makes overt the connection between framework, methodology, methods, results, and conclusions

- Context:
 - the institution and population, and of you

- Benefits:
 - increase the rigor of your research
 - support editors, reviewers, and readers

Ontology

- Examines our perception of reality
- Applies to both the natural world and social structures
- What do we consider real?
- How do we perceive and understand the nature of the world?
- Is reality best viewed as objective or subjective?

Epistemology

- An area of philosophy interested in determining:
 - what is knowledge?
 - how can we obtain it?
 - how can we validate it?
- Answers depend on our perceptions of reality (ontology).
- Impacts how research findings should be used.

Supporting All Learners





BCcampus News

- 2025 Call for Research Fellows Open!
- April 30 – May 7th
<https://roadshow.bccampus.ca/>





THANK YOU

