

Plan for a SoTL Project



Photo by [Arnel Hasanovic](#) on [Unsplash](#)

by [Sheryl Third, Fanshawe College](#)

This project is meant to demonstrate to colleagues and industry partners that writing for reflection through creating a professional portfolio increases a student's confidence and skill in describing who they are as an early years professional as they enter the field.

Research Question

What are you curious about?

What would you like to know about strategies that might hinder and/or help students to learn, in your course?

Do you want to know if an activity, assignment, or teaching strategy “works?”

Do you have a question about how to help your students learn a particular skill?

Does creating an E portfolio support a student's ability to describe their skills and dispositions as an early childhood educator?

Identify challenge/outcome related to learning that is related to your question.

Describe the learning in a way that suggests how you might *measure* it using either qualitative or quantitative methods.

The portfolio will allow the student to engage in writing about their current skills evidence is supported by artifacts or class assignments and disposition as it related to their role as an early childhood educator. Students portfolios are connected to the program outcomes set by the Ministry of Training, Colleges and Universities

Describe the instructional activity, assignment, or teaching strategy that will promote student learning on the outcome you identified.

SoTL projects might investigate the impact of a *modification* to an existing strategy or assignment. Describe how the new approach differs from the old approach and why this modification might change student learning on this outcome.

Students will submit components of their portfolio throughout their ECE Program which allows them edit, think and reflect on their own skills, dispositions and ability to articulate their own pedagogical practice.

1. **Child Development** -use observation methods to understand children's strengths, interests, capabilities and skills while understanding reasonable risk and well-being. (find evidence you have this skill -artifacts)
2. **Program and Curriculum Development**- create and facilitate inquiry, play-based pedagogical approaches.
3. **Responsive Relationships and Partnerships** – create and engage in partnerships that promote respect for cultural, social and linguistic diversity, including Black, First Nations, Metis, Inuit and Francophone worldviews.
4. **Health, Regulations and Practices** -promote safe, healthy environments, understand your regulatory body, legal and ethical standards which includes First aid, and CPR
5. **Advocate for Children, Families, and the Profession of Early Childhood** use professional communication to ensure children and/or families and our communities have the support and resources they require.

6. Research and Professional Learning –reflective practice and research defending evidence-based practices, including professional learning certificates.

Pages are adapted from the Early Childhood Education Program Standards, Ministry of Training, Colleges and Universities, Nov. 2018

Describe the evidence that would persuade an external audience that the new or modified teaching strategy improves student learning on the targeted learning outcome.

Describe the evidence you would need to collect to answer questions about the impact or value of this teaching strategy. How would you convince others that this approach is better than other approaches? What comparisons should you make? *Prior to beginning I would seek ethics approval from the college. All responses will be anonymous and voluntary for a group of about 200 students*

1. Have students complete a pre survey at the beginning of their second year of the program . They will be asked to identify and describe their skills they have to date.
2. The student will create and submit their portfolio at the end of 3 rd semester
3. In their final term they will present their portfolio and describe who they are as an ECE.
4. A post survey will determine if their confidence and growth in describing their skills and dispositions as an early childhood educator has increased?

5. Evidence would be their portfolio submissions and the survey responses

How and where would you publish, present, or disseminate this work?

This is an extension of my Master Project from 2015

https://drive.google.com/file/d/19WpK_33lb_KzNggIVGKUcSqzMChqoZJs/view?usp=sharing

I would create a short 3-5 minute video outlining the results and if the anticipated outcome supports this continued assignment , I could post my reflection to future students to understand the importance of creating a professional portfolio.

I would share the initial results with the Early Childhood And Early Childhood Degree Programs at Fanshawe College . If interest is there I would present at the School and College level also I would consider writing an article for an early years publication.

Final Reflection: This is a Capstone assignment that has existed over a number of years in the ECE program . In an effort to justify continuing this work with students , this research will be pivotal for my colleagues to allow them to see the evidence and research that supports the efficacy of this assignment.

Adapted from: C. J. Stanny, E. M. El-Sheikh, & H-M. Chung (2009) ***Getting Started with a SoTL Project***

Center for University Teaching, Learning, and Assessment <http://uwf.edu/cutla/>