

# An Engagement Levels Framework To Foster Interactions Across SOTL Collaboratories

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Higher Education Quality Council of Ontario

**MERLOT**  
Multimedia Educational Resource for Learning and Online Teaching

Material Detail: **DNA from the Beginning**

Material Type: Simulation  
Location: Go to Material or Mirror Site  
Date Added: April 11, 2000  
Date Modified: August 18, 2009

ld Spring Harbor Laboratory  
left Ball

French Learning Object Repository for Education (FLORE)

FLORE is a free repository of French language educational resources. It is meant to help the user find appropriate sites and specific learning objects to learn or teach French. FLORE is designed for faculty and students in post-secondary institutions and it offers over 1000 online resources with annotations such as content descriptions and peer reviews. FLORE differs from online repositories because it contains links to very specific objects such as tables extracted from a larger web site for instance. By using the advanced search function, you can find sites or learning objects that answers your own learning needs.

University of Victoria, Campus Saint-Jean, Simon Fraser University

**MatDL**  
MATERIALS DIGITAL LIBRARY PATHWAY

**Participation**

All of MatDL's services offer resources that are publicly viewable, downloadable, and reusable. It is not necessary to register as a MatDL user to perform these actions.

Please register at <http://matdl.org/participate/> if you are interested in participating in MatDL as a means of:

- disseminating your research and teaching resources developed as part of government funded projects through any of MatDL services such as the MatDL Repository or Wiki
- utilizing collaborative workspaces, such as MatDL's Wiki and MatForge, to develop and communicate research and teaching resources from your government funded work.

After you register at <http://matdl.org/participate/>, a MatDL representative will contact you about participating in MatDL.

**MatDL Services**

- MatDL Repository**  
<http://matdl.org/repository>  
The MatDL Repository offers authoritative materials research and teaching resources including images, exercises, preprints, and interactive applets.
- MatDL Wiki**  
<http://matdl.org/matdlwiki>  
The MatDL Wiki is a publicly accessible, expert-community-driven site for scientific communication and dissemination with emphasis on soft matter.
- MatForge**  
<http://matforge.org>  
MatForge is a Subversion/TRAC workspace for open access, collaborative development of materials modeling and simulation codes.
- Virtual labs**  
<http://matdl.org/virtualabs>  
Currently available Virtual Lab lessons and applets are designed to reinforce understanding of the concepts of states, energy, degeneracy, entropy, and free energy.

**WikiPOD**  
Professional and Organizational Development Network in Higher Education

Welcome to WikiPOD > Topics > Digital Case Stories for Faculty Development

Overview

Centers for Teaching and Learning frequently provide professional development opportunities focused on innovative pedagogies to faculty from diverse disciplines. At times, such professional development opportunities are presented in ways that may not meet the disciplinary and professional development needs of faculty because they do not provide opportunities to view the implementations in classrooms from a closely related discipline.

Digital Case Stories have the power to illustrate exemplary teaching practices and highlight different disciplinary approaches to pedagogical strategies, relevant teaching contexts, unique design/assessment methods, and student-centered teaching approaches. The MERLOT ELDXR Initiative, <http://eldxr.merlot.org> is one example of a repository that hosts over 30 discipline-specific stories, with more than 60 stories to be added through fall 2009 and winter 2010.

Contents

- 1 What is a Digital Case Story?
- 2 Where to find Digital Case Stories for Faculty Development?
- 3 Using Digital Case Stories for Faculty Development
  - 3.1 Faculty Development Workshops
  - 3.2 Online Courses
  - 3.3 Self-directed use by faculty

A Community Compendium of Exemplary Practices, Tools & Resources engage teachers with an edited/reviewed/curated compendium of the (current) collective wisdom on “what works when, how and why”.

A Resource Repository collects pedagogical content knowledge and exemplary resources as artifacts for Search, Access, Management, Acknowledgement, Recognition, etc.

Cooperative faculty innovation teams work

a Teaching Collaboratory provides a social & technical infrastructure to promote and

**Teach the Earth**  
the SERC portal for Geoscience Faculty

Search the Portal >

Thousands of pages of activities, workshops, course descriptions and more. The work of hundreds of geoscience educators and over a dozen projects. Also, search our supporting catalog: geoscience resources in print and from across the web.

Explore Topics and Themes >

Teaching  
Using visualizations and datasets and models, interactive lectures, fields labs, quantitative literacy, petrology, structural geology, designing courses, assessment and much more....

An Earth System Approach  
An overview of this approach with teaching resources, biocomplexity, geology and human health.

Integrating Research and Education

News

- Follow-up Workshop about Teaching Energy Announced!

In response to the large applicant pool and strong interest in the original workshop, a one-day follow-up workshop about teaching energy will be held October 17, 2009 in conjunction with the GSA Annual



Cooperative faculty innovation teams work together on projects to develop, adapt, share and mobilize pedagogical content knowledge, research evidence, exemplary practices and shared resources

infrastructure to promote and support collaborative communities of teachers, at any or all of these different levels of engagement.

Topical or disciplinary Knowledge Networks link exemplary teachers and other educational specialists to create and sustain these knowledge resources.

**Welcome**  
**Team Members**  
 Latest Team news  
 > College Plans  
 > Collaborations  
 Discussions & Ideas  
 Projects in progress outside LACCD  
 Knowledge Resources  
 Methods and Tools  
 Team Administration & Project Schedule  
 Sitemap

Latest Team news

**Project Summaries and Opportunities for Review**

posted 17 hours ago by kklippe@sdccd.edu

To facilitate the process of reviewing and commenting on each others work, I've created a summary of each team's project.

(Please note that I did my best to write these very brief descriptions based on the college plans and some of our phone conferences, but some of the summaries may need to be expanded. If you would like me to modify the description of your project, please feel free to comment here or email me at kklippe@sdccd.edu and I will happily update this page.)

If you notice a group or two whose work you'd like to review, please let me know. Otherwise I will post suggested reviewers for each team.

([Edit post](#)) | Attachments: [LA Project Summaries.pdf](#)

Recent site activity  
 East Los Angeles College comment from kklippe  
 West Los Angeles College comment from kklippe  
 Diana Collins

**FACULTY INQUIRY NETWORK**  
 SUPPORTING COMMUNITY COLLEGE FACULTY WHO WANT TO IMPROVE STUDENT LEARNING

INFO FACULTY INQUIRY LEADING INQUIRY GROUPS RESOURCES TOOLKIT TEAMS FIN LEADERSHIP

**LEADING INQUIRY GROUPS**

 [Click to play \(0:14\)](#)  
**Facilitator's Perspective**

Image: Myra Snell (Los Medanos) describes how she brought together her FIG (what she calls "Teaching Community") to talk about the pre-algebra curriculum. Click image to go to her **Windows on Learning** case study.

**WHAT FIGS DO:**

- Create professional communities in which educators can share what happens in classrooms
- Articulate and negotiate the most important outcomes for student learning
- Use the tools of classroom research to understand the experience of students more deeply
- Share insights and findings
- Examine a wide range of evidence, from examples of student work to campus-level quantitative data that

**SEARCH**

**RECENT POSTS**  
 Getting Started  
 Web Commons  
 Using Faculty Portfolios in a Faculty Inquiry Group  
 Classroom Research ("Some Complicating Evidence")  
 Rubrics for Writing  
 Two Versions of a Self-Assessment Survey (writing)  
 From Special Occasion to Regular Work  
 When Access is Not Enough  
 Learning about Student Learning from Community Colleges  
 Creating Windows on Learning  
 Pipeline or Pipedream: Another Way to Think about Basic Skills  
 A Mathematician's Proposal

**bera** A Virtual Research Environment for Education  
 My Startpage | Courses & Projects | Personal Tools | Help | Logout (careyt)

**BERA Practitioner**

Home Site Information Display Recent Announcements

**BERA Practitioner Research SIG worksite**

This SIG focuses upon issues arising from carrying out, supporting others in carrying out, and theorising about, practitioner research.

- It will have a role in promoting the publication and dissemination of practitioner research studies and studies about methodological approaches to practitioner research.
- It will bring together those with a special interest in all those (closely related) methodologies in which research is an integral part of practice: e.g. action research, teacher research, evidence-based practice, research into personal and professional change, and research in the developmental / critical paradigm.

Practice is very broadly defined as any form of professional work or community activity or individual endeavour in which action is informed by values, beliefs and experience. Research in this context is defined as any form of systematic enquiry whose design, methods, analysis and interpretation are open to peer review.

**Aims of the SIG**

- To contribute to the generation of theory, knowledge and expertise about practitioner research and the exploration of different purposes and conceptualisations of 'practitioner research'.

Announcement  
 Subject Forums - how they work / how to use them  
 From Jeremy Hoad  
 Date 18-Feb-2009 12:16  
 Groups site

Message  
 Here is a quick guide to using the Forum tool for online discussions.  
 Click on Forums (LH menu). You will see the discussion listed. Each discussion is a 'topic' within the general 'forum' of 'online discussions'.  
 Click on the listing and that puts you into the discussion (ie that topic).  
 Each topic / discussion has different 'threads'. These are essentially different conversations on different subjects related to the discussion.  
 To REPLY to a 'thread' or posted message just click on the listing. This brings up the whole message - there is a 'reply' link on the right at the top of the message.  
 You can also post a new thread / subject within the discussion by clicking on the topic /

**The Higher Education Academy**  
**UK CENTRE FOR bioscience**  
 Supporting teaching in higher education to improve student learning across the Biosciences

Home Events & Themed work Resources & Publications Funding & Recognition Networks & Links News & Information About us

**In this section:**  
**Themed Work:**  
 • Assessment, Feedback and Plagiarism  
 • Diversity  
 • e-Learning  
 • Employer Engagement  
 • Ethics  
 • Linking Teaching and Research  
 • Pedagogic research  
 • Practical Work  
 • Induction, Transition and Retention  
 • Other Themed Work

**Practical work in the Biosciences**  
 The bioscience disciplines are empirical in nature and as such the Centre for Bioscience believes appropriate exposure to practical work is an essential component of any bioscience degree. The word appropriate is used advisedly, bioscience covers a range of disciplines (e.g. molecular biology and bioinformatics to ecology and forestry) and naturally the requirement within each discipline will vary. Clearly a 'one size fits all' approach is not applicable.  
 The educational literature clearly supports learning by doing and the benefits of practical work to the majority of students are clear. Despite this, there are strong pressures on practical work. Practical work is expensive (in terms of staff time, consumables and building costs) and only 50% of bioscience graduates take employment in the biosciences. In a climate of reduced unit resource, which practicals to offer, and to whom, may prove a difficult choice. Further pressure comes from the explicit teaching of generic skills, with practical timeslots often used for developing these skills. Increased student numbers and diversity means what was previously done is often no longer feasible. Technological advances (e.g. practical simulations) and the requirements of industry further add to the debate.  
 To support practical teaching and further inform the debate, the Centre for Bioscience has undertaken a range of activities, available from the links below. We have split the work in to Laboratory Practicals and Fieldwork to reflect discipline distinctions and preferences.

- Laboratory practicals
- Fieldwork

**Latest Activity**  
 1st Year Practicals: Their Role in Developing Future Bioscientists  
 This report contains a summary of the main points emerging from a workshop, arranged by the Centre for Bioscience, Higher Education Academy, to discuss the topic of first year undergraduate practical work in the biosciences. Download the report and associated practicals...

**In the Spotlight**  
**Lecturer Diary**  
 Some thoughts about and teaching in the  
**New Issue of IREE**  
 International Review of Economics Education v8 n1  
**Updated Internet Tutorial**  
 The Internet for Economics  
**New Handbook Chapter**  
 Motivating International Students  
**New Issue of CHEER**  
 Clickers, Excel, Plagiarism & Blogs  
**Making Economic Sense of Data**  
 Five worksheets to download

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**Key Hypothesis: ladder of engagement integrating these levels optimizes involvement & impact**

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 Awards

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[Internet for Economics](#)  
[School leaver?](#)  
[WHY STUDY? ECONOMICS](#)  
[Staff Developer?](#)  
[New lecturer/GTA?](#)  
 Cymraeg

**Monthly Email Updates**  
 from the Economics Network

**Welcome**

The Economics Network of the UK's Higher Education Academy provides publications, events, funding opportunities and other resources to support university teachers of economics.

Find out more about the network and its staff or contact us.

**Forthcoming Events**  
 Key Contacts Conference  
 Cardiff, 8 September 2009  
 Developments in Economics Education (DEE 2009) Conference  
 Cardiff, 9-10 September 2009  
 Keynote speakers: **Robert Chote** (Director IFS); **Rachel Lomax** (former Deputy Governor, Bank of England) and **Vicky Pryce** (Chief Economic Advisor & Director General Economics BIS and Joint Head GES)  
 Economics Teaching Assistants' Workshop  
 London, 25 September  
 Economics Teaching Assistants' Workshop  
 Sheffield, 7 October

**dee 09**  
 DEVELOPMENTS IN ECONOMICS EDUCATION



In response to the large applicant pool and strong interest in the original workshop, a one-day follow up workshop about teaching energy will be held October 17, 2009 in conjunction with the GSA Annual Meeting in Portland, Oregon.

An Earth System Approach  
 An overview of this approach with teaching resources, biocomplexity, geology and human health.

Integrating Research and Education  
 Using research results in geoscience courses, addressing NSF's broader impacts and bringing research on learning to the geosciences.

Managing Your Career  
 Future faculty, early career faculty, professional development resources.

Developing Web Resources  
 Putting course materials online and making datasets accessible to educators.

Departments  
 Building strong geoscience departments.

• **Building Strong Geoscience Departments Visiting Workshop Program**  
 The Building Strong Geoscience Departments project is launching a Visiting Workshop Program. We'll bring our workshop to you, with programs that feature concrete examples drawn from the leaders' experience and from the collective

