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Public Health SoTL: From Anecdote to Data

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BACKGROUND

Challenges related to teaching and learning are often discussed among faculty. Student input is often sparse and subject to volunteer bias, resulting in feedback that is likely not representative.

Furthermore, there is also anecdotal evidence that public health faculty have strong views regarding teaching and learning topics, particularly when it comes to online instruction for courses with rigorous methodologic or analytic content, and there are concerns student performance may differ based on course modality.

In an effort to draw evidence-based conclusions based on non-anecdotal data, a public health student and faculty dataset creation and analysis model is explored.

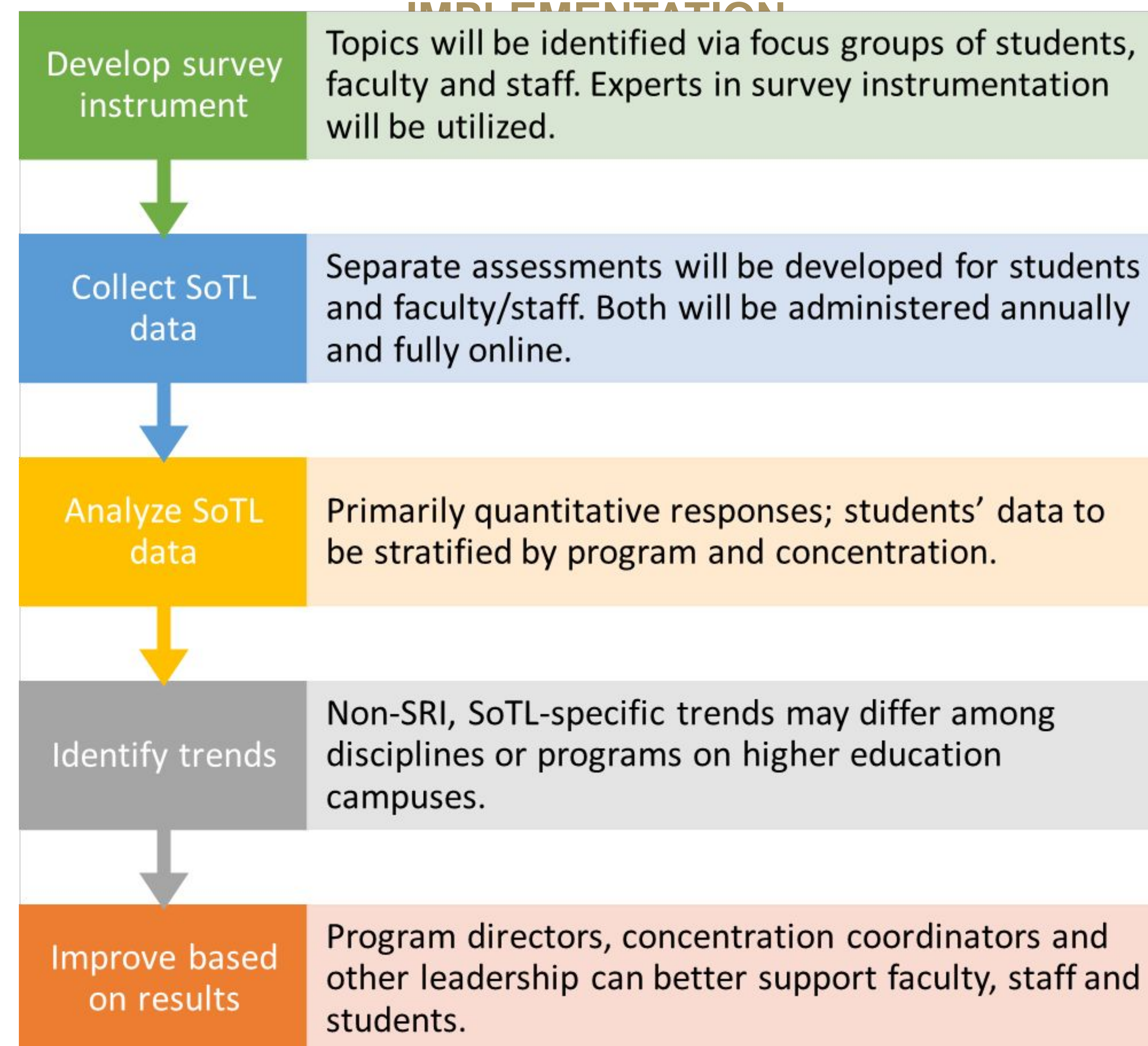
DISCIPLINE-SPECIFIC CONSIDERATIONS

Within the public health disciplines there are several considerations.

- Wide variety of pedagogical methods utilized as there are both highly qualitative and quantitative knowledge areas of public health
- Online vs face-to-face teaching and learning
- Synchronous vs. asynchronous instruction
- Use of specialized equipment
- Laboratory experiences
- Software requirements
- Rigorous methodologic or analytic content



DESIGN AND IMPLEMENTATION



EXAMPLES

Student survey potential topics:

- Active learning among public health students (preferences; impact on student learning; variation among knowledge areas)
- Group work
- Service learning
- Inclusivity in public health education (impact on student learning; understanding; importance; variation among knowledge areas; variation among traditional/non-traditional students)
- Challenges that we can address
- Confidence-building in public health education (opinions; importance; variation among knowledge areas; variation among traditional/nontraditional students)

Faculty survey potential topics:

- High impact practices in public health education
- Student accountability
- Course peer reviews
- Service
- Mentorship
- Pedagogy of vulnerability in public health education
- Teaching public health online
- Teaching public health face to face

DISCUSSION AND EXTENSION

- Student feedback and Instructor concerns are often only provided from those who are especially invested in an issue.
 - e.g. a student who earned a low grade might give harsh feedback while a student with a stronger grade might opt not to provide feedback
 - Efforts to systematically collect data related to SoTL issues from all students and faculty is important to avoid such bias.
- This model of collecting and analyzing SoTL data from both students and faculty can be adapted and applied in other Colleges.
- Each College will have unique situations to consider in their development of surveys.
- Focus groups provide an opportunity to engage subject matter experts in the development of surveys and ensure all critical issues are addressed.
- Systematic and complete assessment of student and faculty needs will provide evidence to better identify needs and support decisions and initiatives to improve teaching and learning.