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Whether to Use Multiple Operational Definitions; Use an Additional Post-Test to Investigate Long-Term Effects
Good Differences between Conditions Improve Construct Validity; Only Manipulate the Treatment; Beware of Using Different Sections; Minimize Participant Expectancies; Minimize Researcher Expectancies; Good Comparisons between Conditions Improve Internal Validity; Compare Students to Other Students: Between-Participants Designs.; Compare Students to Themselves: Within-Participants and Pre-Test/Post-Test Studies; A Note about External Validity; A Note about Qualitative Studies; Conclusion; References; 4 Designing SoTL Studies-Part II: Practicality; Common Practical Problems
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Use Moderators to Determine When Treatment Has Effect; Use Mediators to Investigate How Treatment Has Effect; Conclusion; References; 5 Statistical Models for Analyzing Learning Data; Why Do We Need Statistical Analyses Anyway?; Getting Ready to Analyze Data: Data Cleaning and Screening; Creating Summative Variables; Understanding Some Basics of Statistical Analysis; Type I and Type II Errors and Power; Effect Size; Summary of Main Strategies for Analyzing Learning Data; One-Group, Post-Test Only; One-Group Pre-Test, Post-Test Design (Repeated-Measures Design); Repeated-Measures Design

Sommario/riassunto

The Scholarship of Teaching and Learning (SoTL) should be an integral part of every academic's life, representing not only the pinnacle of effortful teaching, but also standing side by side with more conventional disciplinary scholarship. Although practiced by many instructors for years, SoTL has garnered national attention resulting in a spate of new journals to publish pedagogical research. SoTL helps students, fosters faculty development, and has been integrated into higher education.
