



# The Development and Integration of the Learn-Apply-Study Model of Educational Development

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## ABSTRACT

As a new framework for professional development, the Learn-Apply-Study model was developed to move from brief, one-time workshops for instructors, toward a three-tiered approach to programmatic development, with each tier building in depth and complexity, as follows:

- **Learn** (Tier 1): early investigation into evidence related to a topic or idea central to teaching/learning
- **Apply** (Tier 2): the application of evidence to affect change in teaching/learning
- **Study** (Tier 3): the systematic study of a topic to better understand/inform the impact of various teaching/learning practices (SoTL).

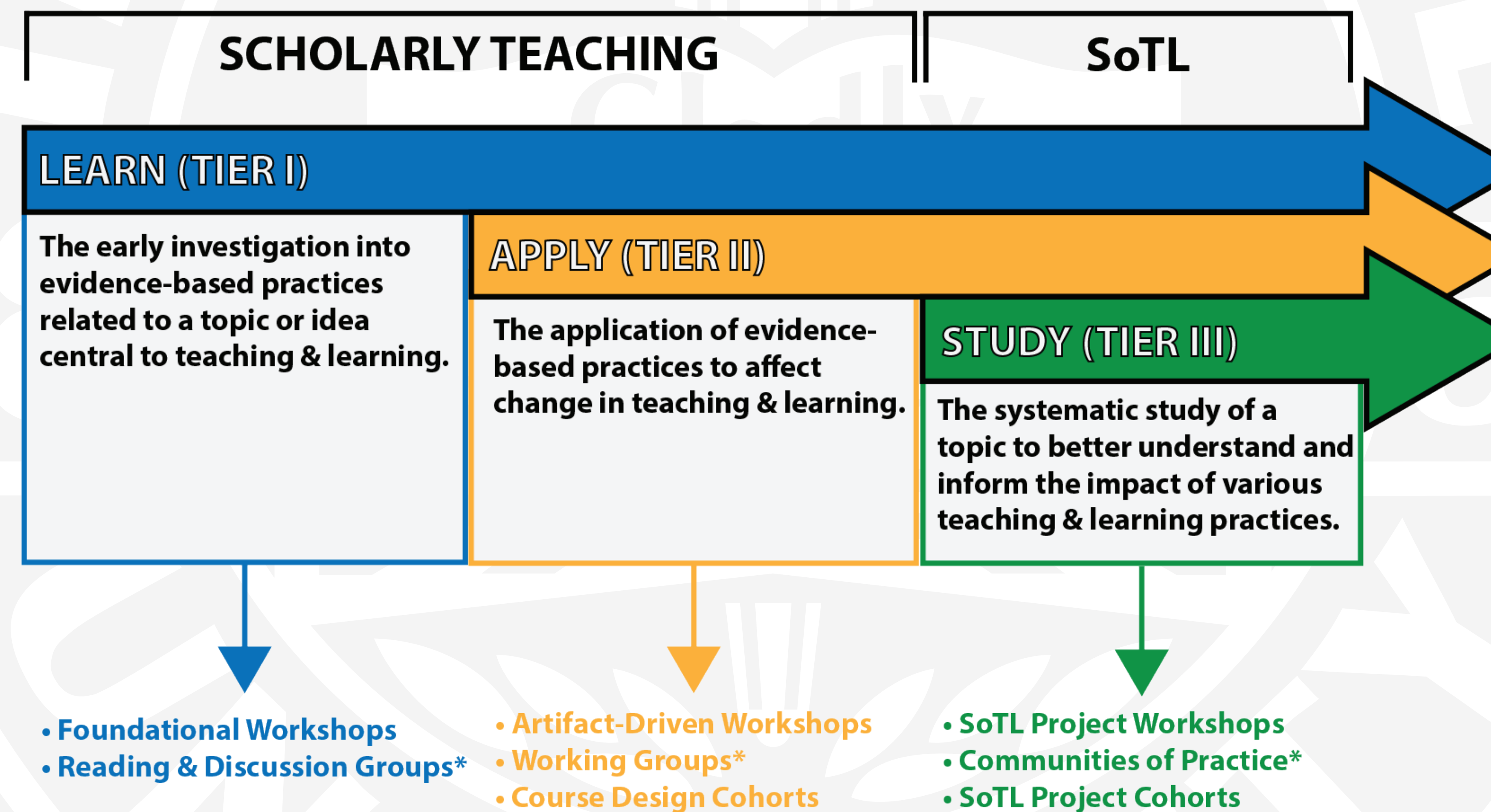
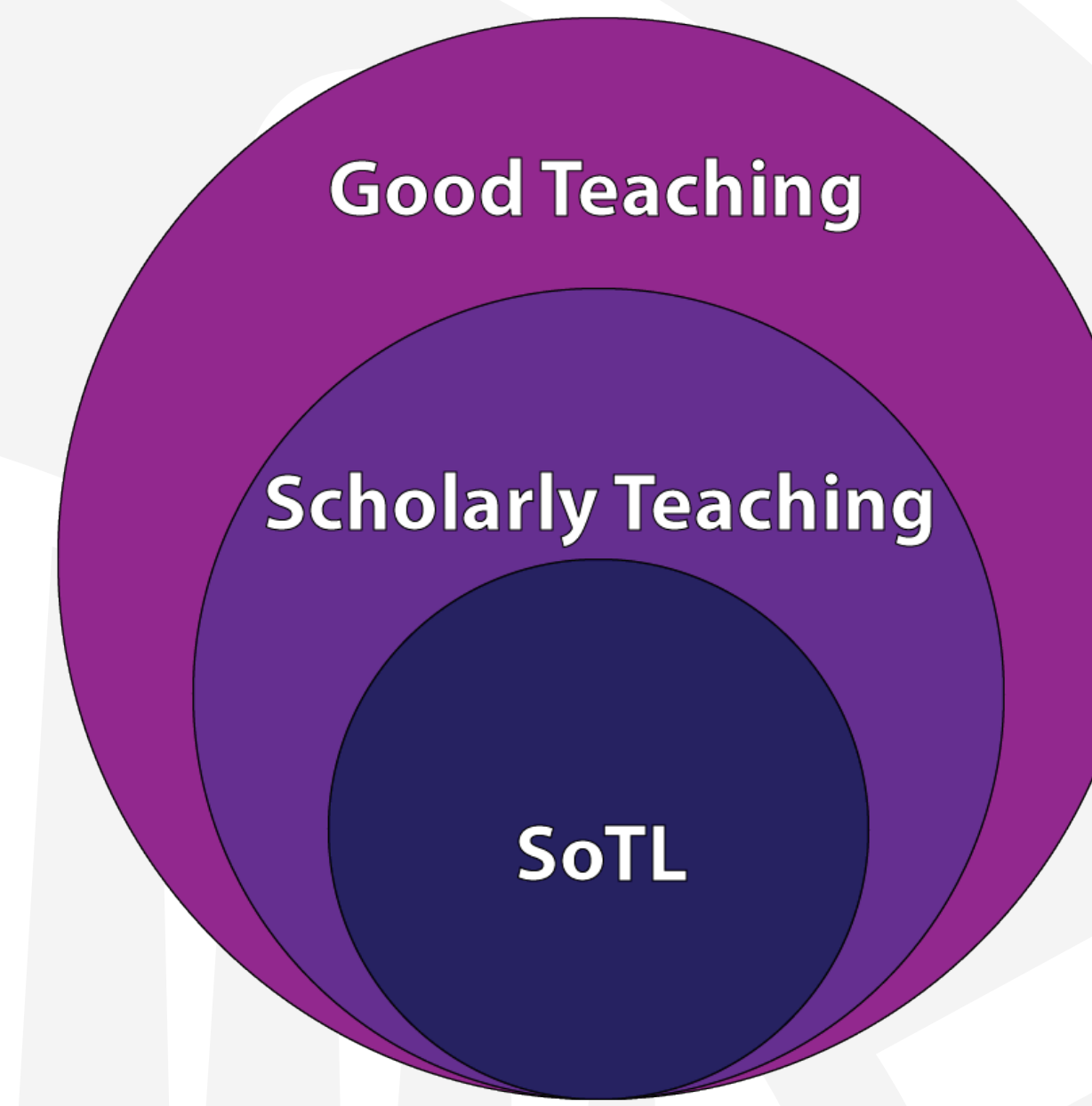
## SCOPE & IMPACT

In aligning ourselves to Simmons' (2020) 4M framework, the Learn-Apply-Study model is intended to allow for professional development and SoTL work that applies across these areas.

- **Micro:** Individual faculty members participate in professional development, enact scholarly teaching practices, and conduct SoTL research.
- **Meso:** Cross and Intra-Unit professional development cohorts develop courses and scholarly instructional strategies relevant to their disciplines.
- **Macro:** Institution-wide events, like our Teaching and Learning Symposium, and institutional policy changes in promotion & tenure guidelines lead to a culture shift towards scholarly teaching as the norm across campus.
- **Mega:** Lessons learned on our campus are transmitted through publications and conferences, advocating for a tiered approach to professional development across higher education.

## THEORETICAL FRAMEWORK

Beginning in 2018, institutional strategic planning was underway that led to the development in 2019 and release in 2020 of our signature pedagogy, the Framework for Inclusive Teaching Excellence (FITE). Part of implementing FITE was revising our Center's programming to support robust, evidence-informed practices across our offerings—this was an intentional move within McKinney's (2004) definition of the Scholarship of Teaching and Learning (SoTL) from "good teaching" into "scholarly teaching" with an eye towards creating a direct pathway for our participants to then embark on SoTL research projects themselves.



\*All of these groups are typically described at our Center as "learning communities" and the distinction here is to show difference in approach/focus corresponding to each tier. For instance, a learning community may focus on foundational knowledge one semester and then application the next.

## TEACHING SCHOLARS IN RESIDENCE

The Teaching Scholar-in-Residence program was created to recognize leading teacher-scholars on our campus and invite contributions to ongoing conversations and programs regarding scholarly teaching and SoTL. Those recognized as Teaching Scholars worked with Center staff to create their own workshops at the "apply" or "study" level on a topic of their own pedagogical expertise. Each Teaching Scholar also completed a project as a capstone of their experience that could be shared as a resource with others in the future. All projects focused on student success/engagement through a lens of equity, diversity, inclusion, and access—topics such as curiosity, joy, undergraduate research engagement, belongingness, and anti-racist pedagogy. In sum, there have been six Teaching Scholars who have each completed a year-long residency.

## TIMELINE

### Spring 2020

- Institutional signature pedagogy, the Framework for Inclusive Teaching Excellence (FITE), introduced.

### Summer into Fall 2020

- Programming aligned with FITE

### Fall 2020

- Learn-Apply-Study (LAS) model developed

### Spring 2021

- Programming aligned with FITE and LAS
- Teaching Scholar-in-Residence program

### Summer 2021

- Summer Institute stipends & programs revised

### Summer into Fall 2021

- Reinvent Your Course for Equity, Diversity, and Inclusion cohort and study initiated

### Fall 2021

- Grants aligned with LAS
- Symposium call for papers aligned with LAS

### Fall 2022

- Symposium keynoter profile changed

### Fall 2023

- Developing transitional programs focused on Apply and Study

### Next steps:

- Plan Center assessment
- Advocate for scholarly teaching/strategic plan alignment
- Broaden programs offered across LAS and FITE
- Contribute to campus initiatives
- Continue our own professional development and evolution as SoTL practitioners

## REFERENCES

Simmons, N. (2020). The 4M framework as analytic lens for SoTL's impact: A study of seven scholars. *Teaching and Learning Inquiry*, 8(1), 76–90. <https://doi.org/10.20343/teachlearninqu.8.1.6>

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