**MEETING PLANNER**

**Date:** January 10th 2018  
**SoTL Cycle Step:** (1) Assess the need or problem

**End of Meeting Objective:** Commence the first step of the SoTL cycle - assess the need or problem.

<table>
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<tr>
<th>Teaching Activities</th>
<th>Learning Activities</th>
<th>Specific Objectives</th>
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<tr>
<td><strong>Opening: 10 minutes</strong></td>
<td>✓ Think about, document and share your expectations with the group.</td>
<td>Start with the end in mind. Present oneself to the group.</td>
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<tr>
<td>Question: What are your expectations of being a part of this project? What do you hope to gain?</td>
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<td><strong>Documents:</strong> Meeting planner, personal journal</td>
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**Activity 1: 15 minutes**
- Logistics of working together: calendar...
- Online Community of Practice (ethical issues)
- Roles and responsibilities
- SoTL partners

**Documents:** Calendar, Roles & Responsibilities

| ✓ Take notes, ask questions and share ideas. | ✓ Launch the search for SoTL partners. | Clarify how the group will be working together. |

**Activity 2: 65 minutes**
- SoTL cycle detailed process
- Connections with the 4 SoTL case study examples
- SoTL versus Scholarly Teaching
- Lead group discussion
- Reading sources (see follow-up section)

**Documents:** SoTL Cycle, 4 examples, SoTL cycle detailed process

| ✓ Idea #1 – each teacher is responsible for one step and identifies it in all four examples, jots down questions and comments | ✓ Group discussion, step by step. | Get a global overview of the SoTL cycle by making connections with existing case study examples. Reflect on what is clear and what is not. Clarify any lingering questions. |

**Break for lunch**

**Activity 3: 60 minutes**
- Professional codevelopment approach – intro
  - Step 2 - Information questions
- Supervise writing activity

**Documents:** Teachers’ Issues, Payette 2000 article

| ✓ Take notes, ask questions and share ideas. | ✓ Update your initial issue, if necessary. | Become familiar with the steps involved in codevelopment. Practice digging deeper (fine-tune the need or the problem) by implementing the 2nd step of this collaborative approach to the teachers’ issues. |
| ✓ Document information questions on each teacher’s issue (including her own). | ✓ Write up answers to the questions on your issue. | |

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Closing (In summary...): 30 minutes
- Identify a significant question. Share it along with its answer with the group.
- What key word(s) or concepts come to mind in looking for reading sources?

Follow-up for the next meeting:
1. Top reading sources on SoTL and related media. What’s priority for next meeting:
   a. PDF doc: SoTL cycle detailed process (keep in mind it’s a work in progress).
   c. Word doc: CDC Mediagraphy:
         1. Define your present profile using the DART model.
         2. Define the profile you’re striving for through this project using the DART model. Keep in mind your allotted release mind. Share this on the online CoP.
2. Finish elaborating on the questions and answers received during Activity 3 in your journal and share it on the online CoP.
3. Document: Problematize and conceptualize your issue. Use this document to dig a little deeper. Answer the questions that are the most significant for your context. Document your thoughts and share this document on the online CoP.
   a. Consult your last teacher evaluations. Look for any connections between what the students say and your own issues. Add any observations or ideas in the appropriate answer box in the Document: Problematize and conceptualize your issue.
   b. Identify key words or concepts and find one or two reading sources that pertain to your issue. Add this information the appropriate answer box in the Document: Problematize and conceptualize your issue. A few places to start looking...
      i. CDC, Profweb, etc.

Comments on the meeting:
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