



# CENTER FOR THE INTEGRATION OF RESEARCH, TEACHING, & LEARNING

## **CIRTL LEARNING OUTCOMES**

“If I met a STEM faculty member, how would I know if she or he had taken part in CIRTL?”

Broadly, our goal is that each CIRTL participant will engage in teaching as a dynamic and ongoing process, with a focus on understanding and improving student learning. Indeed, there might be little difference in the way a CIRTL participant talks about teaching and learning compared to the way he or she talks about disciplinary research.

The CIRTL Learning Outcomes provide a deeper response to this query, and delineate levels of experience and engagement with CIRTL, with the CIRTL pillars, and with teaching and learning.

## **CIRTL FELLOWS, PRACTITIONERS AND SCHOLARS**

We envision CIRTL participant outcomes along a spectrum including CIRTL Fellow, CIRTL Practitioner, and CIRTL Scholar. These three outcomes recognize first the role of the CIRTL pillars in effective teaching and learning, then scholarly teaching that builds on the CIRTL pillars to demonstrably improve learning and make the results public, and finally scholarship that advances teaching and learning under peer review. This spectrum of CIRTL outcomes permit participants to enter the CIRTL Network learning community from a wide variety of past experiences and goals, and for each to enhance their success as a teacher.

## **CIRTL FELLOW**

Graduates-through-faculty who are CIRTL Fellows have the knowledge and skills to be effective teachers, and have the conceptual background to implement research-based “best” practices in different learning environments to achieve defined learning goals. CIRTL Fellows recognize the diversity of their students and seek to meet the needs of diverse learners. CIRTL Fellows are developing familiarity with a new area of knowledge that is outside of their STEM disciplines.

Specific outcomes might include:

- Participants can identify realistic, well-defined and achievable learning goals.
- Participants can design effective and inclusive instructional materials, courses, learning environments, and curricula that align learning activities with learning goals and assessments.
- Participants have been exposed to the literature associated with teaching, learning and assessment.
- Participants can describe the Teaching-as-Research process and how it can be used to enhance student learning.
- Participants can describe the impact of learning communities on student learning.
- Participants participate in professionally-focused groups associated with teaching and learning.
- Participants recognize the diversity in their classrooms and the need to address that diversity in teaching plans.

## **CIRTL PRACTITIONER**

CIRTL Practitioners are scholarly teachers, who use Teaching-as-Research to improve their practice. Scholarly teaching builds on what others have learned in an ongoing way, seeks evidence of learning, and uses evidence to improve practice. Scholarly teaching is an intellectual activity designed to bring about documented improvements in student learning and share them publicly (e.g., within a learning community). As such, scholarly teaching reflects a type of action research often focused on improved teaching practice.

Specific outcomes might include:

- Participants at this level are reading the literature associated with teaching, learning, and assessment and are able to critique it effectively with peers.
- Participants at this level have started designing and implementing Teaching-as-Research projects for the classroom. From these projects they can recognize if student learning has occurred, but may not know why.
- Participants can demonstrate how their disciplinary research can inform their teaching.
- Participants are developing integrated learning communities with their students.
- Participants participate and contribute in local professional learning communities associated with teaching and learning (i.e., they are contributing to the goals of the group, based on their experiences). Through their participation, they also provide leadership within their disciplines.
- Participants are intentionally determining the diverse backgrounds among their students and designing teaching plans in response to those findings.
- Participants are engaging the diversity of their students in ways that enhance the learning of all.

## **CIRTL SCHOLAR**

Graduates-through-faculty who achieve CIRTL Scholar expertise have the knowledge and skills to add to our knowledge-base of teaching and learning through the peer-reviewed sharing of the results of Teaching-as-Research projects. As such, the CIRTL Scholar is engaged in the scholarship of teaching and learning.

Specific outcomes include:

- Participants are using the literature associated with teaching, learning, and assessment to design Teaching-as-Research projects and analyze results. By publishing or presenting their work they are contributing to the body of literature associated with teaching, learning, and assessment.
- Participants can demonstrate how their disciplinary research can inform their teaching and how their teaching practices, can enhance their research program. Students should be able to communicate this effectively when presenting and interviewing for academic jobs. Students implementing Teaching-as-Research as this level would analyze the outcomes of learning and seek to understand why students may be learning or not.
- Participants contribute to local, regional, and national professionally-focused learning communities associated with teaching and learning. Through their participation, they are also providing leadership within their disciplines.