

60-Second SoTL

Episode 30 – Collaborative Projects & Assignments Outside the Classroom

(Piano Music)

0:03

Jessie L. Moore:

How do peer-led study groups impact academic self-efficacy, self-regulation of learning, and depth of student learning? That's the focus of this week's 60-second SoTL from Elon University's Center for Engaged Learning. This episode is the fifth in an 8-part series hosted by Elon University Masters of Higher Education students who are exploring collaborative assignments and projects as a high-impact practice. Listen for future episodes in their series wherever you subscribe to 60-Second SoTL.

0:30

(Piano Music)

0:33

Haley Turczynski:

I'm Haley Turczynski.

In "Beyond Grades: Improving College Students' Social-Cognitive Outcomes in STEM Through a Collaborative Learning Environment," published in Learning Environments Research, SoTL scholars Marina Micari and Pilar Pazos studied how small, peer-led study groups associated with a class impacted academic self-efficacy, self-regulation of learning, and the depth of student learning. They thought that these study groups would lead to promotive interactions, like sharing resources and offering advice, which also happens during more traditional collaborative learning. Through this article, Micari and Pazos raise interesting ideas that could lead to future research on collaborative assignments outside of the classroom.

1:15

Between the fall 2011 and spring 2017 semesters, 1280 undergraduate students who were enrolled in large, lecture-based STEM and social science courses participated in this study. All students enrolled in the classes were given the opportunity to opt into a weekly study group of 5-7 students led by a peer facilitator. All of the facilitators were students who had done well in the class before and had taken a credit-bearing class on group facilitation and learning to prepare them for the role. Students who opted into the program were given a pass/fail grade on their transcripts to encourage attendance. Although the program was open to every student enrolled in these classes, underserved populations chose to

Published by the Center for Engaged Learning at Elon University

<https://www.CenterForEngagedLearning.org/podcasts/60-second-sotl/>

participate at a disproportionately high rate. All students enrolled in the eligible courses were emailed an online survey at the start of the semester, and those who completed it were sent another survey at the end of the semester.

2:11

In all, 604 study group participants and 676 non-participants completed both surveys. The data showed that the study groups did have a positive impact on academic self-efficacy, self-regulation of learning, and learning in a less surface-level manner. To learn more, see the full citation in our show notes.

2:32

(Piano Music)

Jessie L. Moore:

Join us next week for another snapshot of recent scholarship of teaching and learning on **60-second SoTL from Elon University's Center for Engaged Learning**. Learn more about the Center at www.CenterForEngagedLearning.org.

(Piano Music)