Converting Your Class for the QEP/Inquiry Emphasis

Joseph D Sclafani, PhD
Associate Dean for Teaching and Learning

THE UNIVERSITY OF TAMPA
Center for Teaching and Learning
CTL Organizational Chart

Associate Dean, Teaching & Learning
Joseph Sclafani, Ph.D.

Baccalaureate/FYE
Edesa Scarborough, Ph.D.
Jenna Polizzi, M.S.

Educational Technology
Joy Harris, Ph.D.
Karen Garcia, M.S.
Raymond Cepko, M.A.

UT-Teaching Excellence & Development (UT-TED)
Mary Martinasek, Ph.D.
Converting Your FYE Class

At the **First Year Experience (FYE) course** level, students will learn about:

- Their faculty member’s area of research and current topics of interest.
- Introduction to current practices and methods (including tools and technology) within a discipline.
- Hypothesis and problem-framing processes in the field.
- Basic skills related to research and inquiry, and communication of those.
- The importance of high impact practices in learning.
- The QEP itself and how students can participate.
Sample FYE Course Activities

• Group assignments/classroom activities that introduce students to research and inquiry tools (e.g., appropriate database uses; creative art project) and engage students in learning and understanding published scholarly work.
• Use of the internet and detection of false/fraudulent websites.
• Presentations and discussions with faculty about their ongoing group research/studio work and inquiry projects.
• Coursework involving contemporary issues, matters, or disputes.
• Research discussions/debates that identify key issues, current research topics, or controversial practices and findings in the faculty member’s area.
• Applications of work in the four SLO areas: information/reference searching, quantitative literacy, creative thinking, and communication skills.
FYE Deliverables

• Faculty engagement with FY students related to their scholarly work.
• Student reports and presentations based on inquiry-based group work.
• Student reports regarding other faculty about their research interests/agendas as they match the students’ interests and career choices.
• Exposure to upper class students’ inquiry-based work through College Showcase engagement.
• Pre- and post-class outcomes assessment data related to their views and attitudes regarding inquiry work.
• Student assessments as determined by the QEP protocols.
Converting a Middle Tier Course

• Course re-design focus will be on inquiry in the discipline, including modes of inquiry, tools and technology, and ways to communicate and demonstrate completed projects.
• At least one in-class inquiry-based project/activity will be required for students to complete.
• An increase in inquiry expectation, course rigor, and student display and application of skills will be the re-design emphasis.
• May include curricular modifications in the major including linking or sequencing courses between sophomore and senior levels.
• The goal of re-design work will be to better prepare students for senior level culminating project work.
Deliverables for Mid-Tier Courses

• 45-50 sections per year of re-designed discipline skills courses with inquiry modules.
• Faculty engagement with students related to their scholarly work.
• Measurement of specific student SLO skills attainment
• Student reports and presentations based on inquiry-based individual or group class work.
• Pre and post-class outcomes assessment data related to SLOs.
Please refer to QEP document for more information. This is available online in book format at: 
http://viewer.zmags.com/publication/4ca402a3#/4ca402a3/1

Everything you need to know is in the Implementation section of the QEP.

For more information, please contact Dr. Jeff Skowronek, Director, Office of Undergraduate Research and Inquiry