



FEMA

FEMA-Higher Education SoTL Focus Group 2020

Overview of Previous AERA Reports (2017, 2018, 2019)

6.2.20

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SoTL Focus Group Overview

SoTL: Scholarship of Teaching and Learning (The application of scientific study of the processes and outcomes involving teaching and learning in educational environments.)

Our **discipline** is EM, we are **professional** educators within higher education

Participants selected through an application process (2017, 2018, 2019, and 2020)

Previous focus groups attended AERA (American Educational Research Association) annual conferences. 2020 meeting canceled, so FG will be attending the annual Association for the Study of Higher Education (ASHE) conference in November, 2020



Renea Frey

4 hrs · 🌐



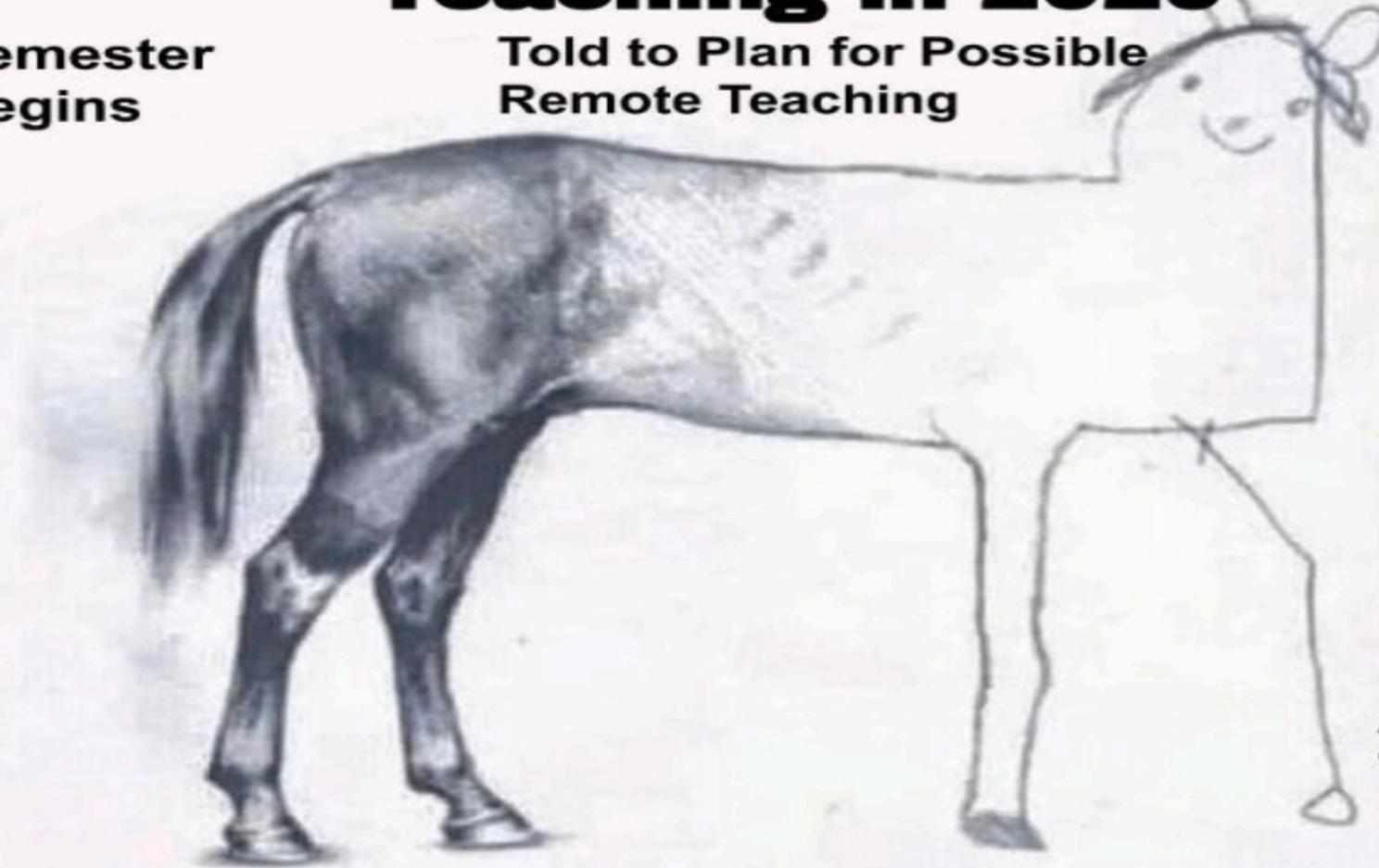
I made a thing. We're all stick-footin' it now, people.

Teaching in 2020

Semester Begins

Told to Plan for Possible Remote Teaching

Making Remote Teaching Plan



Actual Teaching

Goals of SoTL Focus Group

Where are we now?

What should we examine?

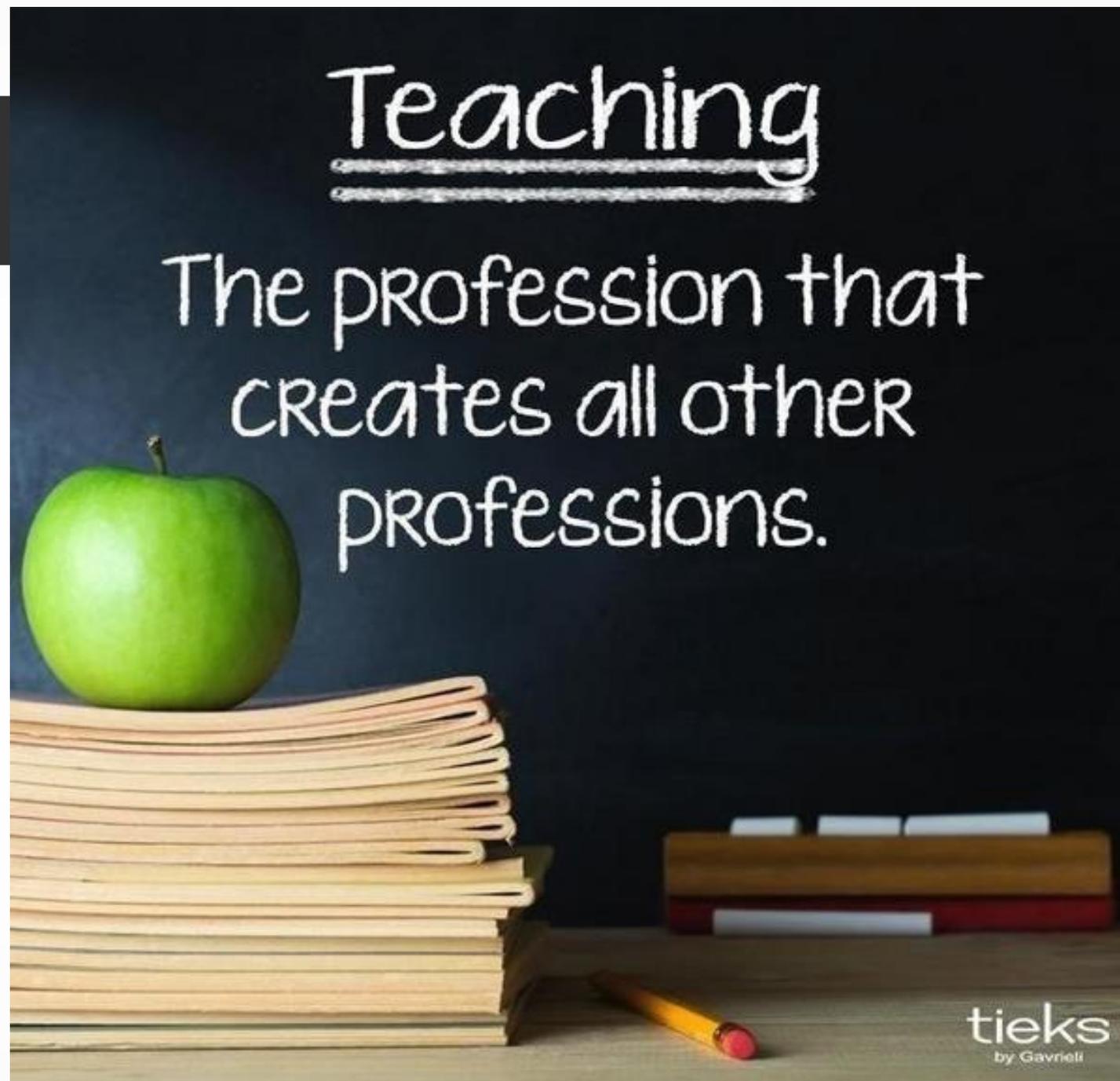
Links:

[SoTL FG Report 2017](#)

[SOTL FG Report 2018](#)

[SOTL FG Report 2019](#)

[Research Agenda](#)



General Themes from Previous Focus Groups

- Involvement in AERA offers the FEMA HiEd Community unique opportunities and benefits. Active participation with educational research organizations should be continued.
- Potential to identify critical needs to inform, incentivize, and support ongoing SoTL in EM education. Focus Group and SoTL SIG can serve as support/informational mechanism.
- Critical need for scientific research to ensure instructional design supports intended learning outcomes. Need to select pedagogy, andragogy, and design decisions on empirical evidence, not “hunches” or assumptive “best practices”
- Program quality, course quality, and instructor skill key components for developing discipline and HiEd profession



General Themes from Previous Focus Groups (cont)



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- Access and Inclusion must be considered to ensure the faculty and the students reflect the communities they will serve.
- Learning environments must support student inclusion and learning outcomes.
- Online learning environments present unique problems in terms of faculty preparation, student learning, safety, bullying, and disproportionate negative impacts on diverse students and faculty. Cannot assume the “democratization” of online education.
- Need to connect educational programs with EM profession and experiential learning.
- Need to inform curricula with empirical field research.

Questions SoTL for Discussion & Consideration



Is SoTL something all EM/HS faculty should do or is it just for a select few?



What are the SoTL questions of our disciplines? What have we already discovered? Are we successful integrating what has been discovered? Do we have discipline models of practice?



Are the EM/HS academic communities ready for a systematic and formal approach? Or perhaps are we more at the reflective teaching level, scholarly teaching or a mix?



How do we teach EM/HS discipline teachers? What are the professional development opportunities? Is there motivation?



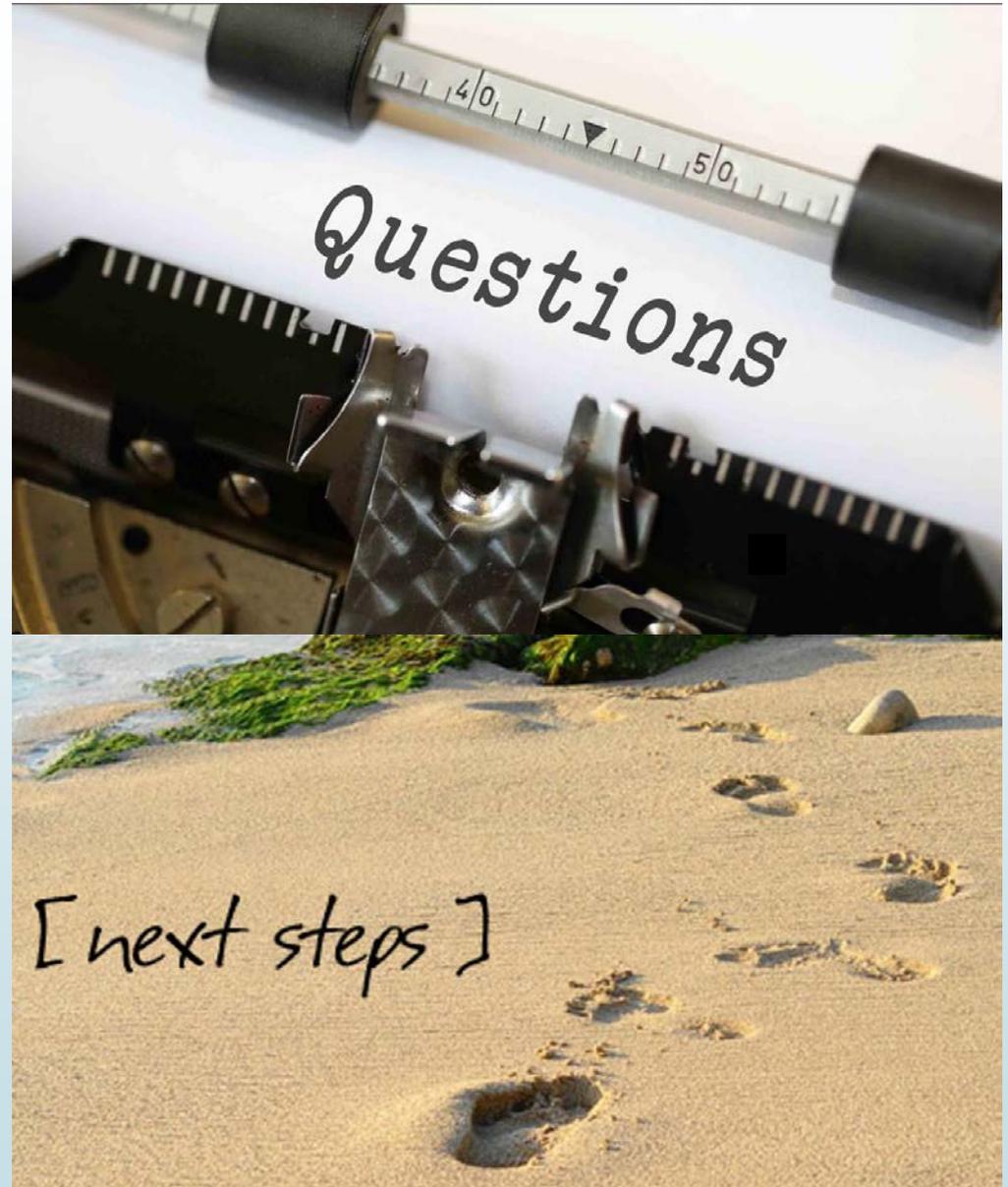
Can our SoTL work lead to quality (consistent) discipline teaching?



Do we have a systematic process? Are we teaching this to our faculty?

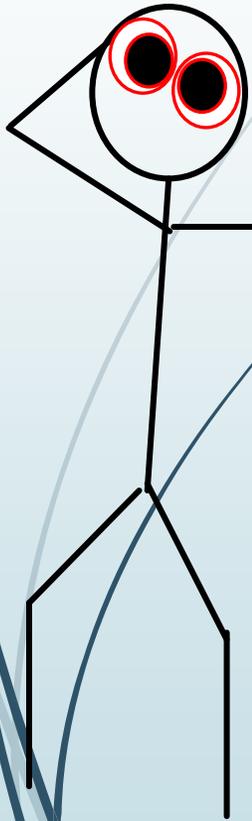
Questions & Next Steps

- ▶ Small Group Projects
- ▶ ASHE Conference Nov. 2020
- ▶ Join the SIG
- ▶ Questions





Subteam Sim



► Our motto:
Stickfootin' it with sims

► Critical analysis questions

a. *How are disaster simulations being used to measure (evaluate?) learning?*

b. *How can simulations be used in EM/HS higher education to develop the leadership skills needed to manage emergencies and crises?*

► Team

► Mark Landahl

► George Schwartz

► Stacy Willet



Thematic Analysis

- ▶ Use of simulations for skills-development versus leadership development, or both? (2017)
- ▶ Learning Assessment
 - ▶ **Formative analysis** and professionalism (2017)
 - ▶ Improves student engagement and assessment experience (2018)
 - ▶ Simulations continue to grow as an assessment tool (2018); more information on assessments included in 2018 report
- ▶ Facilitates work-relevant learning
 - ▶ Formative analysis and **professionalism** (2017)
 - ▶ Simulates learning situations that are relevant in a real work context (2018)
- ▶ Decision-Making for Crisis Leadership
 - ▶ Simulations facilitate decision-making (2018)
 - ▶ Crisis Theory/Perspective provides a context for decision-making (2019)

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Our Findings So Far...

1. The type of technological sophistication may not always matter to the simulation use. Whether in a simple role-playing exercise or an immersive VR reality "game," playing a role provides the learner with a more immersive learning experience that can be used to reinforce key concepts.
2. Leader simulations (leader serious games) allow learners to practice responses to challenging conditions in a safe, low-cost (relative to real life), and time-compressed environment. These "thin slices" of experience can better prepare a leader for when an emergency does occur.
3. Learner preparation, flexible action, and guided reflection afterwards are essential to achieve learning outcomes.
4. High student satisfaction but not able to fully test learning outcomes. Are positive effects beyond grades? Improved understanding, retention, and interest in subject matter?

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More Questions

- ▶ Does EMHS curriculum and coursework move students from skills to mastery to being able to make decisions under uncertainty? While they are moved from skills to higher skills, are they made into decision makers along the way?
- ▶ Do we need to develop a competency model to accurately assess EM leader behaviors? Utilizing the critical incident method?

Training for Certainty, Educating for Uncertainty

