Teaching as Research Project (TRP)

Teaching-as-Research involves the deliberate, systematic, and reflective use of research methods to develop and implement teaching practices that advance the learning experiences and outcomes of students and teachers. Participants in teaching-as-research apply a research approach to their teaching practice.

TRP - Overview		
Benchmark	**Preparation**	**Outcome(s)**
Initial Preparation	Attend RTF103 Orientation Read Part II of Char Booth's *Reflective Teaching, Effective Learning* Complete Field Study Contract and submit to RTF Director / iSchool	Understand and be able to apply the USER method to current TRP Complete online reflection on Booth reading in RTF103. Upload copy of contract to RTF103.
Initial meeting with librarian mentor	Review expectations for TRP in Canvas Review Librarian mentor expectations	Identify focus and outcome(s) for TRP Communicate deadlines and time limitation's Set regular meeting schedule. Record date/time of meeting in RTF103.
Follow-up with librarian mentor (in-person or email)	Review Booth's "Understand" chapter	Obtain copy of syllabus and assignment. Generate a list of desired learning outcomes for session Set meeting with academic faculty member to discuss project
Second planning meeting	Review Booth's "Structure" chapter Use information from meeting with faculty member; independently develop draft versions of a lesson plan; learning outcomes; assessment instrument(s)*	Using drafts, develop a finalized combined: lesson plan and learning outcomes. Upload to RTF103.

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Follow-up with librarian (in person or email)	Review Booth's "Reflect" chapter	Using feedback from lesson plan and learning outcomes, create assessment plan. Upload final copy to RTF103.
In person check in with RTF Directors	Set 1 hour meeting with RTF Directors to take place before spring break	Update RTF Directors on progress, challenges, expected outcomes, and timeline
Information Literacy Session or Online Module	Review Booth's "Engage" chapter Mentor or fellow emails faculty member / TA, confirming details of session, including time, date, location, and assignment status (as appropriate)	Conduct session or online module Distribute assessment tool and gather results.
In person debrief with librarian	Review assessment data from IL session or online module	Draft and upload assessment reflection to RTF 103

RTF103 Field Study Requirements (Fellows only)		
Benchmark	**Preparation**	**Outcome(s)**
Institutional Review Board (IRB) Practice	Complete CITI Training for Social and Behavioral Research	Submit mock informed consent and IRB application for project to RTF103
iSchool Spring Experiential Learning Expo Poster	Fellow creates draft of poster for Spring Experiential Learning Expo and sends to mentor for feedback	Mentor provides feedback to Fellow on poster design and content. Fellow finalizes poster using feedback from mentor. Fellow presents poster. Mentor attends (if able). Upload PDF of poster to RTF103

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UMD Libraries Innovation and Practice Forum (LRIPF)	Submit abstract for Poster to LIPRF organizers	Fellow presents poster at LIPRF (in June). If fellow cannot attend, poster can be presented without fellow being present.
Bi-weekly discussion boards	Reflect on TRP progress, challenges, and lessons learned	Discussion boards: • Project overview • Discussion for Jan 30 - Feb 10 • Discussion for Feb 13 – Feb 24 • Discussion for Feb 27 – Mar 10 • Discussion for Mar 13 – Mar 24 • Discussion for Mar 27 – Apr 7 • Discussion for Apr 10 – Apr 24 • Discussion for Feb 27 – Mar 10 • Apr 24 – May 5 • Project Reflection

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