

SCHOLARLY TEACHING & THE SCHOLARSHIP OF TEACHING, LEARNING, AND ENGAGEMENT

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GOALS

- Our goal is to consider ways that we can:
 1. *Enhance the learning experiences of our students through scholarly teaching, and*
 2. *Translate our pedagogical ideas and innovations into scholarship*



DISTINCTIONS?

What is scholarly teaching?

What is SoTL? SoTL(E)?

DISTINCTIONS

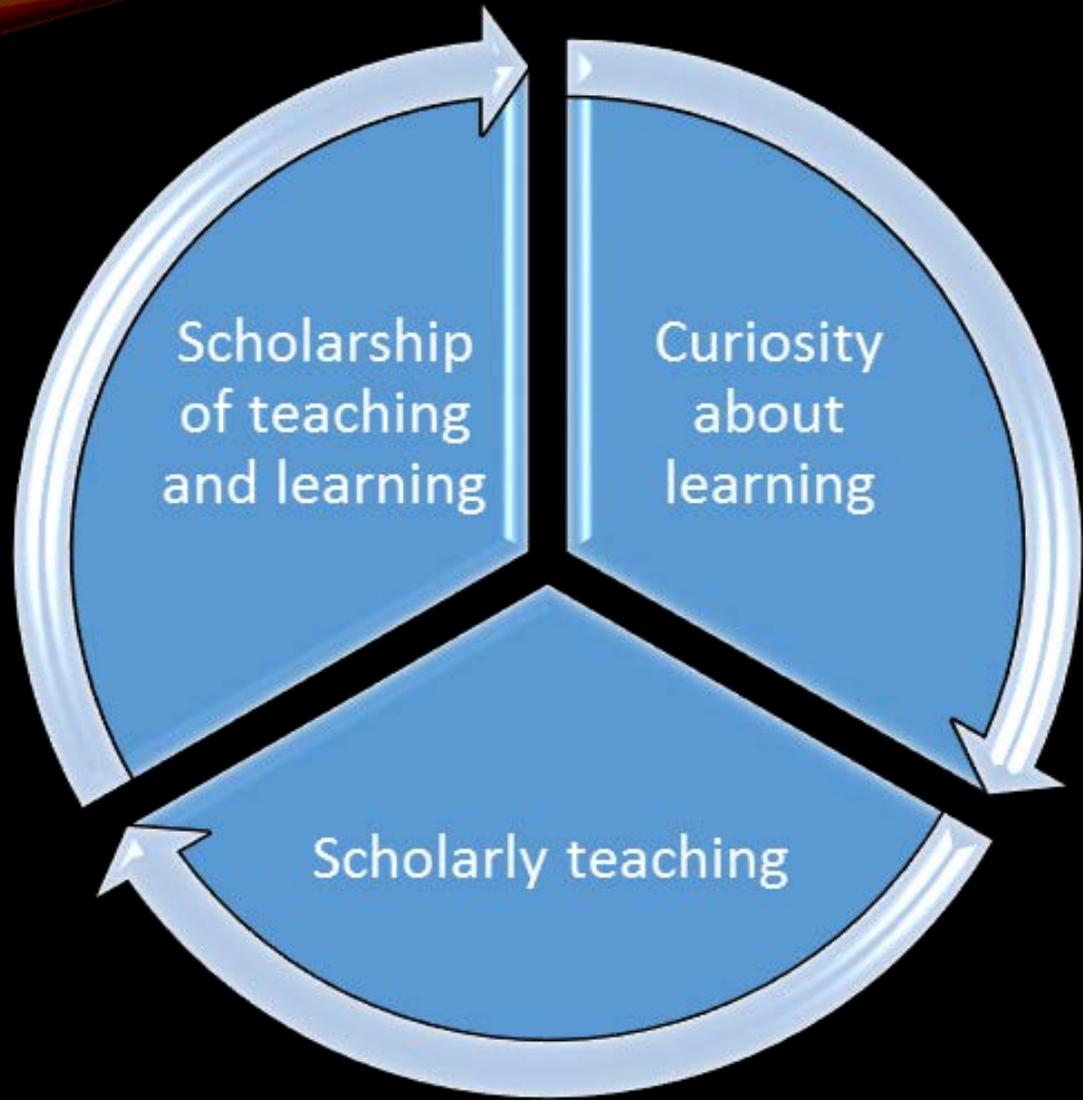
Scholarly Teaching

- Scholarly teaching is:
- Informed by research
 - Our own
 - The teacher-scholar model
 - That of others
 - in and beyond our disciplines
- Evidence-based and curiosity-driven.
- Organized and systematic.
- Analytical and critically reflective.
- Transformative to our teaching.
- Transformational to learning

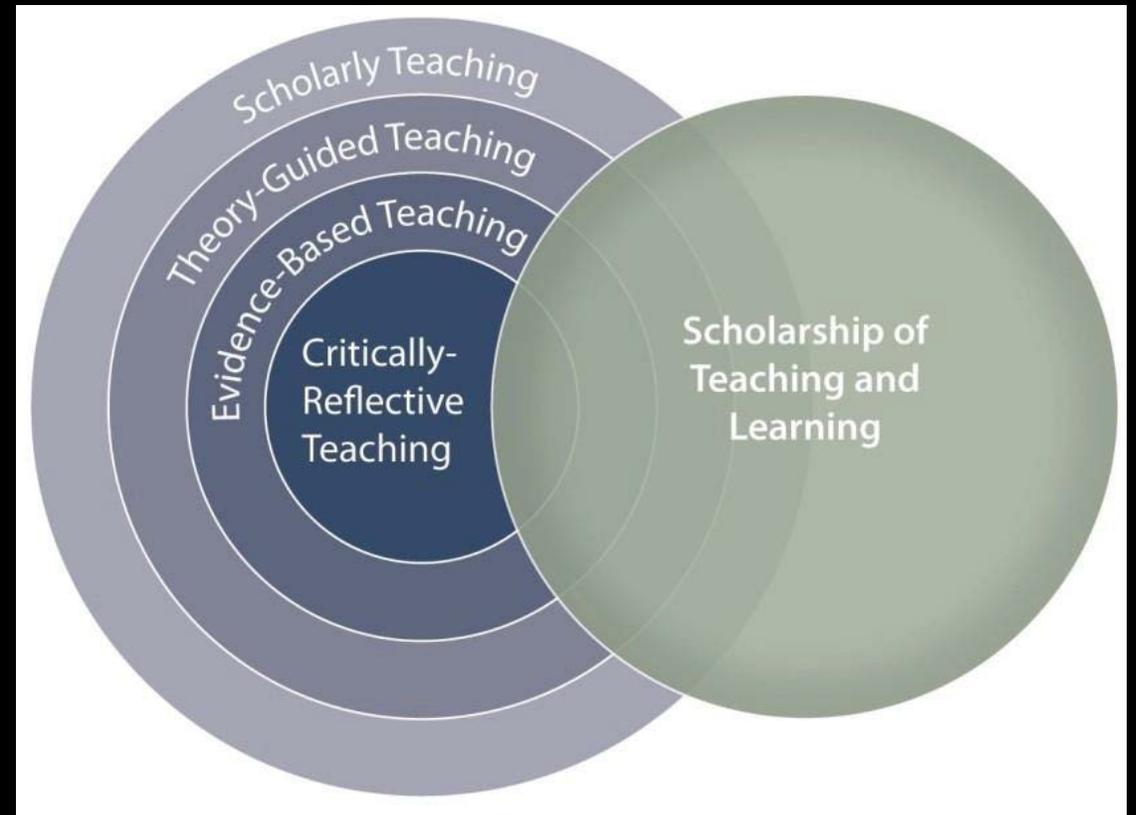
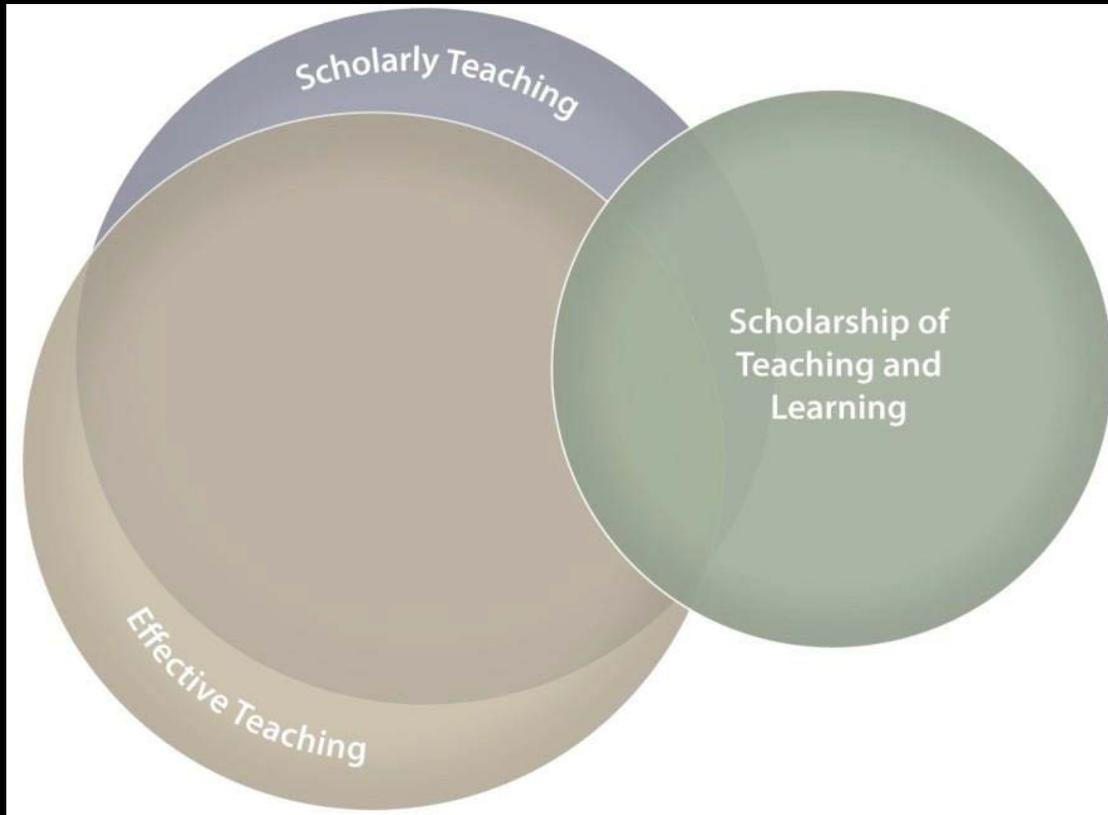
SoTL(E)

SoTL(E) is:

- “The systematic study of teaching and learning, using established or validated criteria of scholarship, to understand how teaching (beliefs, behaviours, attitudes, and values) can maximize learning, and/or develop a more accurate understanding of learning, resulting in products that are publicly shared for critique and use by an appropriate community.” (Potter and Kustra, 2011).
- Going public with one’s findings



SIMPLE AND COMPLEX PERSPECTIVES (POTTER & KUSTRA, 2011)



SOTL "HOW TO" GUIDE

Step One:

- **Remain engaged** in your discipline & its scholarship
- Think about ways your research can inform what you teach *and how*, and how your teaching can inform your research

Step two:

- Think about how you can change some aspect of **your class** and/or **your teaching** in order to investigate its impact on learning
- Think ahead about where and how you will find evidence of learning gains (Hint: SLOs and assessments)
- **Think about opportunities you can give your students to provide this evidence**

Step three:

- Develop and stick to a plan
- Remain curious, analytical, and organized

Step four:

- Systematically implement an innovation
- Systematically observe learning
- Systematically analyze outcomes

Step five:

- Be critically reflective of your teaching, of your students' feedback, and the feedback of others (yes, get it)
- Make a change?

An Evidence and Assessment Based Approach

Where's the evidence of scholarly teaching?

In general:

- Course design/redesign
- Critical reflection/observation tracking journal
- Student and peer observation, evaluation, feedback of teaching

In particular:

- A clearly identified learning goal
- A clearly defined question you seek to answer by making a change in your class
- A clearly organized plan for implementing it
- Evidence of a specific innovation/intervention
- Adequate attention before, during, and after the intervention
- Appropriately selected methods of implementing, observing, and recording the impact of the intervention
- Learning from and responding to the data

But don't:

- Turn your class into a laboratory
- Get so caught up in the details that you forget that the goal is to engage students and enhance learning.

DOING SOTL

5 Step Process

1. Generate an idea
2. Design a study
3. Collect data
4. Analyze data
5. Present and publish results

But How?

1. Revisit the key attributes of being a scholarly teacher
2. Revisit the definition of SoTL
3. Think about and use the tools of your discipline (good science/reason/logic is good science/reason/logic)
4. See me for copies of *Engaging in the Scholarship of Teaching and Learning & Doing the Scholarship of Teaching and Learning*
5. Use me (I'm pretty good at this stuff) and CETL resources (I've got a lot of materials)
6. Come up with a game plan

A PLAN?

Step 1:

- Fall: Think about your idea, tinker with aspects of it in class (*scholarly teacher!*), and start mapping out a research design. What kind of data will you need, how will you get it, and when? Begin thinking about how you can implement and measure the impact of systematic changes.

Step 2:

- Spring: Pilot test your idea or aspects of it. How authentic does it feel? How do the students respond? Does your innovation get at your question? Do your methods seem to work?

Step 3:

- Summer: Relax, reflect, revise and refine a research design.
 - Plan and address IRB requirements.

Step 4:

- Fall: Option 1: Launch your project. Option 2: Baseline the course and goals

Step 5:

- Spring: (Re)launch

Step 6:

- Summer: Present and Publish

WHAT'S YOUR BIG IDEA? AS A SCHOLARLY TEACHER OR SCHOLAR

- My general idea involves:

I will explore/test them by:

- Articulated as a research question it is:

In order to obtain the following data:

- This interests me because:

In order to:

- My assumptions/hypotheses are:

My timetable is:

RESOURCES AND SUPPORT

SoTL Starter Kit

If you're interested in reading a seminal article on Scholarly Teaching:

- Randy Bass, "The Scholarship of Teaching: What's the Problem?" in *Inventio: Creative Thinking about Learning and Teaching* (February, 1999) Vol 1, No 1: What's the Problem?

If you are interested in new perspectives:

- Cruz, Laura (2014) "Opposing Forces: Institutional Theory and Second-Generation SoTL," *International Journal for the Scholarship of Teaching and Learning*; Vol. 8: No. 1, Article 1.
Available at: <https://doi.org/10.20429/ijsoTL.2014.080101>

If you're interested in developing and launching a SoTL project:

- Cathy Bishop-Clark and Beth Dietz-Uhler, *Engaging the Scholarship of Teaching and Learning: A Guide to the Process, and How to Develop and Project from Start to Finish*, Stylus Publishing (2012).

If you're interested in the big picture and want to be inspired by work in and across the disciplines:

- Kathleen McKinney, *Enhancing Learning through the Scholarship of Teaching and Learning: The Challenges and Joys of Juggling*, Anker Publishing (2007).
- Kathleen McKinney, *The Scholarship of Teaching and Learning In and Across the Disciplines*, Indiana University Press (2013).

If you are interested in the current state and campus integration of SoTL as articulated by some of its founding members:

- Pat Hutchings, Mary Taylor Huber, and Anthony Ciccone, *The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact*, Jossey-Bass (2011).

CONFERENCES AND JOURNALS

- CHEP: Conference on Higher Education Pedagogy
- ISSOTL: International Society for the Scholarship of Teaching and Learning
- Lilly Conferences on Evidence Based Teaching and Learning
- Note six regional locations: Austin, TX (January), Newport Beach, CA (February), Bethesda, MD (June), Asheville, NC (August), Traverse City, MI (October), Oxford, OH (November)
- Society for Teaching and Learning in Higher Education
- SoTL Commons
- Teaching Professor Conference
- Teaching Professor Technology Conference
- Active Learning in Higher Education: <http://alh.sagepub.com/>
- American Educational Research Journal: <http://www.aera.net>
- Arts and Humanities in Higher Education: <http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal201562>
- College Teaching: <http://www.tandf.co.uk/journals/titles/87567555.asp>
- Educational Technology Research & Development: <http://www.springer.com/education+&+language/learning+&+instruction/journal/11423>
- EDUCAUSE Review: <http://www.educause.edu/er>
- Insight: A Journal of Scholarly Teaching: <http://www.insightjournal.net/>
- Interdisciplinary Journal of Problem-based Learning: <http://www.edci.purdue.edu/ijpbl/>
- International Journal for Academic Development: <http://www.tandfonline.com/ijad>
- International Journal for the Scholarship of Teaching and Learning: <http://www.georgiasouthern.edu/ijstol/>
- International Journal of Teaching and Learning in Higher Education: <http://www.isetl.org/ijtlhe/>
- International Review of Research in Open and Distance Learning: <http://www.irrodl.org/index.php/irrodl/index>
- Journal of Excellence in College Teaching: <http://celt.muohio.edu/ject/>
- Journal of the Scholarship of Teaching and Learning: <http://www.iupui.edu/~josotl/>
- Learning and Teaching in Higher Education (LATHE): <http://insight.glos.ac.uk/tli/resources/lathe/Pages/default.aspx>
- Learning Communities Journal: <http://celt.muohio.edu/lcj/>
- To Improve the Academy: <http://podnetwork.org/publications/to-improve-the-academy/>
- Transformative Dialogues: Teaching and Learning Journal: <http://kwantlen.ca/TD.html>

INTERNAL REFERENCE

- Check out:
- The Relationship between Scholarly Teaching and SoTL: Models, Distinctions, and Clarifications
- Michael K. Potter, *University of Windsor*, pottermk@uwindsor.ca
- Erika D.H. Kustra, *University of Windsor*, kustraed@uwindsor.ca
- International Journal for the Scholarship of Teaching and Learning (2011) V. 5, No. 1, located at:
<http://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1273&context=ij-sotl>