Scholarly Teaching and the Scholarship of Teaching and Learning

CAFÉ Workshop
September 23, 2016
Progression:

- Two weeks ago we talked about designing a sustainable research agenda.
- Last week we discussed ethics and the IRB process.
- This week we continue the conversation by focusing on scholarly teaching and the scholarship of teaching and learning.
- 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
Conceptual Clarity

What is Scholarly Teaching?

What is the Scholarship of Teaching and Learning?
**Formal Attributes**

**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) 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
A “How-To” Guide

Five Basic Steps

Step one:
- Remain engaged in your discipline
- Remain engaged in 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
- Course redesign
- Critical reflection/observation tracking journal
- Student and peer observation and evaluation 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.
Also Expressed As

Simple and Complex Perspectives (Potter & Kustra, 2011)
Doing SoTL

The 5 Step Process:

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

(drops mic, walks away...)

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. Use the books provided (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 CAFÉ resources (I’ve got a lot of materials and devices)
6. Come up with a game plan
Another Five-Step (and Two-Year) Process

Planning is critical and timing is (sometimes) everything, so think clearly and plan ahead.

Step 1:
Fall, 2016: 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, 2017: 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, 2017: Relax, reflect, attend the Summer Teaching Showcase, revise and refine your research design. Plan and address IRB requirements.

Step 4:
Spring, 2017: Launch your project.

Step 5:
Summer, 2018: Present and Publish
SoTL Starter Kit

In order to help us organize our thinking about scholarly teaching and the scholarship of teaching, learning, and engagement, please consider the following selected resources, all of which are available through CAFE:

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're interested in developing and launching a SoTL project:


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


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

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/](http://alh.sagepub.com/)
- **Arts and Humanities in Higher Education:** [http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal201562](http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal201562)
- **College Teaching:** [http://www.tandf.co.uk/journals/titles/87567555.asp](http://www.tandf.co.uk/journals/titles/87567555.asp)
- **Educational Technology Research & Development:** [http://www.springer.com/education+%26+language/learning+%26+instruction/journal/11423](http://www.springer.com/education+%26+language/learning+%26+instruction/journal/11423)
- **EDUCAUSE Review:** [http://www.educause.edu/er](http://www.educause.edu/er)
- **Insight: A Journal of Scholarly Teaching:** [http://www.insightjournal.net/](http://www.insightjournal.net/)
- **Interdisciplinary Journal of Problem-based Learning:** [http://www.edci.purdue.edu/ijpbl/](http://www.edci.purdue.edu/ijpbl/)
- **International Journal for Academic Development:** [http://www.tandfonline.com/ijad](http://www.tandfonline.com/ijad)
- **International Journal for the Scholarship of Teaching and Learning:** [http://www.georgiasouthern.edu/jsotl/](http://www.georgiasouthern.edu/jsotl/)
- **International Review of Research in Open and Distance Learning:** [http://www.irrodl.org/index.php/irrodl/index](http://www.irrodl.org/index.php/irrodl/index)
- **Journal of Excellence in College Teaching:** [http://celt.muohio.edu/ject/](http://celt.muohio.edu/ject/)
- **Journal of the Scholarship of Teaching and Learning:** [http://www.iupui.edu/~josotl/](http://www.iupui.edu/~josotl/)
- **Learning and Teaching in Higher Education (LATHE):** [http://insight.qlos.ac.uk/tl/resources/lathe/Pages/default.aspx](http://insight.qlos.ac.uk/tl/resources/lathe/Pages/default.aspx)
- **Learning Communities Journal:** [http://celt.muohio.edu/lcj/](http://celt.muohio.edu/lcj/)
- **To Improve the Academy:** [http://podnetwork.org/publications/to-improve-the-academy/](http://podnetwork.org/publications/to-improve-the-academy/)
- **Transformative Dialogues: Teaching and Learning Journal:** [http://kwantlen.ca/TP.html](http://kwantlen.ca/TP.html)
Your Big Idea?

What are you thinking about studying in your class?

*From a scholarly teaching or SoTL perspective*

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:
Check this out:
The Relationship between Scholarly Teaching and SoTL: Models, Distinctions, and Clarifications
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University of Windsor, pottermk@uwindsor.ca
Erika D.H. Kustra
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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