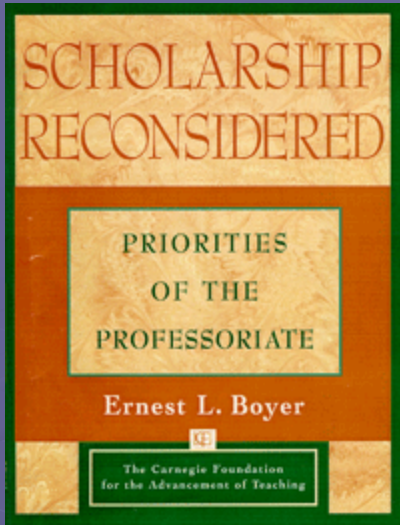


Engaging in the Scholarship of Teaching and Learning (SoTL)

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November 20, 2007

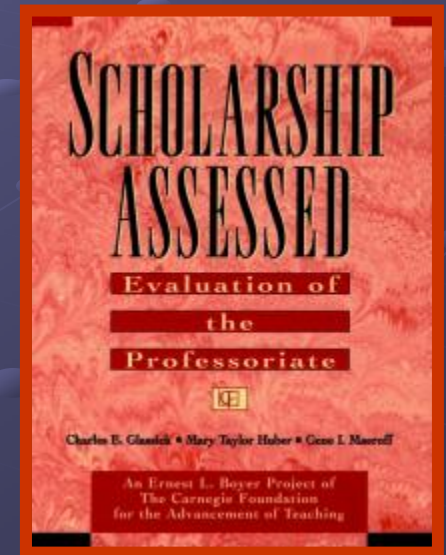


1990

Ernest Boyer proposes abandoning the old paradigm of research versus teaching for the new paradigm: faculty should be engaged in the scholarship of discovery, integration, application and teaching

1997

“*Scholarship Assessed*” takes the academy through a process for setting standards of scholarly work, documenting scholarship, developing trust in the process and suggesting the qualities of a scholar



1998

The Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) is established including three components: The Pew National Fellowship Program for Carnegie Scholars; The Teaching Academy Campus Program; Working with Scholarly and Professional Societies.

What Is SoTL?

- A growing movement in post-secondary education
- Scholarly inquiry into student learning which advances the practice of teaching by sharing this research publicly
- Not yet fully defined or conceptualized

Scholarly Teaching vs. SoTL

- Classroom Assessment
- Informed re: latest developments in discipline and teaching
- Peer Collaboration or Review
- Public
- Critical Review and Evaluation by Members of One's Community
- Members of One's Community Use and Build Upon the Work

Why SoTL?

The vast majority of new Ph.Ds who take academic positions do so in teaching institutions rather than research universities. Teaching is the primary responsibility.

SoTL- Why Not?

- Time: heavy teaching loads and committee responsibilities
- Rusty research skills
- Lack of clarity on what SoTL is / is not
- Lack of expertise to conduct SoTL
- Lack of resources to support SoTL
- Failure to recognize SoTL in promotion and tenure decisions

Dilemma of Rigor or Relevance

“On the high ground, manageable problems lend themselves to solution through the use of research-based theory and technique. In the swampy lowlands, problems are messy and confusing and incapable of technical solution....”

Dilemma of Rigor or Relevance

...the problems of the high ground tend to be relatively unimportant to individuals or to the society at large, however great their technical interest may be, while in the swamp lie the greatest problems of human concern...

Dilemma of Rigor or Relevance

...Shall (the practitioner) remain on the high ground where he can solve relatively unimportant problems according to his standards of rigor, or shall he descend to the swamp of important problems where he cannot be rigorous in any way he knows how to describe?"

--Donald Schon

Getting Started

- Is there something you really care about or are interested in learning about that fascinates you?
- Do you have an issue or problem to investigate?

Clear Goals

- Develop realistic, achievable objectives
- Start small and set time limits for your inquiry

Adequate Preparation

- Become familiar with the literature on teaching and learning
- Identify resources to help do the work:
 - Sponsored Research Services
 - Publishing and Scholarship Support Center
 - <http://library.rit.edu/userservices/pubschol/>
 - Teaching Learning Center
 - Online Learning
 - Faculty Evaluation and Development Grants
 - Provost's Learning Innovations Grants (January 2008)
 - Faculty Learning Communities, Susan Donovan, Institute Effective Teaching Committee (Spring Quarter)
 - New Assessment Person!!!

Appropriate Methods

● Did you...

- select methods appropriate to your field?
- effectively use the methods?
- modify procedures as required?

Research Methods

- No single methodology or best approach
- Evidence depends not only upon the research method chosen but the relevant disciplinary standards

Research Methods

- Reflection and analysis
- Interviews and focus groups
- Questionnaires and surveys
- Content analysis of text
- Secondary analysis of existing data
- Quasi-experiments (comparison of two sections of the same course)
- Observational research
- Case studies

Significant Results

- Goals achieved?
- Does work add consequentially to the field?
- Does work invite further exploration?

Reflective Critique

- Critically evaluate your work
 - Use evaluation results to improve quality of future work
- Peer review
- Teaching portfolio (Lisa Hermsen and Richard Fasse x5-5672)

Dissemination

● Local:

- Academic department
- Institute
- Digital Media Library
(contact Marianne Buehler x5-5589)

● National/international publications: <http://www.ilstu.edu/~sknaylor/sotl.htm>

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