

Scholarship of Teaching and Learning Described

Developing a shared understanding of
systematic scholarly inquiry into
student learning

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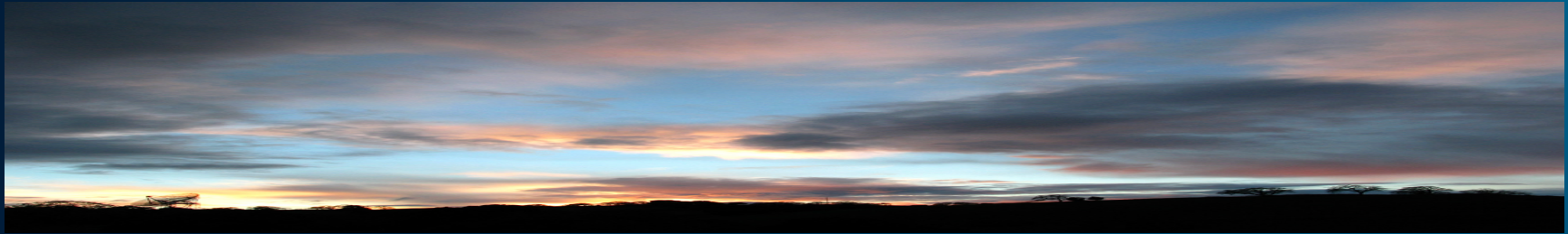


Sense of Direction



- Starting from the same place
 - History & description
- Moving in the same direction
 - Implication & application
- Considering where to go from here
 - Possible trajectories & likely opportunities

History (101)



- Ubiquity of inquiry and improvement
- Carnegie Foundation for the Advancement of Teaching
 - Surveys and studies on faculty work (pre 1990)
 - *Scholarship Reconsidered* (1990)
 - *Scholarship Assessed* (1997)
 - Carnegie Academy for the Scholarship of Teaching and Learning (1998-2005)

History (102)



- Canadian Leadership Forum on Scholarship of Teaching and Learning, University of Toronto Scarborough (2005)
- HEQCO/STLHE Sponsored Research Symposium (2008) and publication of *Taking Stock* (2010)
- Canadian Leadership Forum on Scholarship of Teaching and Learning, Mount Royal University (2010)

Description



- Scholarship Described ... not defined
 - Descriptions abound, some better than others
 - Definitions are most successful when local
 - Distinctions can be helpful as a place to begin

Useful Distinction



- Skillful Teaching ... actions demonstrating awareness, excitement, preparation, reflection, responsiveness, and more ... fosters critical engagement and active learning ... includes thoughtful assessment
- Scholarly Teaching ... instruction informed by the latest ideas in the field ... using insights/innovations about teaching/learning from the field ... striving for improvement of teaching/learning for the field

Useful Distinction



- Scholarship of Teaching and Learning ... rigorous evidence-based research conducted by teachers in their own classrooms ... seeing, gathering, interpreting compelling evidence of student learning ... peer reviewed and publicly disseminated findings and insights about how, where, why students learn ... influences teaching, learning, scholarship beyond the local ... operates through an ongoing cycle of inquiry

Describing the Cycle of Inquiry



- Observation – what you see leads to questions about learning
- Investigation – what you need to know leads to inquiry into learning
- Examination – what you find leads to a claim about learning
- Validation – what you offer (question through claims) for peer review
- Dissemination – what you share to prompt greater understanding
- Observation – what else you see as a result of previous research

Implication and Application



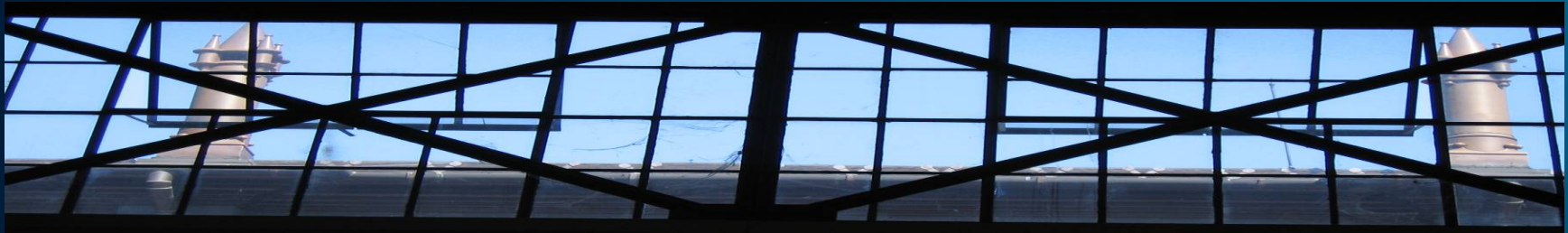
- For student learning
 - Observation-based inquiry
 - Fine-grained data collection
 - Practice-based improvement
 - Learning-centric investigation
- For the bigger picture
 - Coordinating with other initiatives
 - Connecting with mission/mandate
 - Working toward significant impact
 - Asking questions that matter to students, to academe, to our culture, to our world

Trajectories and Opportunities



- How might we coordinate different approaches to understanding and improving student learning?
- How will we use what we already know, or are trying to know, as a guide to evidence-based research?
- How can scholarship of teaching and learning complement and dovetail with other sources of data being gathered?
 - student evaluation of teaching ... program reflection and review
 - campus assessment initiatives ... institutional analysis and surveys
 - provincial concerns and commitments ... national organizations and activities
 - NSSE, FSSE, CLA, and many, many others

Questions and Comments



- One of many starting points
- Differences in place and purpose
- Considerations as we move forward

Next Steps



- NSSE, FSSE & the uses of student data
- Panel of Presidents & the institutional agenda
- Panel of Experts & the wider implications