YES

Scholarship of Teaching and Learning

What is your progress towards SoTL? Give one response to each of the following:

Scholarship of Teaching and Learning item	Disagree	Agree	Don't know
I often ask other teachers to comment on my teaching ideas.			
I often investigate questions related to how students learn in my discipline.			
Improving my teaching is more effective if reviewed by my colleagues.			
I can explain what concepts, models or theories underpin my teaching in this subject.			

Case studies

Case 1: Miranda

When grappling with the dilemma of how to encourage her students to be more engaged with her subject matter, Miranda picked up an idea from the start of a TV program. It began with three people talking about their experience of the topic of the program. She wondered if she could ask a student, mid-way through each teaching session, to present a scenario that showed how they thought her topic was of relevance to them (and other students). She drafted an outline of how it might work — how the students would be selected, what notice they would be given, how long they would be asked to talk in each class, what she expected to happen and why? Before trying it she sent a copy by email to an experienced colleague. She explained that she thought the student experience would be enhanced because they may be able to connect more with the topic if they experienced it as being more relevant. Her colleague agreed to observe her using the idea and on judging it to have been successful, suggested she write up a two-page outline of the process as a teaching tip.

NO

Case 3: Li

Li, a lecturer in engineering, has been introduced to the idea of constructive alignment (Biggs 1996; Biggs & Tang 2007). Constructive alignment is achieved when students perceive that what is being assessed is in alignment with the intended learning outcomes and the teaching/learning activities designed to achieve those outcomes. Li notices that the learning activities she provides are mostly passive, and not aligned with the actual engineering problems students address in the assessments. She decides to introduce inquiry-based learning and adopts an approach in which students work through five inquiry stages (asking, investigating, creating, discussing, reflecting) on a range of engineering issues (Sincero 2006). Her own scholarly inquiry question is holistic: What is the experience (locally) of my students, myself and my peers, and more broadly as described by other engineering teachers using inquiry-based learning? This approach is informed by Brookfield's four lenses (1995) in which the outcomes of reflections from four perspectives (students, peers, self and literature) are integrated to give a more holistic analysis. Li invites her colleagues to participate in the change process and seeks their feedback. She surveys the students for their response and does a critical self-review that includes thinking about her own satisfaction with the process. On consulting the literature, she notes that Friedman et al. (2010) report a trial of inquiry-based learning in engineering in which student learning was shown to be enhanced. Together with three of her peers, she drafts a teaching grant application to extend the inquiry-based learning idea to the teaching contexts of her three peers. The grant application is supported.

References:

Alkema, A 2011, *A Tertiary Practitioner's Guide to Collecting Evidence of Learner Benefit* http://akoaotearoa.ac.nz/download/ng/file/group-4/a-tertiary-practitioners-guide-to-collecting-evidence-of-learner-benefit.pdf

Cohen, L, Manion, L & Morrison, K 2007, *Research methods in education*, Routledge, New York.

Guba, EG & Lincoln, YS 1985, *Naturalistic Inquiry*, Sage, California.

Knight, PT 2002, *Small Scale Research: Pragmatic inquiry in social science and the caring professions*, Sage Publications, London.

Tight, M 2004, *Researching Higher Education*, SRHE and Open University Press, Buckingham.