Engaging in Scholarship of Teaching and Learning
SANTPEN @ Charles Darwin University

Purposes of SoTL

A way to raise the status of teaching
A means through which teachers may come to teach more knowledgeably
A means through which the quality of teaching may be assessed
A way to enhance students’ experience of learning

Source
Presentation based on Chapter 15:
Scholarship of teaching and learning
2012, ACER press
Who is doing it?

<table>
<thead>
<tr>
<th>Scholarship of Teaching and Learning Item</th>
<th>Disagree</th>
<th>Agree</th>
<th>d/k</th>
</tr>
</thead>
<tbody>
<tr>
<td>I often ask other teachers to comment on my teaching ideas.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>I often investigate questions related to how students learn in my discipline.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Improving my teaching is more effective if reviewed by my colleagues.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>I can explain what concepts, models or theories underpin my teaching in this subject.</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

What is scholarship of teaching/learning?

Read Case 1 on your handout. Decide whether you think this is an example of SoTL or not.

If you think it IS, hold up your handout, with YES facing me.

If you think it is NOT, hold up NO facing me.

What is the purpose of SoTL?

Boyer’s overlapping scholarships

- Teaching
- Discovery
- Integration
- Application
What is Scholarship?

To be **scholarly** is to be engaged in personal, but rigorous intellectual inquiry/investigation and development involving values such as honesty, integrity, open-mindedness, scepticism and intellectual humility.

To be engaged in **scholarship** is to take that process, for scrutiny, into the public arena.

It is to make transparent the processes and outcomes of scholarly activities.

What is scholarship of teaching/learning

SoTL

If teaching is about making learning possible …

… then the scholarship of teaching is about making transparent how learning is being made possible.

If teaching is about collaborative meaning-making …

… then the scholarship of teaching is about making transparent how collaborative meaning-making is happening.

Levels of investigation: Level 3

<table>
<thead>
<tr>
<th>Level</th>
<th>Purpose of investigation</th>
<th>Evidence gathering processes will be</th>
<th>Investigation results in</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To inform oneself</td>
<td>Verified by self</td>
<td>Personal knowledge</td>
</tr>
<tr>
<td>2</td>
<td>To inform a group within a shared context</td>
<td>Verified by those within the same context</td>
<td>Local knowledge</td>
</tr>
<tr>
<td>3</td>
<td>To inform a wider audience</td>
<td>Verified by those outside of that context</td>
<td>Public knowledge</td>
</tr>
</tbody>
</table>
Six Steps (order of 1-3 may change)

1. Use a theory, model, framework or a substantial teaching tip to ground the initiative and provide the justification for action

2. Identify an intervention, or a current practice, or a collection of information that might lead to enhanced learning (preferably linked to the theory)

3. Formulate an investigative question related to teaching and/or student learning in the chosen context
**Structure of Observed Learning Outcomes (SOLO) taxonomy**

Biggs & Tang (2007)

**SoTL procedures**

Steps (order of 1-3 may change)

1. Use a theory, model, framework or a substantial teaching tip to ground the initiative and provide the justification for action
2. Identify an intervention, or a current practice, or a collection of information that might lead to enhanced learning (preferably linked to the theory)
3. Formulate an investigative question related to teaching and/or student learning in the chosen context
4. Conduct an investigation (empirical, theoretical or literature-based) which addresses the question [with appropriate method]
5. Produce a result and some form of public artefact
6. Invite peer review on the clarity of each of the theory, practice, question, method and result steps of the procedure.

Trigwell, 2012, p.255

**What is scholarship of teaching/learning**

Read Case 3 on your handout. Decide whether you think this is an example of SoTL or not.

If you think it IS, hold up your handout, with YES facing me.

If you think it is NOT, hold up NO facing me.
Who should be engaged with SoTL?

<table>
<thead>
<tr>
<th>Level</th>
<th>Purpose</th>
<th>Verified by</th>
<th>Knowledge</th>
<th>SoTL</th>
<th>Who should do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inform self</td>
<td>Self</td>
<td>Self</td>
<td>No</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>Inform local peers</td>
<td>Local</td>
<td>Local</td>
<td>Yes</td>
<td>100%</td>
</tr>
<tr>
<td>3</td>
<td>Inform the world</td>
<td>Internat. peers</td>
<td>Internat.</td>
<td>Yes</td>
<td>? (o/l)</td>
</tr>
</tbody>
</table>

Why level 2?

Scholarship of Teaching and Learning item

<table>
<thead>
<tr>
<th>Scholarship of Teaching and Learning item</th>
<th>Disagree</th>
<th>Agree</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>I often ask other teachers to comment on my teaching ideas.</td>
<td>Public</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I often investigate questions related to how students learn in my discipline.</td>
<td>Inquire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improving my teaching is more effective if reviewed by my colleagues.</td>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can explain what concepts, models or theories underpin my teaching in this subject.</td>
<td>Theory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pearson Correlation co-efficients for Approaches to Teaching and Scholarship of Teaching

<table>
<thead>
<tr>
<th>Variable</th>
<th>Theory</th>
<th>Public</th>
<th>Inquire</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSF</td>
<td>.30**</td>
<td>.42**</td>
<td>.43**</td>
<td>.43**</td>
</tr>
<tr>
<td>ITTF</td>
<td>-.27*</td>
<td>-.12</td>
<td>-.13</td>
<td>-.36**</td>
</tr>
</tbody>
</table>

CCSF = Conceptual Change/Student-focused approach to teaching
ITTF = Information Transfer/Teacher-focused approach to teaching

N = 56, *p<.05; **p<.01; ***p<.001
Engaging in SoTL

Preparing the ground for SoTL might involve:

› find out who in your department is already engaged in SoTL
› contact your academic development unit (OLT) to see what they do
› establish or join a network of university teachers with whom you can share your thoughts on teaching
› become familiar with learning theories and teaching ideas and frameworks (see Chapters 1 and 2, of Hunt & Chalmers, 2012)
› attend research conferences that include teaching and learning in your discipline, and conferences about teaching and learning
› find out what sorts of SoTL investigations are acceptable.

Getting started

› List the questions related to your teaching or your students’ learning that you would like to know more about
› Search the literature for answers to those questions. If not answered …

A very useful starting resource is:

› A Tertiary Practitioner’s Guide to Collecting Evidence of Learner Benefit (Alkema 2011) – see references on handout for this web-link

› Be clear about your purpose (level 2 or levels 2 and 3)

Evaluation as SoTL

Evidence-based educational evaluation (General):
(for example, Guba & Lincoln, 1985)

Contextualised information can also be found in standard university teaching development texts:
(for example Ramsden, 2003, Learning to Teach in Higher Education)

Short, practical guides:
(for example Knight, 2002, Small Scale Research: Pragmatic inquiry in social science and the caring professions)
Engaging in SoTL

Level 3 engagement

A practical approach to a successful outcome is to be a part of a team of investigators that includes someone familiar with social science research. They can provide:
- guidance on methodology and analytical techniques,
- interpretation of research texts, e.g. Cohen et al. (2007) and Tight (2003).

Level 3 engagement: All good research practices apply

Align investigation background, question, & method
Read related applications
Complete a thorough search for what has already been researched
Ensure that anticipated results are likely to be new knowledge
Allow time to prepare the application/proposal
Involve peers at all stages
Engaging in SoTL is most likely to be a rewarding experience if it is seen as an integral part of teaching, and engaged in, with others, as questions about teaching arise during practice.