

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

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Institute for Teaching and Learning



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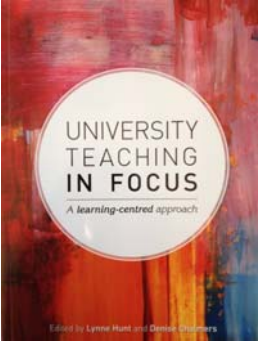
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Source

Presentation based on Chapter 15:  
Scholarship of teaching and learning  
2012, ACER press



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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

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 **Who is doing it?**

Scholarship of Teaching and Learning item	Disagree	Agree	d/k
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.		✓	

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 **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?

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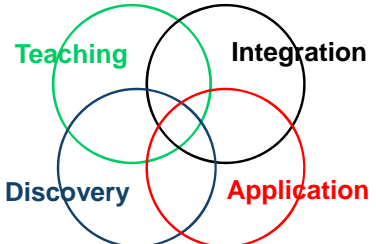
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 **Boyer's overlapping scholarships**



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### 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.

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### 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.

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### Levels of investigation: Level 3

Level	Purpose of investigation	Evidence gathering processes will be	Investigation results in
1	To inform oneself	Verified by self	Personal knowledge
2	To inform a group within a shared context	Verified by those within the same context	Local knowledge
3	To inform a wider audience	Verified by those outside of that context	Public knowledge

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**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

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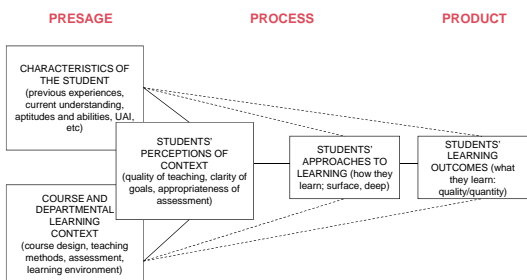
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Adapted from Trigwell, K. & Prosser M. (1996). *Towards an understanding of individual acts of teaching*. HERD.

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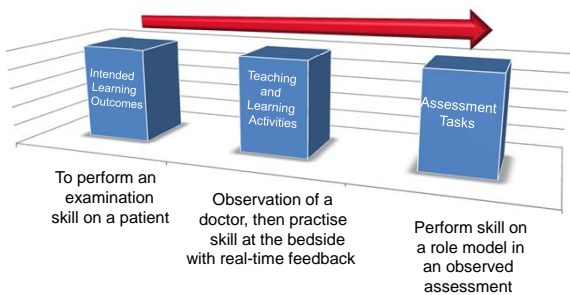
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**THE UNIVERSITY OF SYDNEY** Structure of Observed Learning Outcomes (SOLO) taxonomy

Biggs & Tang (2007)

Levels of understanding

- Not relevant
- Prestructural: Identify, Do simple procedure
- Unistructural: Enumerate, Describe, List, Combine
- Multistructural: Compare/Contrast, Explain causes, Analyse, Apply
- Relational: Theorise, Generalise, Hypothesise, Reflect
- Extended abstract

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**THE UNIVERSITY OF SYDNEY** 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

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**THE UNIVERSITY OF SYDNEY** 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.

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 Who should be engaged with SoTL?

Level	Purposes	Verified by	Knowledge	SoTL	Who should do it?	
					0%	100%
1	Inform self	Self	Self	No	██████████	
2	Inform local	Local peers	Local	Yes	██████████	
3	Inform the world	Internat. peers	Inter-national	Yes (o/I)	███	?

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 Why level 2?

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

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 Why level 2?

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

Variable	Theory	Public	Inquire	Review
CCSF	.30*	.42**	.43**	.43**
ITTF	-.27*	-.12	-.13	-.36**

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

N = 56, \*p<.05; \*\*p<.01; \*\*\*p<.001

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**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.

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**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

<http://akoatearora.ac.nz/download/ng/file/group-4/a-tertiary-practitioners-guide-to-collecting-evidence-of-learner-benefit.pdf>

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

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**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*)

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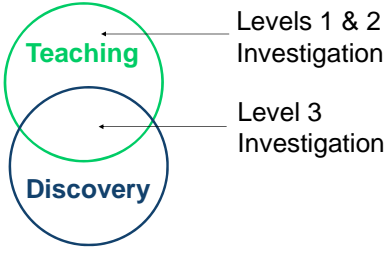
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 **Level 3 SoTL**

Scholarship of:



Levels 1 & 2 Investigation

Level 3 Investigation

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 **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).

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 **Engaging in SoTL**

**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

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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

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