

NEW DIRECTIONS FOR TEACHING AND LEARNING



Scholarship Revisited: Perspectives on the Scholarship of Teaching

Carolyn Kreber

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Scholarship Revisited No 86 Perspectives On The Scholarship Of Teaching

**Jacqueline Dewar, Curtis
Bennett, Matthew A. Fisher**



Scholarship Revisited No 86 Perspectives On The Scholarship Of Teaching:

Enhancing Learning Through the Scholarship of Teaching and Learning Kathleen McKinney, 2010-01-22 The Challenges and Joys of Juggling There has been growing demand for workshops and materials to help those in higher education conduct and use the scholarship of teaching and learning This book offers advice on how to do share and apply SoTL work to improve student learning and development Written for college level faculty members as well as faculty developers administrators academic staff and graduate students this book will also help undergraduate students collaborating with faculty on SoTL projects Though targeted at those new to the field of SoTL more seasoned SoTL researchers and those attempting to support SoTL efforts will find the book valuable It can be used as an individual reading a shared reading in SoTL writing circles a resource in workshops on SoTL and a text in seminars on teaching Contents include Defining SoTL The functions value rewards and standards for SoTL work Working with colleagues involving students writing grants integrating SoTL into your professional life and finding useful resources Practical and ethical issues associated with SoTL work Making your SoTL public and documenting your work The status of SoTL in disciplinary and institutional contexts Applying the goals of SoTL to enhance student learning and development

Scholarship of Teaching and Learning in Speech-Language Pathology and Audiology Sarah M. Ginsberg, Jennifer Friberg, Colleen F. Visconti, 2011-10-05 To Improve the Academy Douglas Reimondo Robertson, Linda B. Nilson, 2007-10-12 An annual publication of the Professional and Organizational Development Network in Higher Education POD To Improve the Academy offers a resource for improvement in higher education to faculty and instructional development staff department chairs faculty deans student services staff chief academic officers and educational consultants

The Scholarship of Teaching and Learning Reconsidered Pat Hutchings, Mary Taylor Huber, Anthony Ciccone, 2011-07-12 Praise for The Scholarship of Teaching and Learning Reconsidered A worthy capstone that pulls together two decades of Carnegie Foundation projects on the scholarship of teaching and learning The authors review the genesis of these ideas and envision a future of continued integration of a culture of evidence in the world's universities and colleges Projects end but the work continues Lee S Shulman president emeritus The Carnegie Foundation for the Advancement of Teaching and Charles E Ducommun Professor of Education emeritus Stanford University This book captures the most important lessons from a decade of thoughtful experimentation with methods to improve the learning outcomes of American college students The authors have deep experience in institutionalizing various approaches that have been devised and endorsed by faculty in many kinds of higher education settings It will be a manual for those seeking to improve their own teaching and learning outcomes Katharine Lyall president emerita University of Wisconsin System The authors recount the history of research into one's own teaching further develop its conceptualization and make recommendations for how to bring it into the mainstream Collectively they have been at the center of the movement and have written spoken strategized and organized conversations and scholarly work on the topic for many years They present rich

examples from many different environments and an unwavering vision of the benefits of the scholarship of teaching and learning and its potential Nancy Chism Indiana University School of Education Indianapolis This book reframes the literature on the scholarship of teaching and learning faculty development assessment and the future of higher education The writing sparkles with fresh analysis on teaching learning academic culture and the possibilities for change This book will help both individual faculty and entire institutions to enhance scholarly teaching and to deepen student learning Peter Felten assistant provost and director Center for the Advancement of Teaching and Learning and associate professor of history Elon University

Building Faculty Learning Communities Milton D. Cox, Laurie Richlin, 2011-10-07 Changing our colleges and universities into learning institutions has become increasingly important at the same time it has become more difficult Faculty learning communities have proven to be effective for addressing institutional challenges from preparing the faculty of the future and reinvigorating senior faculty to implementing new courses curricula and campus initiatives on diversity and technology The results of faculty learning community programs parallel for faculty members the results of student learning communities for students such as retention deeper learning respect for other cultures and greater civic participation The chapters in this issue of *New Directions for Teaching and Learning* describe from a practitioner's perspective the history development implementation and results of faculty learning communities across a wide range of institutions and purposes Institutions are invited to use this volume to initiate faculty learning communities on their campuses This is the 97th issue of the quarterly journal *New Directions for Teaching and Learning*

The Scholarship of Teaching and Learning Jacqueline Dewar, Curtis Bennett, Matthew A. Fisher, 2018-04-26 The *Scholarship of Teaching and Learning A Guide for Scientists Engineers and Mathematicians* shows college and university faculty members how to draw on their disciplinary knowledge and teaching experience to investigate questions about student learning It takes readers all the way through the inquiry process beginning with framing a research question and selecting a research design moving on to gathering and analyzing evidence and finally to making the results public Numerous examples are provided at each stage many from published studies of teaching and learning in science engineering or mathematics At strategic points short sets of questions prompt readers to pause and reflect plan or act These questions are derived from the authors experience leading many workshops in the United States and Canada on how to do the scholarship of teaching and learning SoTL The taxonomy of SoTL questions What works What is What could be that emerged from the SoTL studies undertaken by scholars in the Carnegie Academic for the Scholarship of Teaching and Learning serves as a framework at many stages of the inquiry process The book addresses the issue of evaluating and valuing this work including implications for junior faculty who wish to engage in SoTL The authors explain why SoTL should be of interest to STEM science technology engineering and mathematics faculty at all types of higher education institutions including faculty members active in traditional STEM research They also give their perspective on the benefits of SoTL to faculty to their institutions to the academy and to students

To Improve the Academy Catherine M.

Wehlburg, Sandra Chadwick-Blossey, 2002-09-15 An annual publication of the Professional and Organizational Development POD Network in Higher Education the 21st volume of *To Improve the Academy* is a collection of articles that address the impact that professionals working in higher education have on society Written after September 11 2001 the book embodies a reaction of the educational community to these tragic events Each of the contributing authors urges an awareness of the continuously changing nature of the world and emphasizes the role that faculty development can play in connecting the work of classrooms with real life experiences which is just as valuable today as it was after the tragedy of September 11 *To Improve the Academy* Volume 21 reflects upon the current and emerging trends in practicing faculty development in higher education The book is divided into four sections Section I Faculty Development and Its Role in Institutional and National Crisis reflects upon the events of September 11 and looks toward the changing face of American higher education Section II Faculty Focus in Faculty Development contains chapters that focus on the needs of faculty with respect to enhanced development Section III Student Centered Faculty Development discusses the role that students play in the teaching and learning process Section IV Philosophical Issues in Faculty Development considers the potential effect of new technologies on the future of higher education Written for faculty and instructional development staff department chairs deans student services staff chief academic officers and educational consultants this book offers a thoughtful resource for contributing to improvements in higher education *Authenticity in and Through Teaching in Higher Education* Carolin Kreber, 2013 In developing the notion of the scholarship of teaching as an authentic practice the author draws on several complementary philosophical ideas to explore the nature of this practice why it is imperative for universities to engage in it what meaningful engagement would look like and the conditions under which it might qualify as authentic Core constructs employed include practice virtue communicative action being power critical reflection and transformation The scholarship of teaching is described as a practice sustained through critical reflection and critical self reflection Being a scholar of teaching is viewed as an ongoing transformative learning process a process of becoming authentic the latter ultimately aimed at both helping students to become authentic and creating a better world in which to teach learn and live **Exploring More Signature Pedagogies** Nancy L. Chick, Aeron Haynie, Regan A. R. Gurung, 2023-07-03 What is distinctive about the ways specific disciplines are traditionally taught and what kinds of learning do they promote Do they inspire the habits of the discipline itself or do they inadvertently contradict or ignore those disciplines By analyzing assumptions about often unexamined teaching practices their history and relevance in contemporary learning contexts this book offers teachers a fresh way to both think about their impact on students and explore more effective ways to engage students in authentic habits and practices This companion volume to *Exploring Signature Pedagogies* covers disciplines not addressed in the earlier volume and further expands the scope of inquiry by interrogating the teaching methods in interdisciplinary fields and a number of professions critically returning to Lee S Shulman's origins of the concept of signature pedagogies This volume also differs

from the first by including authors from across the United States as well as Ireland and Australia The first section examines the signature pedagogies in the humanities and fine arts fields of philosophy foreign language instruction communication art and design and arts entrepreneurship The second section describes signature pedagogies in the social and natural sciences political science economics and chemistry Section three highlights the interdisciplinary fields of Ignatian pedagogy women s studies and disability studies and the book concludes with four chapters on professional pedagogies nursing occupational therapy social work and teacher education that illustrate how these pedagogies change as the social context changes as their knowledge base expands or as online delivery of instruction increases

Optimizing Teaching and Learning Regan A. R.

Gurung, Beth M. Schwartz, 2011-08-26 The scholarship of teaching and learning SoTL is one of the most dynamic areas of research in the field of higher education today in which faculty continuously evaluate the quality of their teaching and its affect on student learning Faculty are being held accountable for the effectiveness of their teaching and in turn they are starting to engage in SoTL related intellectual exchanges not only in their research agendas but also in the ways in which they teach their students in the classroom At the heart of this new movement there is a simple idea take a close look at how you teach and how your students learn use the same methodology that you would use for formal investigations be it in the humanities or sciences and hold your research to the same standards most notably peer review Optimizing Teaching and Learning will serve as a guide for anyone who is interested in improving their teaching the learning of their students and at the same time contribute to the scholarship of teaching and learning It bridges the gap between the research and practice of SoTL with explicit instructions on how to design conduct analyze and write up pedagogical research including samples of actual questionnaires and other materials e g focus group questions that will jumpstart investigations into teaching and learning It also explores the advantages and disadvantages of various pedagogical practices and present applications of SoTL using case studies from a variety of disciplines This book will serve as an invaluable resource for both seasoned faculty and new faculty who are just beginning to assess their teaching methods and learn how to think beyond the content

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