

## **SCHOLARSHIP OF TEACHING & LEARNING**

Bass, R. (1999). The scholarship of teaching: What's the problem? *Inventio: Creative Thinking about Learning and Teaching* (February).

*This article attempts to challenge prior conceptualizations of the study of teaching and learning. The author describes the movement of the scholarship of teaching and learning as a way to legitimate a new set of questions as intellectual problems; chart uncharted terrain i.e. convergence of disciplinary knowledge, pedagogical practice, evidence of learning, and theories of learning and cognition; and a new way to facilitate discourse based on disciplinary protocols of investigative practice. The goal of the article is to present the study of teaching and learning as an ongoing investigation rather than a terminal remediation.*

Halpern, D., & Hakel, M. (2003). Applying the science of learning to the university and beyond. *Change* (July/August), 36-41.

*This article advocates for assessment of student learning in the context of university teaching. In order to do this, author suggests applying existing research on human cognition to adult learning. The article presents ten principles of human cognition that have been empirically tested. The principles cited in the article are 1) practice and retrieval 2) varying learning conditions 3) require learners to re-present information in an alternate format 4) consider prior knowledge and experience 5) the impact of personal epistemologies on learning 6) experience alone is a poor teacher 7) varying instruction technique in order to assess understanding 8) the influence of the act or remembering on the creation of future memories 9) balance between quantity of information and quality of learning and 10) the importance of learning activities on the ability to recall information. To support use of these principles the author provides reading list for persons interested in acquiring deeper understandings of the topics presented. The author suggests drawing upon these principles in order to enhance long-term retention and transfer of learning.*

Henderson, B.B., & Buchanan, H.E. (2007). The scholarship of teaching and learning: A Special niche for faculty at comprehensive universities? *Research in Higher Education*, 48(5), 523-543.

*This study was particularly interested in the degree to which faculty members at comprehensive universities have become involved in the scholarship of teaching and learning. The researchers hypothesized that if faculty members at comprehensive universities have adopted the scholarship of teaching and learning as an appropriate, normative behavior, they should be engaging in related behaviors such as publishing in pedagogically oriented journals, participating in teaching conferences, authoring chapters and books on the scholarship of teaching and learning, and serving on the editorial boards of pedagogical journals. The*

researchers looked at two of these forms of behavior, publishing in teaching-oriented journals and serving on editorial boards of those same journals. For the main data source, the researchers used four pedagogical journals: *Teaching of Psychology*, *Teaching Sociology*, *Journal of Chemical Education*, and *Journal of Marketing Education*. The researchers examined publishing patterns in the pedagogical journals in four disciplines by institutional type. The researchers compared participation in the pedagogical journals to participation in basic research and research review journals in the same disciplines. Findings suggest that relative to their involvement with top-tier journals linked to the scholarships of discovery and integration, faculty members at comprehensive universities are more involved with journals related to the scholarship of teaching and learning.

Huber, M.T (2001). Balancing acts: Designing careers around the scholarship of teaching. *Change* (July/August), 21-29.

*This article reports on four case studies that were being developed at the Carnegie Foundation as part of a larger inquiry into cultures of teaching in higher education today. These studies closely examine careers that are being crafted, in part, around the scholarship of teaching and learning at doctoral and research universities. Participants in the study were four scholars who have been innovators in their own classrooms, leaders of education initiatives in their institutions and disciplines, and pioneers in the scholarship of teaching and learning. These four vignettes underline the responsibility of scholars of teaching and learning to educate their own colleagues about the nature and significance of the work they are doing.*

Hutchings, P., & Shulman, L. (1999). The scholarship of teaching: New elaborations, new developments. *Change* (September/October), 10-15.

*This article sheds light in recent activity surrounding the scholarship of teaching and learning. The article focuses on the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). CASTL's Campus Program is coordinated by Carnegie's partner, the American Association for Higher Education (AAHE), the Campus Program invites campuses to undertake a public process of stock-taking and planning for ways they can support knowledge-building about teaching and learning. One of CASTL's component is to examine teaching and learning issues in their fields in order to 1) foster significant, long-lasting learning for all students, 2) advance the practice and profession of teaching, and 3) bring to teaching the recognition afforded to other forms of scholarly work. In addition to discusses the CASTL program, the article discusses the growth of the body of scholarship, infrastructures, journals, and professional organization, dedicated to the study of teaching and learning in recent years.*

Louie, B.Y., Drevdahl, D.J., Purdy, J.M., & Stackman, R.W. (2003). Advancing the scholarship of teaching through collaborative self-study. *Journal of Higher Education*, 74(2), 150-171.

*In this article provides a review of the existing body of self-study research. He primary purpose was to improve teaching and teacher education. The review of the literature suggested the important role collaboration plays in encouraging self-study among a variety of faculty. The research suggests that the purpose of self-study was moving beyond teaching improvement to knowledge creation. The authors developed a three-phase model of collaborative self-study research (comprised of assessment, implementation, and dissemination stages). The model can be tailored to the needs of university faculty members who have the dual goals of improving their teaching practice and advancing knowledge.*

Miller, R. L. (2008). Reflections on the scholarship of teaching and learning. *InSight: A Journal of Scholarly Teaching*, 3, 7-9.

*This editorial examines the recommendation that university should aim to increase the circumstances where teaching and scholarship interact. The editorial focuses on the scholarship of teaching and learning. The author embraces the idea of discipline specific scholarship making pedagogical issues available for peer review and reflection. The author recognizes the challenge to grounding this work in appropriate theoretical framework. The author discusses the meaningful contributions made by scholarship of teaching and learning. Contributions identified by he author include, improvement of academic outcomes, curricular development, and assessment.*