

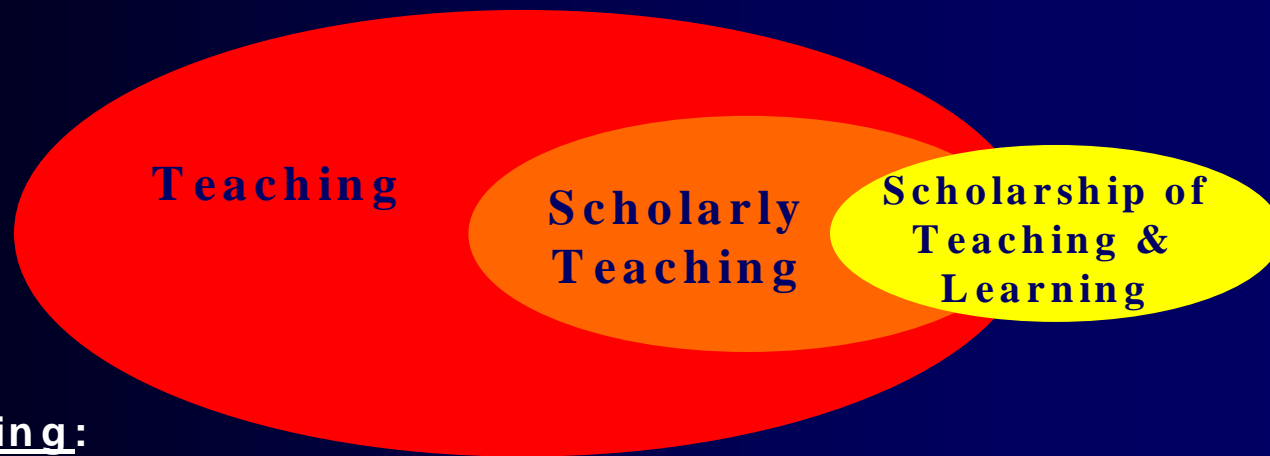
# **Getting Started Doing Scholarship of Teaching and Learning (SOTL)**

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# I. What is the Scholarship of Teaching and Learning?

- “Scholarly Teaching” versus the “Scholarship of Teaching and Learning”
- Scholarly teaching involves teaching guided by scholarship.
- E.g. work on the effectiveness of simulations is read to improve one’s own class

# A Conceptualization of Teaching Related Activities



## Scholarly Teaching:

Teaching that entails certain practices of classroom assessment and evidence gathering; teaching that is informed not only by the latest ideas in the field but by current ideas about teaching generally and specifically in the field; and teaching that invites peer collaboration or review.

## Scholarship of Teaching:

An act of intelligence or artistic creation becomes scholarship when it possesses at least three attributes: it becomes public, it becomes an object of critical review and evaluation by members of one's community, and members of one's community begin to use, build upon, and develop those acts of mind and creation.

(Definitions after Hutchings and Shulman)

- SOTL is just that-- the scholarly and empirical investigation of how we teach and how students learn. By doing so we can evaluate what works in the classroom and in our programs, and adjust our techniques accordingly
- And importantly make the work “public”

- From the University of Central Florida --  
“Scholarship of Teaching and Learning (SoTL) uses discovery, reflection, and evidence-based methods to research effective teaching and student learning. These findings are peer reviewed and publicly disseminated in an ongoing cycle of systematic inquiry into classroom practices. This work benefits students and colleagues and is a source of personal renewal.”

# SOTL, Teaching and Research/Scholarship



**Where is SOTL situated? It bridges Scholarly Teaching and Research/creative activity. SOTL campus programs try to create these bridges**

- In short, SOTL is like other scholarship. We use the methodologies developed in our own substantive fields to apply to examining a “behavior” – in this case student learning

- This sounds easy, but it requires rethinking both teaching and research
- As Randy Bass astutely notes “What’s the Problem?”
- In research and scholarship having a problem is a “good thing”. In teaching having a problem is a “bad thing.”

# Why SOTL? From the Carnegie Foundation

SOTL can improve teaching and learning ... and more! SOTL has power to:

- Unite Where Teaching and Pursuit of New Understanding are Shared Interests
- Build Multidisciplinary Community
- Capture the Wisdom of Practice

Documentation of the deep and useful insights gained over time so that others can use them is encouraged by SOTL. The documentation includes the teaching moves and materials that every seasoned faculty member has found to work especially well.

- Foster Mentoring of New Generations of Teachers

SOTL is a medium for the generativity that develops naturally in mid-life ... seasoned teachers helping newer ones to learn to teach more effectively.

- Employ Reserve Intellectual Capacity

SOTL may increase the individual and collective scholarly productivity of the faculty, partly by providing an avenue to products from the immense investments that already go into teaching and partly by providing an area where faculty productivity can thrive when scholarly efforts in other areas are flagging or no longer interesting.

- Recreate the Concept of Scholarly Excellence

SOTL brings the spirit and standards of scholarly excellence to teaching .. standards that have traditionally been applied to other fields of scholarly endeavor but not to teaching.

# Why do SOTL?

- It helps us as teachers be better at what we do.
- It helps document the learning process and avoids so that can be shared with others
- It breaks down the false distinction between teaching and research/scholarship
- You can get published doing it and its fairly easy to do. Colleges and Universities sit on a pile of data, that is rarely used.

# Are all SOTL methods the same?

- No, SOTL there are a wide variety of different methodologies and research techniques involved in SOTL.
- Me, I like numbers, so I often do quantitative analysis (I have a preference for Logit analysis)
- Qualitative analysis, case studies, content analysis, all have been fruitfully employed
- SOTL does not have to be limited to the classroom

# An Example

- My Carnegie Foundation project was about content analyzing interviews of 33 McNair scholars from First Generation and Low Income Background, as well as African American Students to see if they talked about research and the mentoring experience in the same way as other students (published in the most recent issue of the *College Student Journal*) a draft is in your handouts

# Is SOTL a separate field?

- Some debate
  - Randy Bass thinks it should be
  - Lee Shulman insists that it should be done primarily through the disciplines. If this approach is to be accepted as scholarship, it should be done through the disciplines

Where can I present and get published? (which helps with tenure and promotion)

- Upcoming conference in SOTL

<http://www.fctl.ucf.edu/ResearchAndScholarship/Conferences/>

- Publications-- See handout

# What is the future of SOTL?

- CASTL scholars program (Carnegie Academy Scholarship of Teaching and Learning) has been discontinued

- Carnegie clusters programs

<http://www.carnegiefoundation.org/general/sub.asp?key=21&subkey=68&topkey=21>

- However there is **International Society for the Scholarship of Teaching & Learning** <http://www.issotl.org/> -- next conference is in Australia