

The Promise of the Scholarship of Teaching and Learning

Fulfilled or Unfulfilled?

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Regarding SoTL ...

- What motivates you to do the work?
- What enables you to do the work?
- What would enable you to do the work?

Some of the Promises of SoTL

- Research on teaching and learning, being conducted across an institution, can stimulate evidence-based change.
- Faculty members interested in teaching and learning can pursue curiosities and pressing questions the ways they know best — through research.
- All this activity can be clearly acknowledged within reward systems that understand the currency of research.

Where are the Challenges?

- National/international
- Organizational
- Disciplinary
 - ◆ (SoTL as external to one's discipline)
 - ◆ Within
- Individual

To the application of knowledge to practice

To the development of the field

National/international

- Lack of tri-council funding
- Lack of national infrastructure for sharing and collaboration
- The good news ...
 - ◆ The International Society for the Scholarship of Teaching and Learning
 - ◆ STLHE and the Canadian Journal for SoTL

Organizational

- Lack of understanding regarding the potential benefits of SoTL for the institution
- Tenure and Promotion language and practice
- Research Ethics processes
- The Good News ...
 - ◆ 2007 U. of T. Symposium
 - ◆ The Institute for the Scholarship of Teaching and Learning
 - ◆ Teaching-Based Research Group
 - ◆ T&P language

From UBC Collective Agreement

The scholarship of teaching is not synonymous with excellent teaching. Rather it makes a broader contribution to the improvement of teaching and learning beyond one's own teaching responsibilities. A judgement of the quality and significance of the scholarship of teaching is based on the following: **originality or innovation, impact on learners, peer reviews, dissemination in the public domain, or the extent to which it is used by others.** For example, textbooks and curriculum reform that changed understanding and impact beyond one's own teaching might constitute useful evidence whereas textbooks or curriculum design of a routine nature would not.

Disciplinary

(SoTL as external to one's discipline)

“multiple understandings” gms of research “problematize”

- Linguistic barriers (Green, 2009)

- ◆ Specialized vocabulary

- ◆ Passive construction

“... non-functional ritualistic imitations of distantly perceived and uncomprehended models”

- ◆ Figurative language

- ◆ Derivatives

- ◆ Poor editorial standards

“agentic”

Discipline (within one's own)

- Signature pedagogies and “the way things are done here”
- Disciplinary cultures of tenure and promotion independent of institutional language

Individual

- Research background
- Resources
- Knowledge of the publication venues
- The possibility of negative results

Some Conclusions

- Scholarly movements do not mature in one season
 - ♦ Language
 - ♦ Paradigms
- Funding structures must be put in place

The Scholarship of Teaching and Learning
will continue to grow and

- have increasing impact on our practice, our careers,
and our students' learning
- National and international organizations must be
utilized
- The value of SoTL for institutions, scholars and
students must be proven and promoted

Bibliography
