

PATHS TO SCHOLARSHIP OF TEACHING AND LEARNING

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The Teaching Professor Conference Workshop

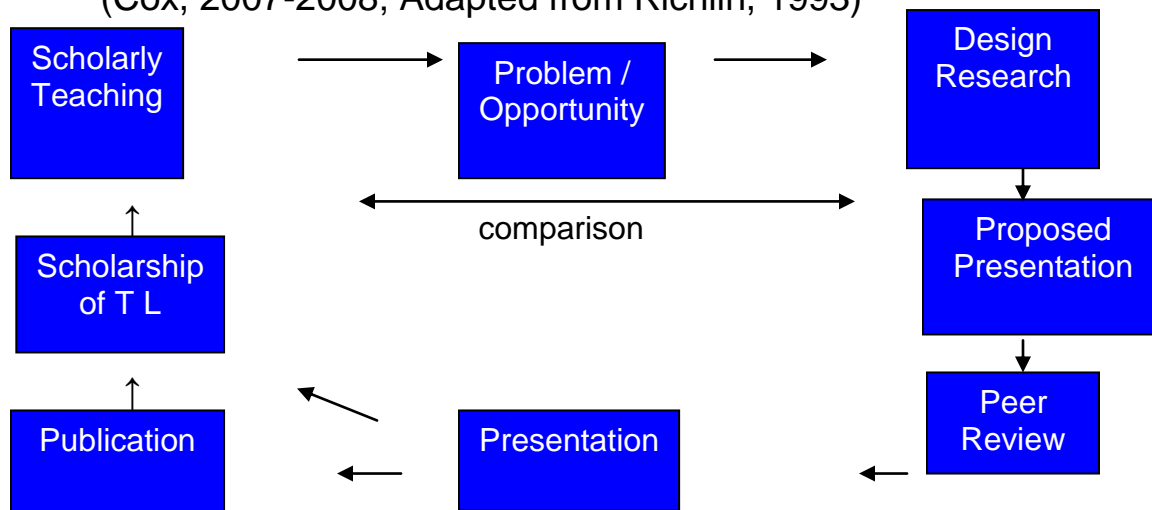
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Comparison of scholarly teaching and scholarship of teaching and learning

<i>Scholarly teaching</i>	<i>Scholarship of Teaching and learning</i>
● Based upon pedagogical literature	● <i>Based upon pedagogical literature</i>
● Collects data to inform further revisions	● <i>Uses more formal research methods</i>
● May not need IRB approval	● <i>Should get IRB approval</i>
● Peer review not necessary	● <i>peer review is essential</i>

One suggested path to Scholarship of Teaching and Learning

Cox's Ongoing Cycle of Scholarly Teaching & the Scholarship of Teaching & Learning (S of TL)
(Cox, 2007-2008; Adapted from Richlin, 1993)



Another suggested Path to the Scholarship of Teaching and Learning (modified from Weston & McAlpine, 2001)

1: Growth in own teaching ↓	2: Dialogue with peers about teaching ↓	3: Growth in Scholarship of Teaching and Learning ↓
Reflect on teaching ↓	↔ Discuss pedagogy in general at your campus ↓ ↑ (Order of these two steps may be reversed)	Use literature to inform teaching ↔ ↓
Attend faculty enrichment activities ↓	Discuss how to teach your discipline within your department ↓	Present scholarly ideas on teaching at a peer reviewed conference ↓
Try Innovative teaching ↔	Attend conference focusing on teaching	Publish in a peer reviewed journal ↔

Identify Barriers / Roadblocks that inhibit your Scholarship of Teaching and Learning

Use the following “traffic analogy” scale for each of the potential roadblocks (a-f) that may deter you from engaging in scholarly teaching or scholarship of teaching and learning (modified from Weimer, 2006).

0= not a roadblock

1= a minor bump in the road

2= a speed bump or bump that will slow me down before paying a toll

3= debris on the road that results in an obstacle course

4= a major barricade in the road

5= the road is totally closed and I cannot get around it

- a. I cannot decide upon a topic to do research on or I need to find a new topic

- b. I do not know the relevant literature; or I do not know where I can find it;
or it will take too long for me to understand the extensive literature

- c. I lack the skills to do educational research

- d. I lack the confidence that I am doing something innovative, creative work

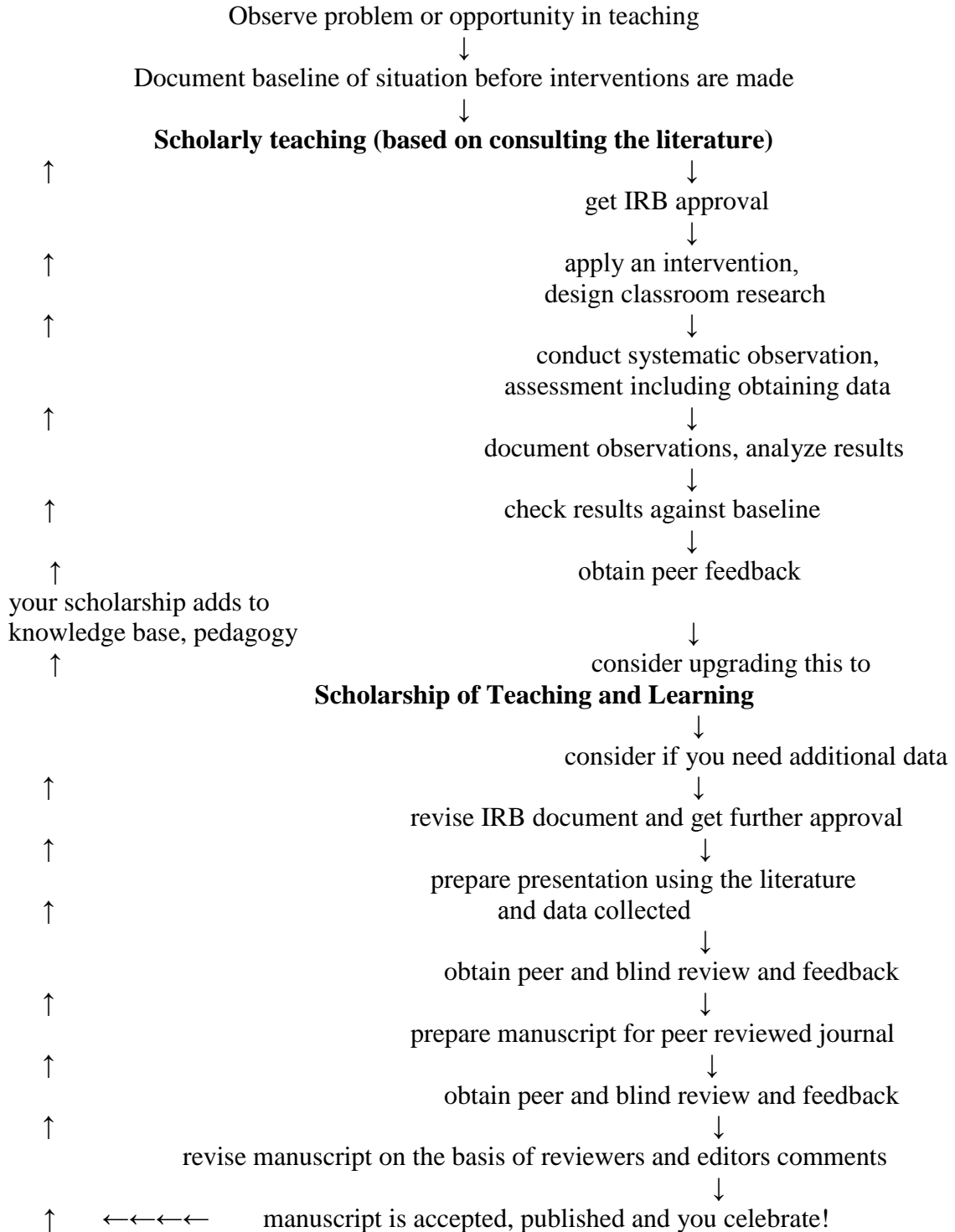
- e. I have do not time to pursue this kind of scholarship

- f. I fear not getting published, being rejected for presentation

Use Flow Sheet (Individual Activity)

1. Identify where you are on this flow sheet on one of your scholarly teaching or scholarship of teaching and learning projects.
2. How far you want to go with this project?
3. Develop a time line for completing these steps

Paths to Scholarship of Teaching and Learning (modified from Richlin, 2001)



Strategies

Gray's Adapted 12 step program for becoming a productive writer (Gray & Birch, 2001)

Time management strategies

1. Become a manager of your time, not a victim of it.
2. Write 15- 30 minutes daily
3. Record daily your time spent writing and share your records weekly with a writing pal

Writing strategies

4. Believe you have something important to say
5. Begin writing as early in the project as possible. Write when you are proposing the project. Read as you write, and write as you read. Write as you analyze data. Don't finish the literature review first.

Revision strategies

6. Focus on the paragraph. Revise around key sentences.
7. Write to a particular audience. Select a journal. Read that journal and write to that audience.

Help from others

8. Share early drafts with trusted colleagues
9. Learn how to listen. Swallow criticism whole- "the way an owl eats a mouse"

Polishing your prose

10. Revise for clarity, brevity and momentum
11. Read your prose aloud

Letting go

12. Kick it out the door expecting to revise it after you get the reviewers and editors comments and feedback

Organizational Strategies

Use an organizing system to foster more productive writing (adapted from Mikhailova and Nilson, 2007)

- Use a different 1” 3 ring binder for each article to be prepared.
- Put three dividers into the binder and label them article, data and references
- Label the spine of the binder with the key idea of the article
- Insert an article checklist in the front of the binder. See Table 1 for a suggested checklist for a scientific, research article
- Insert a copy of all relevant articles that will be included in the review of the literature into the references section
- Place all articles on an electronic reference database such as EndNote or RefWorks. This will collect all of the references for the research and will simplify the formatting of the reference page in the article. See librarians for help with these databases.
- Select one article that comes from the journal the authors will be submitting to and/or models the type of article the authors will write. Label this the model article
- Create an electronic shell of the article that contains all of the parts of the article listed in Table 1
- Write the easiest parts of the article first
- Make notes of ideas on the electronic document in the relevant sections
- Develop the tables and figures before writing the results section. Write the results and discussion sections describing and explaining these tables and figures
- Share a completed draft with a colleague in the same field.
- Modify the manuscript after the colleague’s feedback
- Submit the manuscript to the journal
- Print the confirmation or receipt of the article
- Follow-up with the editor if a decision is not reached within 4 months
- Resubmit articles based upon the editor’s suggestions

The acceptance rate for resubmitted articles is much higher than for first time submissions. However, editors say most articles are not resubmitted.

Table 1 Article checklist for Scientific Research Articles (modified from Mikhailova and Nilson, 2007)

The authors should modify this table according to the intended journal's requirements

Item to be included in the article	Target number of pages/ page limit	Date worked on	Status/Comments
Title Page	1		
Abstract including rationale, objectives, methods, results, conclusion	1 (250 words)		
Keywords	6 words		
Introduction including a statement of the problem, the review of the literature and the objectives	2-3		
Methodology including sample, procedure, analysis and statistics	3		
Results	2		
Discussion Describe what you found that was new, different, or exciting Include limitations of the research and future directions for more research	2		
Conclusion Summarize your findings May use a list format	1		
Acknowledgments			
References	~20 references		
List of Figures/ List of Tables (generally up to a total of 6)	1		
Figures 1-n			
Tables 1-n			

Opportunities to Publish and Present Scholarship on Assessing Student Learning in Higher Education

Presentation Opportunities

- American Educational Research Association Annual Meeting
- American Evaluation Association Annual Conference
- Association for Institutional Research Annual Forum
- Association of American Colleges & Universities Annual Meeting
- General Education and Assessment Annual Meeting of the Association of American Colleges & Universities
- Indianapolis Assessment Institute
- International Assessment & Retention Conference sponsored by the National Association of Student Personnel Administrators
- Lilly Conferences
- Middle States Commission on Higher Education Annual Conference
- National Council on Measurement in Education Annual Meeting
- North East Association for Institutional Research Annual Conference
- The Teaching Professor Conference

Publication Opportunities in Higher Education in General

- *Academe*
- *Active Learning in Higher Education*
- *American Educational Research Journal*
- *American Journal of Distance Education*
- *American Journal of Evaluation*
- *Applied Measurement in Education*
- *Assessment and Evaluation in Higher Education*
- *Assessment in Education: Principles, Policy and Practice*
- *Assessment Update*
- *Change*
- *College Teaching*
- *Community College Journal of Research and Practice*
- *Computer Supported Cooperative Work: The Journal of Collaborative Computing*
- *Education Policy Analysis Archives*
- *Educational Action Research*
- *Educational Evaluation & Policy Analysis*
- *Educational Record*
- *Educational Research*
- *Innovations in Education and Teaching International*
- *Innovative Higher Education*
- *Interactive Learning Research*
- *International Journal for the Scholarship of Teaching & Learning*
- *Journal of College Student Retention*
- *Journal of Educational Measurement*
- *Journal of Faculty Development*
- *Journal of Graduate Teaching Assistant Development*
- *Journal of Higher Education*
- *Journal on Excellence in College Teaching*

- *Liberal Education*
- *MountainRise (online)*
- *National Teaching and Learning Forum*
- *New Directions for Program Evaluation*
- *New Directions in Teaching and Learning*
- *New Directions in Higher Education*
- *Peer Review*
- *Practical Assessment, Research, & Evaluation*
- *Research in Higher Education*
- *Teaching in Higher Education*
- *The Teaching Professor*
- *Teaching Excellence*

Publication Opportunities: Journals on Teaching in a Specific Discipline or domains (not a complete list)

- *Academic Medicine*
- *Academic Psychiatry*
- *Academy of Management Learning and Education*
- *American Journal of Pharmaceutical Education*
- *American Biology Teacher*
- *ASEE Prism (American Society of Engineering Education)*
- *Biochemical Education*
- *Bioscience Education (online)*
- *CBE- Life Sciences Education*
- *Chemical Educator*
- *Chemical Engineering Education*
- *College Composition & Communication*
- *College Mathematics Journal*
- *Communication Education*
- *Computer Science Education*
- *The History Teacher*
- *Journal of Accounting Education*
- *Journal of Agricultural Education*
- *Journal of Chemical Education*
- *Journal of College Science Teaching*
- *Journal of Criminal Justice Education*
- *Journal of Dental Education*
- *Journal of Economic Education*
- *Journal of Engineering Education*
- *Journal of Environmental Education*
- *Journal of Financial Education*
- *Journal of First Year Experience and Transition to College*
- *Journal of General Education*
- *Journal of Geography in Higher Education*
- *Journal of Geosciences Education*
- *Journal of Health Education*
- *Journal of Legal Education*
- *Journal of Management Education*
- *Journal of Marketing Education*
- *Journal of Nursing Education*
- *Journal of Social Work Education*

- *Journal of Teaching in Physical Education*
- *Journal of Teaching in Social Work*
- *Journal of Teaching Writing*
- *Journal of Veterinary Medical Education*
- *The Journalism and Mass Communication Educator*
- *Mathematics and Computer Education*
- *Mathematics Teacher*
- *Medical Teacher*
- *Microbiology Education*
- *Nurse Educator*
- *PRIMUS*
- *PS: Political Sciences and Politics*
- *The Physics Teacher*
- *Research in Collegiate Mathematics Education*
- *Research on Science Teaching*
- *Research Strategies: A Journal of Library Concepts and Instruction*
- *Scholar: A Journal of Leisure Studies and Recreation Education*
- *Studies in Higher Education*
- *Teaching and Learning in Medicine*
- *Teaching English in the Two-Year College*
- *Teaching in Higher Education*
- *Teaching Philosophy*
- *Teaching of Psychology*
- *Teaching Philosophy*
- *Teaching Sociology*
- *Trends and Issues in Postsecondary English Studies*

Compiled by Linda Suskie, Maryellen Weimer

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