How Could I Do Scholarship Of Teaching & Learning?
Selected Examples of Several of the Different Genres of SOTL
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These examples illustrate several of the genres (A-M) of Scholarship of Teaching and Learning (SOTL). The genres overlap and could be combined or subdivided variously. The examples illustrate the importance of SOTL for improving learning and teaching. (Most from my bibliography, How To Find Out More About College Teaching And Its Scholarship: A Not Too Brief, Very Selective Hyperlinked List (http://www.indiana.edu/~nelson1/TCHNGBK5S.html). Key opening points:
1. Learning and teaching are complex activities where approximate, suggestive knowledge can be very helpful, and, indeed, may often be the only kind that is practical or possible (D.A. Schön. 1995. Knowing-in-action: The new scholarship requires a new epistemology. Change 27:27-34).
2. Much important expertise on teaching resides in the day to day practices of good faculty. Typically, this knowledge remains private and is totally lost when its possessor retires. A key task in this field is systematically making much more of this expertise public.
3. The relationships between SOTL and excellence in teaching are complex. Excellent teaching often occurs in the absence of SOTL. However, teaching is more likely to be excellent if informed by SOTL.
4. Much more scholarship is available on teaching and learning than faculty generally recognize. For example, education differs from some other areas in having in ERIC an archive, now electronically accessible, that makes available otherwise unpublished papers presented at meetings as well as abstracts from over 700 journals (full-test from 500).
5. We have begun to see the development of institutionally sponsored sites that use inter-institutional peer review to select exemplary portfolios (http://www.carnegiefoundation.org/kml/ and http://www.unl.edu/peerrev/examples.html). Similarly, some books are beginning to make extra material available on CDs. An example that is especially pertinent here is the CD accompanying Pat Hutching's Opening Lines (Carnegie Foundation).

GROUP 1: REPORTS ON PARTICULAR CLASSES
A. It worked!
Important pieces of our expert knowledge as experienced practitioners can be preserved by writing up examples approaches to content or pedagogy that work especially well in our own classes. In this genre, the teacher's own impressions of the effectiveness frequently serve as sufficient assessment. The trend now is to try to document the effectiveness more formally using classroom assessment techniques (CATs) and classroom research (see citations in "B" and at the end of this bibliography). Numerous examples can be found in the disciplinary SOTL journals listed on the web site for Indiana University's Scholarship of Teaching & Learning Program (www.indiana.edu/~deanfac/sotl/)

B. Before & After: Qualitative Assessments Of Changes In Practice.
The many examples of this genre in T. Angelo and P. Cross (1993. Classroom Assessment Techniques. 2nd Edit. Jossey Bass) include a calculus class (pp. 69-72) in which the professor wanted to help students improve their problem solving skills. This example illustrates the process of refining the pedagogical questions and the successive modifications that are often necessary to make new pedagogical approaches work successfully. In this case, the new pedagogy improved student success sufficiently that no student made an F, despite the maintenance of high academic standards.

C. Before & After: Quantitative Assessments Of Changes

GROUP 2: REFLECTIONS ON YEARS OF TEACHING EXPERIENCE IMPLICITLY OR EXPLICITLY INFORMED BY OTHER SOTL
D. Essays Developing Good Ideas

E. Summaries Of Expert Knowledge Gained By Self-Reflection And Experimentation In Ones Own Teaching.

F. Integration Of Larger Frameworks With Classroom Practice

• R.J. Kloss. 1994. A nudge is best: Helping students through the Perry scheme of intellectual development. College Teaching 42:151-158. Another factor that explains why bright, hard-working students can do poorly and how we can help them. Applicable across the curriculum.


GROUP 3: LARGER CONTEXTS: COMPARISONS OF COURSES & COMPARISONS OF STUDENT CHANGE ACROSS TIME

G. Qualitative Studies Designed To Explore A Key Issue. [3 Very Important Studies]


H. Quantitative Comparisons Of Different Courses Or Sections


GROUP 4: FORMAL RESEARCH

J. Experimental Analyses


GROUP 5: SUMMARIES & ANALYSES OF SETS OF PRIOR STUDIES

K. Annotated Bibliographies.


L. Brief, Annotated Summaries Of Key Research Findings

• T. A. Angelo. 1997. The campus as learning community: Seven promising shifts and seven powerful levers. AAHE Bulletin 49:3-6.


M. Formal (Quantitative) Meta-Analyses


STARTING REFERENCES FOR SOTL


