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ISSOTL

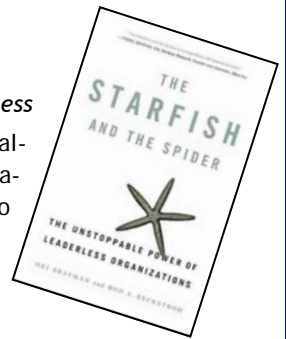
Volume 2, Issue 1

# The International COMMONS

ISSOTL

## ISSOTL: A Starfish Organization

Barbara Cambridge, *ISSOTL President*



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In the book *The Starfish and the Spider: The Unstoppable Power of Leaderless Organizations*, authors Rod Beckstrom and Ori Brafman contrast rigid, centralized organizations where one leader calls the shots with user-driven organizations that distribute decision making among all members. Although a blow to the head of a spider who controls the organization can collapse the web, a starfish regrows an appendage if one becomes dysfunctional or disappears. The starfish survives difficulty and thrives over time.

Both a functional core and a vibrant network characterize a vital organization. The trick for any organization, however, is to find the "sweet spot" between centralization and decentralization by providing core functions and by tracking and assessing activity and what's taking place independently in the network.

As ISSOTL develops, we need to find the sweet spot for our organization. We want to decentralize through direct interactions via the website, person-to-person connections initiated and forged at conferences, and opportunities for joint projects. At the same time, we want to centralize by providing forums for exploring and respecting different definitions and manifestations of the scholarship of teaching and learning and working toward some common understandings and practices.



Barbara Cambridge introducing plenary speaker Lee Knefelkamp at the 2006 Conference

This newsletter includes indications of movements in both directions. Members are interested in ways to respect national distinctions while developing international understandings. They want to develop communities of practice that foster individual work in a common context. Regional vice presidents report on their immediate areas, benefiting all of us by mining what Beckstrom and Brafman call the most important information source, "local intelligence." They contend that "the best information is at the edge of a network. . . where people are bringing what they want into the network and taking out what they want." Simultaneously, the Board of Directors is establishing organizational protocols for affiliations with other groups and for conference norms. Various interests, perspectives, and uses of the organization are healthy for ISSOTL and can help the organization maintain its sweet spot in the years ahead.

I hope that you will be an active part of this starfish organization. You can submit a proposal for the 2007 conference in Sydney, serve on a standing or ad hoc committee, publish your ideas in future issues of this newsletter, contribute to the website, or generate activities that you share with others in the organization. I look forward to seeing many ISSOTL members at our July conference and to hearing from others who are doing exciting work to support the scholarship of teaching and learning.

## Centres for Excellence in Teaching and Learning: A Model for National Investment in Higher Education

Mick Healey, *ISSOTL European Countries Regional VP*

At ISSOTL conferences, several people from outside the UK look at me strangely when I say I am a Director of a Centre for Excellence in Teaching and Learning (CETL for short), but when I tell them the funding CETLs receive their colour begins to turn green with envy. So I thought I would use my column this time to outline what CETLs do and how you might benefit from their activities if you are not based in the UK, or if you are in the UK and not associated with one. I will illustrate these themes with respect to our CETL, the Centre for Active Learning (CeAL) in Geography, Environment and related disciplines.

Those who work in CETLs fall into one of two camps: those who pronounce the acronym 'settle' and those who say it is a 'kettle.' Personally, I fall in the latter camp. I prefer the image of something active and steaming than the more laid back picture I associate with the alternative pronunciation. A further reason is that we have just opened a new building for our CETL, which has a copper roof, so we sometimes refer to it as the 'copper kettle' (Figure 1).

The idea for CETLs emerged from a review of the teaching and learning initiatives run by the Higher Education Funding Council for England (HEFCE). Previously these had largely taken the form of one-off projects lasting from one to three years. Not surprisingly, the evaluation of these projects showed that they had produced some great outputs, but their sustainability was weak once funding had ceased and most of the project teams had dispersed. To try to address this issue HEFCE decided to invest in the CETL programme based in institutions and lasting five years. A condition of funding is that the institutions should have absorbed them into mainstream practice by the end of the funding period.

*The CETL initiative has two main aims: to reward excellent teaching practice, and to further invest in that practice so that CETL funding delivers substantial benefits to students, teachers, and institutions.*

Following a two-stage national competition, HEFCE invested over £300m in 74 CETLs, 19 of which are collaborative. Each of them received up to £2.35m capital and £0.5m pa recurrent expenditure for five years, from 2006-2010. The initiative is relatively concentrated; less than half the universities in the UK have a CETL.



Figure 1. The Centre for Active Learning Building  
Source: [www.glos.ac.uk/ceal](http://www.glos.ac.uk/ceal)

The CETL initiative has two main aims: to reward excellent teaching practice, and to further invest in that practice so that CETL funding delivers substantial benefits to students, teachers and institutions. They cover a wide range of subject areas and pedagogic themes (Figure 2). An interim evaluation of the initiative is taking place this year. Each CETL will also undertake a self-evaluation in parallel.

Most of the CETLs' recurrent expenditure appears to be going on staffing. For example, CeAL, which is one of the larger CETLs, has appointed an academic manager, an administrator, a learning technologist, five post-graduate assistants and three academics to release time for existing staff to engage with CeAL activities. All these posts are full-time. In addition our two directors are seconded to CeAL for a quarter of their time. Over 50 academic and support staff working in the environment area were named in the bid. Five of the staff working with CeAL are National Teaching Fellows.

The CETLs are engaged in a wide variety of developmental and research activities. In the case of CeAL the developmental work has so far involved supporting work on over 20 modules/courses, such as a new inquiry-based learning first-year module, joint fieldwork with students from Poland, testing an environmental audit of the University, peer-support for dissertation students, and the development of 'verbal argument' skills. About 10 research projects are currently being supported, including development of critical thinking skills by second-year Animal Behaviour students undertaking research into the behaviour of tropical leaf-cutting ants, the effectiveness of online discussion in terms of establishing communities of learners and facilitating knowledge construction, the learning experiences of post-graduate students at induction, and academics' experiences and conceptions of 'research' and 'teaching' (with HE Academy). In addition the five postgraduate assistants are undertaking a part-time MPhil/PhD pedagogic research project.



The benefits of the CETLs are intended to be disseminated not only within the institutions which host them, but also to the subject communities beyond their institution. The emphasis is on changing HE practice in the UK. To that end, however, many are in the process of establishing international links with higher education institutions and professional bodies in other countries, so that we can learn from best practice internationally. For example, CeAL has links with a dozen universities and colleges in the UK and a similar number overseas.

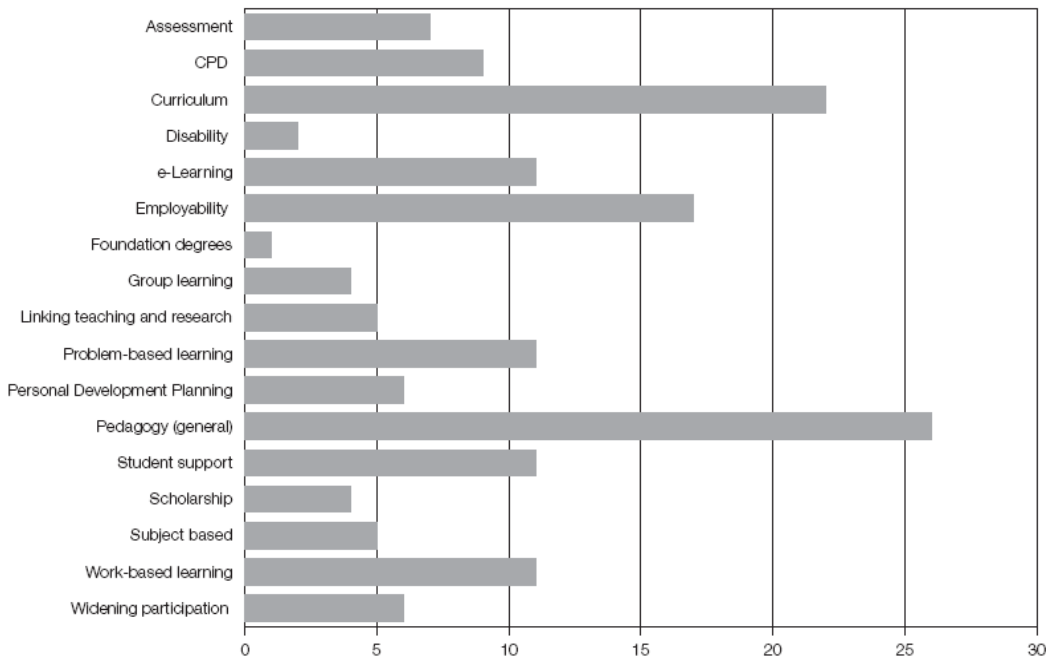


Figure 2. Pedagogic spread of funded CETLs

Source: HEFCE (2005), *Centres for Excellence in Teaching and Learning: Outcomes and funding allocations*, Bristol: HEFCE (4)

All the CETLs have established web sites where freely available resources are beginning to appear. Numerous events are now being organised. Why not look at the list of CETLs ([www.hefce.ac.uk/learning/tinits/cetl/](http://www.hefce.ac.uk/learning/tinits/cetl/)), and check out the web sites of those of interest? A Google search of the title of the CETL should give you the URL, if it is not in the list.

The CETL initiative promises to give a major boost to SOTL over the coming years.

## Annual Report of the Leadership & Elections Committee

Craig E. Nelson, *Committee Chair & ISSOTL Past President*

The two main tasks of this committee are to oversee elections and, when asked, to help find appropriate members for other committees. These tasks were especially easy this year. No committee chairs requested help in finding members, and the board decided when we met in Vancouver in November, 2005, to extend our terms, thus obviating the need for an election in 2006.

Substantial progress has been made for the 2007 ISSOTL election, which we expect to hold in January. The bylaws require broad geographic representation on the Elections Committee. Further, the current bylaws prohibit any of the current officers from being nominated for president-elect (or indeed for any other open office, including even re-election to their own offices). Consequently, I asked the three non-US Vice Presidents to serve on the committee. They generously agreed to serve, as did the previous committee chair. The committee is thus Pat Hutchings, Mick Healey, Nancy Randall, Kathy Takayama and myself (chair). As with every current ISSOTL committee, the President is an ex-officio member.

After e-mail consultation with the entire Board of Directors, we established the following schedule for elections for the various offices:

- President-elect: each year
- Communications Coordinator: 2007, 2010, 2013, etc.
- Secretary: 2008, 2011, 2014, etc.
- Treasurer: 2009, 2012, 2015, etc.
- VP-Australasian Countries: 2008, 2011, 2014, etc [1st time following 2007 meeting in Australia]
- VP-Canada: 2009, 2012, 2015, etc. [1st time following 2008 meeting in Canada]
- VP-European Countries: 2008, 2011, 2014, etc [2nd time following 2010 meeting in UK]
- VP-US 2009, 2012, 2015, etc.



Remember that the President-Elect automatically becomes the President, and the President automatically becomes the Past-President and automatically gets a well deserved vacation.

As the by-laws permit a single nomination for an open office, the committee decided to propose only Nancy Chick for the office of Communications Coordinator in 2007. We feel that she should have a complete term. We have also invited the membership to propose additional nominees for this and the next position and will put any completed nominations forward on the ballot.

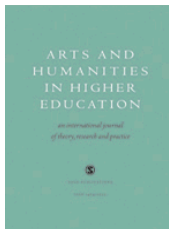
We intend to propose two nominees for President-Elect (a three-year commitment that includes one year as President and one as Past-President). We have an initial list of eight potential nominees and are currently contacting in order the higher ranked choices.

We have also negotiated a contract with Indiana University Conferences for holding the election electronically. (They did this for us in 2005).

## Reap the Benefits of the Membership & Communications Committee

Lisa Kornetsky,  
Committee Chair & ISSOTL Secretary

The Membership and Communications Committee met during the November ISSOTL conference in Washington, D.C. We focused on membership categories, membership dues, membership data, communicating with new members, and renewal of membership. The Committee is continuing to work on these issues, with particular attention to insuring that member lists are up to date and that the listserv will allow members to subscribe or unsubscribe themselves. We anticipate these areas will be running more smoothly by early spring and that members will be more comfortable with all of our communication vehicles.



In fact, this newsletter is one of the many benefits and modes of communication we provide for our members. Nancy Chick, Editor of *The International Commons*, is eager to receive submissions from members—from announcements about upcoming conferences to short articles on scholarship of teaching and learning activities. If you have ideas or materials for the newsletter, please email Nancy.Chick@uwc.edu.

Another ongoing topic for the Membership and Communications Committee centers on member benefits. Check our website at [www.issotl.org](http://www.issotl.org) to follow the newest benefits we make available with your membership. Currently, they include discounted subscriptions on the following journals:

- *Teaching in Higher Education* (40%)
- *Arts and Humanities in Higher Education: An International Journal of Theory, Research and Practice* (40%)
- *The National Teaching and Learning Forum* (15%)

Discounts of 20% are also available for publications from both Jossey-Bass and Stylus. Other subscription discounts will be posted on the website as soon as we negotiate them.

The 2006 ISSOTL Conference offered a number of new features, including the syntheses of sessions. Randy Bass and the Georgetown team are hard at work with them, and they should be posted to the website soon, so check the site and your email for announcements.

The Committee is also continuing to look at ways to link members together and create opportunities for networking and the sharing of information. We are investigating the possibility of starting a searchable electronic membership directory designed so that members can maintain their own profiles individually with links to scholarship and other materials. Stay tuned for more information about that opportunity in the next newsletter.

As we continue to explore benefits and services we can provide to members, we encourage you to get in touch with us and let us know your suggestions. Please feel free to email me at [lkornetsky@uwsa.edu](mailto:lkornetsky@uwsa.edu). Other members of the committee include Tom Angelo (New Zealand), Cheelan Bo-Linn (US), Nancy Chick (US), Nicola Simmons (Canada), Barbara Gayle (US), Kay Sambell (UK), and Peter Felten (US).



- *Change* (30% discount)
- *College Teaching* (30%)

## Call for Members Outside of North America: Research Methods & Ethics Subcommittee

Regan Gurung,  
*Subcommittee Chair*

ISSOTL's Research Methods and Ethics Subcommittee is looking for international volunteers to join the group and help develop a statement to guide scholarship on teaching and learning. Currently, the group has five members from North America and has begun electronic discussions. We hope to have a statement that can be endorsed by the ISSOTL Board of Directors at the Sydney meeting in 2007. This

statement will both establish and clarify research ethics for working on questions relating to teaching and learning, and provide a helpful guide to those new to the process of SOTL, including an overview of the process for getting research approved by Institutional Review Boards (IRB). Given that IRB procedures vary globally, volunteers from different countries are critical to the creation of a robust statement. If you are interested in joining, please email the Sub-

## An Update and Opportunity from The Carnegie Foundation

Pat Hutchings, *Carnegie Foundation Vice President (US)*

As many newsletter readers will know, the Carnegie Academy for the Scholarship for Teaching and Learning (CASTL) was established in 1998 to work with faculty members, campuses, and scholarly and professional societies. Building on that work, CASTL launched a next stage of activity, which will unfold over the next three years, at the 2006 ISSOTL meeting in Washington, D.C.

*CASTL is a major initiative of The Carnegie Foundation. Founded by Andrew Carnegie in 1905 and chartered in 1906 by an act of Congress, The Carnegie Foundation for the Advancement of Teaching is an independent policy and research center with a primary mission "to do and perform all things necessary to encourage, uphold, and dignify the profession of the teacher and the cause of higher education."*


Some 300 individuals—faculty, students, and administrators—from campuses and organizations around the world met on November 8 to discuss goals and activities for future collaboration through the new CASTL Institutional Leadership Program. These institutions are working together in "theme groups" around agendas of special interest to them. For instance, a number of institutions are developing models for incorporating the scholarship of teaching and learning into graduate education (this group is coordinated by University College Cork in Ireland); another group is focusing on undergraduate research (coordinated by Malaspina University-College in Canada); still another is exploring the role of students as scholars of teaching and learning (coordinated by Western Washington University in the US). For a full listing of themes and participants, please see [www.carnegiefoundation.org/programs/sub.asp?key=21&subkey=2021&topkey=2](http://www.carnegiefoundation.org/programs/sub.asp?key=21&subkey=2021&topkey=2).

While the Institutional Leadership Program cannot accommodate additional participants, campuses and other organizations may apply to the CASTL Affiliates Program. For more information, see [www.carnegiefoundation.org/programs/sub.asp?key=21&subkey=2039&topkey=21](http://www.carnegiefoundation.org/programs/sub.asp?key=21&subkey=2039&topkey=21).

## The Scholarship of Teaching and Learning in Sociology

Kathleen McKinney, *Illinois State University (US)*

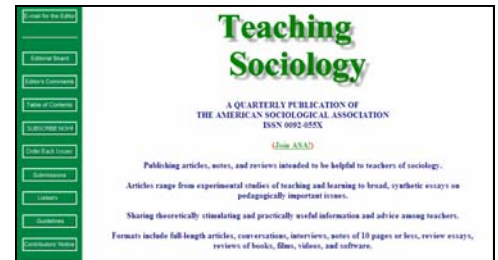
As in many disciplines, SOTL has a long history in sociology. Formal activities in support of scholarly teaching and SOTL go back to at least the early 1970s. These include the creation of our pedagogical journal, *Teaching Sociology (TS)*, workshops on teaching, sessions at the annual meetings, a section of the American Sociological Association focused on undergraduate teaching, and much more. Classic books on teaching in the discipline appeared in the early 1980s (Campbell, Blalock, and McGee, 1985; Goldsmid and Wilson, 1980).

More recently, Chin (2002) conducted a study on the status of SOTL in the discipline as represented in 15 years of *Teaching Sociology* papers. In terms of the types of evidence reported in these publications, 51% of the papers offer informal impressions. Nineteen percent include no evaluation data, 18% offer a single type of evaluation data (e.g., test score), and 12% involve a systematic comparison (e.g., pre-post tests). An interesting and diverse range of topics is also covered in the journal though most of the papers focus on a specific and local idea at the classroom level. Grauerholz (2005) writes, 

that

➔ “Judging from the number and quality of manuscripts submitted to *Teaching Sociology* [in 2004], the scholarship of teaching and learning within the discipline is flourishing” (p. 15).

In addition, Chin’s (2002) study indicated that there is a sizeable and diverse group involved in SOTL in sociology. He found great variability in rank and type of institution represented for the authors. Eighty percent of these authors had published only one piece in *TS* during those years; thus, there were many different authors. Marx and Eckberg (2005) studied the publications in *TS* from 1990 to 1999, looking at the authors’ institutional affiliations. They report that the top schools for number of publications and authors are quite diverse in terms of institutional characteristics. Furthermore, about a dozen of the 140 Carnegie Scholars since 1998 have been sociologists from a wide range of institutions engaged in a variety of SOTL projects made public in numerous ways.



In the last few years, the ASA section on undergraduate education has evolved (name and mission changes) in to the Section on Teaching and Learning in Sociology (STLS). Currently, section council members are proposing a set of seven strategies to improve support for SOTL in the section and ASA more generally.

Yet challenges for SOTL in sociology remain. The lack of systematic evaluation data in the majority of *TS* papers, as noted by Chin (2002), raises questions about validity and utility. Recent debates about SOTL in sociology include a passionate discussion in *TS* about the weaknesses of SOTL in sociology and the relationships among SOTL, the Sociology of Education, and the Sociology of Higher Education (Hanson, 2005; Kain, 2005; McKinney, 2005). Furthermore, we need to do a better job of building on prior SOTL work in sociology.

In the future, I hope to see more SOTL work that includes a focus on the role of social demographics, the physical and cultural environment, and group memberships on teaching and learning in the discipline. Other exciting SOTL topics for the field include general questions of how students best learn sociology, how to introduce sociology to novices, and what are the correlates of learning as well as the processes of learning sociology over time or across the major. Most importantly, I hope that we will all become better consumers and adapters of the SOTL work in sociology such that we carefully apply SOTL results in order to improve teaching and enhance student learning.

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## Scholarship of Teaching and Learning in Canada

Nancy Randall, *ISSOTL Canada Regional Vice President*

Is there a ‘Canadian version’ of the scholarship of teaching and learning? The concept is applied widely in Canadian faculty development initiatives and is increasingly being integrated into institutional and national higher education initiatives related to teaching and learning.

In 2001 Carolin Kreber, then at the University of Alberta, conducted a Delphi survey of Canadian and international academics to poll their perspectives on the essential qualities of the scholarship of teaching and learning. Features that received high agreement or consensus were

- contributions made to the scholar’s disciplinary community,

- curiosity about the ways that students learn,
- acknowledgement that engagement in classroom research is important but not sufficient to be considered the scholarship of teaching and learning,
- distinctive qualities of the scholarship of teaching and learning while simultaneously demonstrating dimensions of the scholarships of discovery, integration, and application (Kreber, 1999).

Kreber recommended clarification of the scholarship of teaching and learning concept to enable promotion, demonstration, assessment, and the institutionalization of the concept (Kreber, 1999, 1).



➔ The Society for Teaching and Learning in Higher Education (STLHE) has taken a national leadership role in examining and promoting the scholarship of teaching and learning. One arm of STLHE operations, chaired by Lynn Taylor, is specifically focused on enhancing Canadian scholarship of teaching and learning initiatives such as the 3M Teaching Fellowships and a publications venue. 'Evolving Scholarship' is the theme of the 2007 national STLHE conference, to be hosted by the University of Alberta from June 13 to 16 in Edmonton, Alberta.

For the past three years, Lynn Taylor of Dalhousie University and Teresa Dawson, now of the University of Victoria, have facilitated national discussions to develop shared Canadian understanding of the scholarship of teaching and learning, its purposes, and its ethical considerations. Clarification of assessment issues, recognition of the scholarship of teaching and learning in careers, acknowledgement of its resource issues, and means to foster academic communities that enable the scholarship of teaching and learning to flourish are additional objectives.

Taylor and Dawson conceptualize a working Canadian definition of the scholarship of teaching and learning (SOTL) as a process of inquiry that focuses on improving student learning. They emphasize that SOTL takes place within disciplines and draws on the associated disciplinary methods and epistemologies. "While remaining open to and inclusive of the conceptual frameworks, methods, and philosophies of its practitioners, the scholarship of teaching and learning takes place within scholarly communities, thereby ensuring that it is

critically and publicly examined by peers and adheres to rigorous standards of assessment" (Taylor and Dawson, 2006).

An analysis of a multitude of Canadian scholarly teaching and learning inquiries, published in the October 2006 ISSOTL newsletter, demonstrates a multitude of inquiries that focus on a better understanding of student learning. The scholarship of technology-enhanced learning is closely affiliated and growing significantly. There is a distinct field of inquiries on the nature, impact, and leadership roles of faculty development in promoting scholarly examinations of teaching and learning. A fourth cluster of studies examines facets such as ethical issues and methodological implications.

In Canada, the term 'scholarship of teaching and learning' is gaining recognition to describe a range of inquiries related to teaching and learning. The other aspects of the Boyer scholarship model—discovery, integration, and application—are rarely used. Though this perception needs further inquiry to verify, it appears that the term 'research' continues to define all other types of scholarship. Emerging is the image of the scholarship of teaching and learning afloat on a sea of research.

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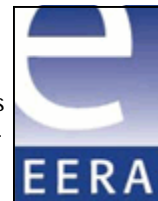
## Connect with Didactics, A Learning and Teaching Network

Brian Hudson, *Sheffield Hallam University (UK)*

A new European forum was established at the September 2006 European Conference on Educational Research (ECER) at the University of Geneva. This followed an opening symposium, invited panel, and series of papers on the theme of *Teaching and Learning/Didactics: Sharing Perspectives*.

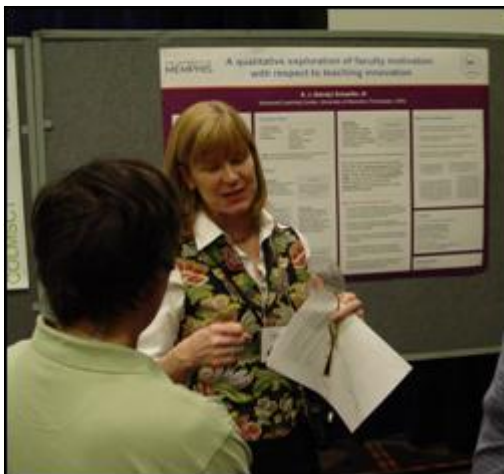
The establishment of the network comes at a time of growing interest in teaching and learning at an international level, including particular interest in questions related to associated research and scholarship. Against this background are the long traditions within continental Europe when it comes to such questions. For example, the tradition of Didaktik can be traced back to John Amos Comenius in the 17th century, though there is little discussion of didactics as such in the English-speaking educational community.

For these reasons, it is timely to create this space for dialogue in order to share perspectives and questions collectively as an EERA (European Educational Research Association) community in relation to the advancement of research and scholarship in the field of didactics, learning, and teaching.



The network is keen to build contacts with other international communities with similar interests, and proposals are welcomed for the next ECER conference that will take place at the Faculty of Psychology and Educational Sciences, University of Ghent, Belgium, from September 19 to 21, 2007. The Call for Proposals and criteria for submissions can be found in PDF format on [www.eera.ac.uk/web/eng/all/annual/2007/index.html](http://www.eera.ac.uk/web/eng/all/annual/2007/index.html).

# What Does an International Commons Look Like?





Student Forum Lunch  
Photo by Geraldine LeFoe,  
University of Wollongong

*International Society for the Scholarship of Teaching and Learning*

INTERNATIONAL SOCIETY  
**ISSOTL**  
*for the SCHOLARSHIP of TEACHING and LEARNING*

Making a Greater Difference:  
*Connecting to Transformational Agendas*  
**2006 Conference**  
November 9 – 12, 2006 • Washington, D.C. USA



## 2006 ISSOTL Conference Plenary Reports Available Online

James Rhem, *Editor of The National Teaching and Learning Forum (US)*

*"Emerging Views of Expertise, Transfer and Assessment:  
Implications for Guiding Our Collective Scholarship on Teaching and Learning"*  
John Bransford

In the opening plenary of the third annual meeting of the International Society for the Scholarship of Teaching and Learning, John Bransford squarely tackled the question on everyone's mind: "What's needed for effective teaching and learning in our fast-changing world and how can we make it happen?" Bransford's high-spirited presentation explored the question by modeling a broad commitment to learning in and from all kinds of contexts. As principle investigator and director of the LIFE Center (Learning in Informal and Formal Environments) at the University of Washington, watching how learning happens wherever it happens is his specialty. At the ISSOTL conference, he moved deftly from charts outlining innovation patterns at Boeing, for example, to screening a clip from Peter Sellers as Inspector Clouseau miscalculating on the parallel bars and dismounting through the floor into the room below. "All routines have conditions of applicability, and if you violate them the whole thing falls down," Bransford commented wryly amid the group's loud laughter. *Read the full report on the website...*



Lee Knefelkamp

*"Student Intercultural and Intellectual Development and the Growth of a Moral Imagination"*  
Lee Knefelkamp

Early in her address, Lee Knefelkamp told the group: "This evening I hope to make the case that intellectual and moral development are deeply intertwined." By the end of the hour it would have been difficult to find anyone present who was not convinced. Indeed, as her address closed one felt convinced that "knowledge" without "responsibility" was inert and that without learning to connect with other cultures "not just in areas of commerce," as she put it, "but especially in areas of social justice" any education was sadly incomplete. *Read the full report on the website...*

*"The Teacher as Action Researcher: Using Digital Tools to Capture Pedagogic Form"*  
Diana Laurillard

Dr. Diana Laurillard's plenary address offered the provocative idea that the flood of often bewildering and, at times, vexing digital technology into higher education may end up allowing teaching to realize its most ambitious goals for a global society. Ironically, perhaps, it wasn't what is new about these innovations that made this seem possible from her remarks, but what was old that might be newly captured, understood, and shared: namely, effective teaching practices or good pedagogy. *Read the full report on the website...*

**To read the full reports, go to [www.issotl.org](http://www.issotl.org), click "Conferences" & then "2006."**

## Questions about "Transformational Agendas"

Ross Peterson-Veach, *Indiana University (US)*

I was pleased to see so many sessions with "social justice" in their titles. It seems clear that many of us in ISSOTL believe that education has a moral purpose, and I would count myself among those that do. I believe that informing, structuring, and supporting our students' self-discovery is perhaps the most important part of our work.

On the other hand, I was disturbed by what I saw in some presentations that followed the meeting's theme of "connecting to transformational agendas." I dare say that many of the presentations I attended reported on methods faculty used to transform students by way of powerful experiences that strategically destabilized their identities, and then asked them to consider that experience as content. Besides the perennial "whose transformational agenda was on the table?", after the meeting I was left with questions that continue to trouble me: How does our quest for evidence of "transformation" influence what and how we assess our students' and our own work? To what extent are we really seeking evidence of "dramatic change"? And to what extent are we able to care for our students after we reveal to them that they are not who they thought they were?



## New Member Boosted by Conference Participation

Simon Bedford, *University of Bath (UK)*

As a new member of ISSOTL, it was my first visit to the annual conference and only my second to Washington, D.C. I had some trepidations about how to fund this expedition as on this side of the pond travel grants and the like are not very plentiful, and research into scholarship and teaching still plays second violin to 'real' research.

Nevertheless, the warm welcome and open and friendly atmosphere of the conference convinced me that this was money and time well spent. I was glad that my presentation was well attended and received, and has generated a series

of email correspondences from fellow workers eager to share their exploits in the field of student-centred feedback and assessment.

Perhaps best of all were the super networking possibilities afforded by this venture, and one where I could converse with researchers and practitioners from across the globe and subject spectrum. Funny how we all share the same issues and problems, and it is only the discussion of these that leads to real solutions. I am glad that I attended ISSOTL 2006; it has given me a boost and a chance to see my own pedagogical research in different wavelengths of light.

I look forward to the next conference. It is clear that the diversity of ISSOTL and yet its inclusive cohesion makes for a winning formula.

## A Call for "Training Wheels" for SOTL Novices

Steve Ehrmann, *Director of the Flashlight Program & Vice President of The TLT Group (US)*

In his luncheon remarks at the ISSOTL conference in Washington, Graham Gibbs asserted that SOTL practitioners needed to ground their inquiries in prior work in the field, just as other researchers do. I agree, partway.

For me, the primary distinction between educational research (ER)—in any of its forms—and SOTL is that ER is the primary discipline of the educator involved *and* that its goal is the creation and synthesis of generalizable findings that can be of direct use to many other educators. In contrast, SOTL is the secondary discipline of the practitioner involved; SOTL's primary goal is local findings: my students, my academic program.

SOTL is, by this definition, a field for novices and amateurs: people who don't begin with much knowledge of previous inquiries and findings, relevant tools, etc. It would not be helpful to these novices to say, "It's simple to get started in SOTL. Simple step #1 is to get a Ph.D. in educational psychology. (We said preparing to start in SOTL was 'simple,' not that it was 'easy!')"

This is a familiar conflict for me. I direct the Flashlight Program at The TLT Group ([www.tltgroup.org](http://www.tltgroup.org)). About 100 colleges and universities share our Flashlight Online survey software. Flashlight Online's primary user base has always been SOTL practitioners (even before they were called that): faculty members who were asking questions of students in order to improve their own courses. In workshops where I describe inquiries carried out by some of our users, it's not unusual to get some negative reactions from educational and institutional researchers in the audience. (Invalid objections often have to do with statistics because the audience expert doesn't realize that the Flashlight user's primary interest is in learning about his or her own students. If you're not looking for generalizable findings, it can change the statistical issues.)

So how can ISSOTL help to help its members stand on the shoulders of earlier SOTL practitioners and the shoulders of educational researchers? I think the Society ought to support the development of one or more communities of inquiry, each focused on a different subject area and line of inquiry. A core group of faculty members (SOTL practitioners) interested in that topic could develop 'training wheels' to help colleagues learn how to carry out their own inquiries: the most important findings and theories from prior work that would be most useful to a faculty member who doesn't have much time or training but who does want to use inquiry to help her own students, and her colleagues as well.

Several of us have been thinking about what such communities might look like, how they might work, what they might produce, and how they might become self-sustaining. Anyone else want to talk about that subject?

The International  
**COMMONS**

To submit news, events, stories, photographs, or responses to *IC* articles, email the editor at [Nancy.Chick@uwc.edu](mailto:Nancy.Chick@uwc.edu).

## Questions to Consider about ISSOTL's Internationalization

Connie M. Schroeder, *University of Wisconsin-Milwaukee (US)*

As the next ISSOTL conference approaches, how can we continue and advance the conversation regarding what the Society, conference organizers, and each of us can do to maximize and navigate the inevitable challenges of being a society that strives to be international? What does that mean?

The recent conference revealed quite clearly and frequently that we have differences in language, definitions, structures, approaches, programs, and frameworks that can become hurdles rather than moments of international insight. Confusion, frustration, and struggles to find and make parallel examples to apply content and findings were articulated with disappointment. We stumble across our differences. What do we do about this?

Those who are part of other international associations may have some practical or philosophical recommendations to offer based on your experiences. Others may have a disciplinary lens to offer us as we intentionally strive to improve how we learn and advance SOTL across many boundaries, institutions, language barriers, and structures. Perhaps international communication, sociology, cultural anthropology, or international relations experts among us have been thinking of concrete strategies we could be integrating this time around. The questions and strategies offered below do not arise out of either experience or an expertise base but are offered to generate discussion, and ultimately, lead to concrete steps to better collaborate internationally on SOTL.

1. Should we assemble a group of international conference session "mentors" who will work with an accepted session proposal author to make the session, findings, etc., as broadly applicable as possible, offering language changes, parallel examples, etc.?
2. Prior to the 2007 conference, would it help to convene (electronically) a small group of international volunteers to provide a mini-white paper or summary of their country's institutional structures and types, SOTL structures and definitions, funding structures, and faculty development or educational development structures and programs. Would this summary be something to make available for to ISSOTL registrants and members on the ISSOTL website prior to the conference and/or in the conference program? Should we have an abbreviated glossary available in the program instead?
3. Would it help to address some of the terminology and differences during the opening dinner so that dinner tables could continue the conversation with each other and become more intentionally prepared and aware of bridging differ-

ences? If the summary was available at the conference, would more people be likely to read it? Should we attempt an opening dinner seating chart in which we number seats and seat people across international boundaries? Could name tags have a dinner seat and table number? I know, more work, but what if we did this or some other mixing strategy?

4. Should all sessions try to span global languages and differences in order to contribute to the conference? Some sessions and their research are context-bound. The intent is to illuminate that context. Should those sessions be identified as such in the program and on the session proposal? Should those sessions that can and have broadened their content to speak across a number of differences be similarly flagged? Should all sessions begin with a brief summary of their terms, structures, and that unique context so that those choosing to attend an unfamiliar national context session wouldn't be lost but able to absorb the session content and follow that context's meaning and implications? What are the implications of any of these approaches for proposals, reviewers, session length, conference program, and session mentors?

*"We stumble across our differences. What can we do about this?"*

**Editor's Note: Email Barbara Cambridge, Chair of ISSOTL Conferences & Convenings Committee (bcambridge@ncte.org), with responses.**

Perhaps being an international conference means that there will be sessions that speak to some particular national contexts and some that span cross contexts, and that effort has been made to make movement among these contexts easier and more fluid for exchange, insight, development, and critique. I think to make no new attempts to bridge understanding would mean missing an opportunity to explore being both *international* and a *society*.

**"English Variations on Education Terms"**  
Western Kentucky University's Faculty Center for Excellence in Teaching provides a great start for our efforts to understand SOTL scholars across the globe:  
[www.wku.edu/Dept/Support/AcadAffairs/CTL/research/english.html](http://www.wku.edu/Dept/Support/AcadAffairs/CTL/research/english.html)

See also Mick Healey's article on SOTL in the UK in the first issue of *The International Commons*, as well as Nancy Randall's article on SOTL in Canada in this issue.

Stay tuned to ISSOTL for further efforts....

## SOTL and ISSOTL: A Journey, Not a Destination

Paul Wright, *Southampton Solent University (UK)*

What struck me this year, this being my second ISSOTL meeting, was just how things seemed to have changed in twelve months. In Vancouver, it felt like ISSOTL was an organisation still finding its feet, and I was similarly wide-eyed and non-plussed—so many presentations, so little time. Whilst I tried desperately to rationalise what to listen to, I found the whole process daunting, and I often wished I had been able to go to two things at the same time!

This year, it felt more like I was prepared. This meant that I had more space to think, meet, and socialise with new and old acquaintances, and, more importantly, to participate. I would, however, like to see the meeting extended by a day, especially as the meeting gets bigger.

*"This year, there was much more of a sense of evaluation rather than description, of attempting to formalise and rationalise methodologies, rather than collect data piecemeal, and to argue the toss accordingly."*

So that's my journey. What about the rest of you? I know a few people felt a little down-hearted after Saturday, but I felt I saw a change in what was being presented in comparison with 2005. Yes, much of the discussion is still about practice first and foremost, but that's what most of us do.

ISSOTL does not feel like a full-on research conference, and that is, in fact, its strength. However, this year, there was much more of a sense of evaluation rather than description, of attempting to formalise and rationalise methodologies, rather than collect data piecemeal, and to argue the toss accordingly.

These meetings are the first steps in a long journey. For some of us, this journey is about improving the learning experience of our students, for others it is helping those we develop to recognise the same, and for a substantial number of delegates it is about showing that our scholarship, our teaching, and our commitment to students are something deserving of recognition by our peers, our institutions, and academe in general.

However, we should not rest for too long, as our journey has just begun.

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## Are We Being Atheoretical?

Brad Wuetherick, *University of Alberta (Canada)*

Even though I found several other talks incredibly interesting, the one thing that remains in my thoughts about ISSOTL 2006 are Graham Gibbs's comments about the a-theoretical nature of many of the sessions he attended. I reflected on those comments extensively after returning home from Washington.

The interesting contradiction I found was that the majority of the people I interacted with at the conference, particularly in The Commons or over lunch and dinner, have well constructed theoretical conceptions grounding their work in SOTL, but are we hesitant to spend time exploring that aspect of our work? I usually simplify my work at teaching and learning conferences to make sure that it is as broadly applicable as possible. Perhaps that does a disservice to my work and to SOTL in general. In their introduction to *Theory for Education*, Dimitriadis and Kam-

*"The majority of the people I interacted with at the conference, particularly in The Commons or over lunch and dinner, have well constructed theoretical conceptions grounding their work in SOTL, but are we hesitant to spend time exploring that aspect of our work?"*

berelis call on researchers to avoid what C. Wright Mills called 'abstracted empiricism': "disconnected studies that take on individual empirical questions without regard to a larger research imaginary" (2006, vii). They argue that theory helps place our work as part of a larger whole, in dialogue with the work of others past and present. Like many engaged in SOTL, my original discipline is not education. In disseminating my previous disciplinary work, I always placed my work within the larger field in which I was exploring. Perhaps Graham's comments should be seen as a call for us to be more conscious of our theoretical frameworks and be more explicit about those frameworks when disseminating our work, particularly if we are to ensure that SOTL becomes a respected and legitimate discipline in its own right.

### Reference

G. Dimitriadis and G. Kamberelis (2006). *Theory for Education*, New York: Routledge.

## Engaging Student Voices in Framing SOTL Questions

Carmen Werder, *Western Washington University (US)*

The range of studies at the 2006 ISSOTL Conference was impressive, and much to my delight many of them included student voices. Student presenters clearly demonstrated how both graduates and undergraduates can serve as informed co-inquirers who can also eloquently articulate their findings. Their scholarly and professional presentations attested to how many SOTL faculty have already engaged their students as sophisticated research partners.

Perhaps it was the prominence of student voices at the conference that made me want yet more. Not necessarily more students presenting, and not necessarily more rigorous theorizing from the students, but more evidence that students have been part of framing the questions about teaching and learning that we are seeking to answer.

This notion also emerged in the first convening of our CASTL Leadership Program *Student Voices* group when twenty-five of us from six institutions gathered for the first time on November 8. At that time, we decided to dedicate our 2007 convening primarily to creating a SOTL research agenda *with* students. Perhaps one indicator of how well we have engaged students in SOTL will be the extent to which we have asked them: What questions about teaching and learning do *you* think we should be asking?

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## A Thematic Analysis of ISSOTL 2006

Curt Sanford, *City College of San Francisco (US)*

It was a refreshing shift of emphasis to talk less about the students who are not prepared for college and talk more about the ways we can create a college that is prepared for our students. It was in this spirit that 800+ teachers and administrators met at the 2006 ISSOTL Conference in Washington, D.C., to explore themes related to the scholarship of teaching and learning within higher education settings.

While some 200+ workshops addressed a wide range of topics, they were unified in their goal of engaging in systematic investigation into classroom teaching and learning and to communicate these results to broader audiences. The general model guiding many of the conference workshops included the following:

- identifying and addressing a teaching/learning issue
- gathering and interpreting evidence
- applying a change in practice, curriculum, assessment
- looking at the effects of this change
- going public and helping others learn from the process

At the risk of over generalizing the conference in all of its diversity and complexity, I'll give an overview of the five major themes and messages that I took away from the conference.

### *Theme I: Innovation*

In the opening plenary, Dr. John Bransford, Professor of Education and Psychology at the University of Washington, set the stage for the conference by discussing 'the increasing urgent challenge of preparing students for a fast-changing global world' and the need to 'become more collaborative and synergistic in our response to this challenge and to design a field where our work is more cumulative, (and) less restricted to academic 'silos.'" Dr. Bransford made that case that students in higher education need to develop skills and strategies that are required for a lifetime of learning, growth and change. He argued that it is our task as educators to work collaboratively and with interdisciplinarity towards that end.

### *Theme II: Collaboration*

The participants' need to develop and expand a wider 'teaching commons' was conveyed throughout the conference. Many participants lamented the existence of strongly fortified, academic silos that perpetuate a static institutional culture. In contrast, other participants described the rich cross-pollination process that is taking place in interdepartmental projects, activities, and discussions. During the many conference 'working sessions,' participants shared their experience in current and emerging 'teaching and learning commons' that exist throughout higher education.



### Theme III: Documentation

Another challenge for faculty who engage in SOTL work is the creation and dissemination of 'representations' of SOTL projects that can be made 'generalizable' and useful to a wider audience. Highly innovative work is being done in this area at Maricopa Community College. The Maricopa Center for Learning and Instruction helps faculty members to undertake and publish action-research projects in their campus journal, *Transforming Practice through Reflective Scholarship* ([www.mcli.dist.maricopa.edu/mil/index.php](http://www.mcli.dist.maricopa.edu/mil/index.php)). Another source of classroom-based SOTL projects can be found at [gallery.carnegiefoundation.org/gallery\\_of\\_tl/castl\\_he.html](http://gallery.carnegiefoundation.org/gallery_of_tl/castl_he.html). In addition to the representations and findings from these projects, there were several workshops on the processes and methodologies through which these projects were conducted. Several of the presenters who worked with e-portfolios cited a web-based resource, the KEEP toolkit ([www.cfkeep.org](http://www.cfkeep.org)), an online set of web-based tools that assists in the creation of compact 'knowledge representations' on the Web.

### Theme IV: Accountability

Another reoccurring theme at the conference was an articulation of the process by which faculty identify and assess learning outcomes. Participants discussed the importance of creating an academic environment in which the measurement of student learning is perceived as an intrinsically beneficial element of instruction. Often, faculty associate learning assessment with external accountability pressures and are reluctant to engage in assessment efforts. Many arguments were put forth about why faculty should take the lead in this process. Central among them was that faculty who are working with the students are in the best position to identify appropriate learning objectives, collect evidence, measure outcomes, and feed information back into the process of curriculum design and instruction.

### Theme V: Institutional Support

Included in the discussions about creating a 'prepared institution,' there were many examples of how institutions are supporting the scholarship of teaching and learning. Many institutions have formed centers for teaching and learning that provide professional development for faculty and instructional

and developmental support for students. An excellent example of this type of center can be found at Pasadena Community College ([www.pasadena.edu/externalrelations/TLC/](http://www.pasadena.edu/externalrelations/TLC/)). Such centers serve as supportive, synergistic, and collaborative spaces for teachers and students to find the resources they need to excel. Another identified prerequisite for a 'prepared institution' is the presence of systems of faculty support and rewards for excellence in teaching and student learning. This was more of a concern for faculty at four-year and research universities where faculty merit is more heavily based on discipline-based research and publication.



These historians met at ISSOTL to organize SOTL historians from around the world ([www.iub.edu/~histotl/](http://www.iub.edu/~histotl/)). From left to right are Alan Booth (University of Nottingham), Geoff Timmins (University of Central Lancaster), Keith Ereksion (Indiana University), Sean Brawley (University of New South Wales), Mills Kelly (George Mason University), David Pace (Indiana University), Leah Shopkow (Indiana University). Not shown Paul Hyland (Bath Spa University).

### Further Reading

If you weren't able to attend the ISSOTL Conference, the next best thing would be to pick up a copy of Mary Huber and Mary Taylor Huber and Pat Hutchings's *The Advancement of Learning: Building the Teaching Commons*. The book highlights the principles and practices of the scholarship of teaching and learning and explains them in a very accessible and practical manner. This text should be required reading for anyone who is involved in professional or institutional development.

### Reflections

As an educator, I was uplifted by the countless instances of scholarly work that are giving rise to best practices in teaching and learning. In any given workshop, there were representatives from a wide range of nations, institutions, and disciplines. The emphasis on problem posing and knowledge sharing provided for a rich professional growth experience.

While the participants came from both two-year colleges and research universities, we found our found common ground in sharing our local efforts to enhance student learning, foster best practices in teaching, and realize a shared vision for 'a prepared institution.'

*Report adapted from California Community College's*

### Future ISSOTL Conferences

- 2007 Sydney, Australia
- 2008 Alberta, Canada
- 2009 Bloomington, Indiana, USA
- 2010 United Kingdom



## Looking Ahead to Sydney in July

Registration for ISSOTL 2007 is now open. Visit the conference website for registration, travel, and accommodation information, including a Roommate Finder.

Mark the following dates on your calendar:

- Feb 19 *Notification of abstract decisions*
- Mar 12 *Deadline for revised abstracts*
- Apr 1 *Deadline for presenters to confirm acceptance of invitation to present*
- May 19 *Early registration ends*
- June 1 *Workshop registration ends*
- July 2-5 *Conference*



University of New South Wales

Delegates who register for both ISSOTL and the HERDSA Conference (Higher Education Research and Development Society of Australasia at [conference.herdsa.org.au/2007/](http://conference.herdsa.org.au/2007/)) in Adelaide will receive a 10% discount for both conferences.

## Online Resources for Tomorrow's Professor

Tomorrow's Professor Mailing List, sponsored by Stanford's Center for Teaching and Learning, describes itself as "desktop faculty development—one hundred times a year." Twice a week, brief excerpts from over 50 out-



standing books, journals, and magazines in the field of higher education are delivered directly to subscriber's e-mail boxes. The postings, which range from the provocative to the philosophical to the practical, cover current issues, achievements, and challenges in academia. A whole set of entries provide young academics with insights into how to prepare for, find, and succeed in their careers. Examples of current postings include "Building the Teaching Commons," "New Faculty Reward Structures," "Student Portfolios: An Alternative Way of Encouraging and Evaluating Student Learning," "Making Teaching and Learning Visible," "The Scholarship of Engagement: What Is It?," "Twelve Suggestions for Optimizing Academic Career Success," and "Improving Student Learning While Saving Faculty Time." Postings often include a list of other resources that contain additional information on specific topics.

A new feature of the Mailing List is a weblog sponsored by MIT. With over 25,000 subscribers at academic institutions in 106 countries, the weblog allows readers to share thoughts on particular postings, to read others' ideas and opinions, and to have an ongoing exchange with colleagues from around the world.

The Mailing List website contains an archive of all previous postings sorted into five categories: the academy, graduate students and postdocs, academic careers, teaching and learning, and research.

Anyone can subscribe to the Tomorrow's-Professor Mailing List by going to <https://mailman.stanford.edu/mailman/listinfo/tomorrows-professor>. And visit the associated Tomorrow's-Professor Blog by going to <http://amps-tools.mit.edu/tomprofblog/>.

## Notices about SOTL Journals

The inaugural issue of *International Journal for the Scholarship of Teaching & Learning* ([www.georgiasouthern.edu/ijstol/](http://www.georgiasouthern.edu/ijstol/)) is now online and includes research articles, essays about SoTL, and book reviews. The deadline for submissions for the July 2007 issue is May 15, 2007.

*IJ-SoTL* is the journal of the Center for Excellence in Teaching at Georgia Southern University and is not affiliated with ISSOTL.

**SOFA:** *Journal of Teaching, Learning and Visual Literacy* ([www.stmarys-ca.edu/academics/deans\\_faculty/faculty\\_development/sofia/](http://www.stmarys-ca.edu/academics/deans_faculty/faculty_development/sofia/)) is a new, online forum for innovations in the scholarship of teaching and learning of visual literacy. The journal welcomes submissions about any aspect of art education, visual literacy and new media practices in the classroom. Please send all correspondence via e-mail to editor Anna Novakov at [anovakov@smarys-ca.edu](mailto:anovakov@smarys-ca.edu).

### ISSOTL Conference Info

ISSOTL was founded in 2004 by a committee of 67 scholars from several countries.

The first ISSOTL Conference was in Bloomington, Indiana, USA (Oct 2004). Over 440 scholars from 8 countries attended 280 presentations.

The second ISSOTL Conference was in Vancouver, British Columbia, Canada (Oct 2005). 672 scholars from 8 countries attended 292 sessions.

#### *Preliminary Data from ISSOTL 2006*

The third ISSOTL Conference was in Washington, D.C., USA (Nov 2006). Just under 800 scholars from 16 countries including including Australia, Canada, China, Gambia, Hong Kong, Hungary, Ireland, Italy, New Zealand, Nigeria, Phillipines, South Africa, Sweden, Taiwan, United Kingdom, and United States.

US 72%  
Australia 3%  
Canada 8%  
UK 12%  
all others 5%

## COMMONS

### Networking In & With the UK

I am the Director of ESCalate ([www.escalate.ac.uk](http://www.escalate.ac.uk)), the UK Subject Centre for Education, supporting the Development of Teaching, Learning and Pedagogy for Education faculty in UK universities. ISSOTL members might be interested in the resources we produce, or offer some of their own. I welcome emails from members and those who attended the ISSOTL '06 conference who want to discuss further. —Tony Brown

### Seeking Help from Italian Educators

Do you teach in an Italian university near Rome? If so, Cedarville University is looking for an Italian university partner for a study abroad program in Spring '08. Cedarville is planning on bringing a group of 12 Contemporary European Literature students and 10 Technical and Professional Communication students to Italy for three weeks for two separate class projects. We are hoping to find a university near Rome that is willing to help with accommodations and technology access. If you are willing to discuss this opportunity, please contact Professor Don Humphreys at [dhumphreys@cedarville.edu](mailto:dhumphreys@cedarville.edu).

### New Book with ISSOTL Connections

*The Realities of Change in Higher Education: Interventions to Promote Learning and Teaching* (Routledge 2006), edited by Lynne Hunt, Adrian Bromage, and Bland Tomkinson, draws on international case studies and analyzes a range of practical strategies to promote change that enhances students' learning. The book has links with ISSOTL—not just because of contributions from members and its subject matter. Drafts of one chapter (read the book and guess which!) were passed to and fro at ISSOTL 2005 in Vancouver, largely through the expedience of passing under hotel room doors in the early hours. —Bland Tomkinson

### Wanted: Director of Center for Teaching Excellence

The University of the Pacific, the first chartered institution of higher education in California (1851), invites application and nominations for the position of Director, Center for Teaching Excellence. For further information about the University, please visit our website at [www.pacific.edu](http://www.pacific.edu). For information about the Center and position description, visit [www.pacific.edu/cte](http://www.pacific.edu/cte).

*Do you have a query, an announcement, a comment, a notice that you'd like to distribute to ISSOTL members? Email [Nancy.Chick@uwc.edu](mailto:Nancy.Chick@uwc.edu) for the "Commons Corner."*

The International Society for the Scholarship of Teaching & Learning (ISSOTL) serves faculty members, staff, and students who care about teaching and learning as serious intellectual work. The goal of the Society is to foster inquiry and disseminate findings about what improves and articulates post-secondary learning and teaching. ISSOTL is organized to:

### Annual Membership Fees (US\$)

Administrators, Faculty, Staff	\$40
Retired or part-time faculty/staff	\$30
Student	\$25

Join ISSOTL at  
[www.issotl.org](http://www.issotl.org)

- Recognize and encourage scholarly work on teaching and learning in each discipline, within other scholarly societies, and across educational levels
- Promote cross-disciplinary conversation to create synergy and prompt new lines of inquiry
- Facilitate the collaboration of scholars in different countries and the flow of new findings and applications across national boundaries
- Encourage the integration of discovery, learning and public engagement
- Advocate for support, review, recognition, and appropriate uses of the scholarship of teaching and learning.

## Upcoming SOTL Events

Date	Event and Location
Feb 16-18	2 <sup>nd</sup> Biennial Conference of Innovations in the Scholarship of Teaching and Learning at Liberal Arts Colleges (Northfield, Minnesota, USA) <a href="http://www.stolaf.edu/depts/cila/InnovateConf/Innovations.htm">www.stolaf.edu/depts/cila/InnovateConf/Innovations.htm</a>
Mar 16- 17	"Blueprints for Student Learning," 19 <sup>th</sup> Annual Lilly Conference on College & University Teaching-West and March 15 Pre-Conference Workshop with Barbara Millis (Pomona, California, USA) <a href="http://www.iats.com">www.iats.com</a>
April 2-3	3 <sup>rd</sup> Annual SOTL Faire "Making Connections" (Cullowhee, North Carolina, USA) <a href="http://facctr.wcu.edu/faire/">facctr.wcu.edu/faire/</a>
June 13-16	"Evolving Scholarship," The Society for Teaching and Learning in Higher Education (STLHE) Conference (Edmonton, Alberta, Canada) <a href="http://www.ualberta.ca/UTS/STLHE/">www.ualberta.ca/UTS/STLHE/</a>
June 20-22	International Alliance of Teacher Scholars' Institutes for Faculty Learning Community Directors/Facilitators in Claremont, California <a href="http://www.iats.com">www.iats.com</a>
June 23	International Alliance of Teacher Scholars' Faculty Learning Community Conference (Claremont, California, USA) <a href="http://www.iats.com">www.iats.com</a>
July 2-5	"Locating Learning: Integrative Dimensions of the Scholarship of Teaching and Learning," 4th Conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL) (Sydney, Australia) <a href="http://www.issotl.org">www.issotl.org</a>
July 5-9	"Totems and Taboos: Risk and Relevance in Research on Teachers and Teaching," The International Study Association for Teachers and Teaching (ISATT) 13th Biennial Conference (Brock University in the Niagara region of Ontario, Canada, near Niagara Falls) <a href="http://www.ed.brocku.ca/isatt2007/">www.ed.brocku.ca/isatt2007/</a>
Sept 3-5	"Improving Student Learning—For What?" 15th Improving Student Learning Symposium (Trinity College, Dublin, Ireland, UK) <a href="http://www.brookes.ac.uk/services/ocslid/isl/isl2007/">www.brookes.ac.uk/services/ocslid/isl/isl2007/</a>
Sept 17-21	"Contested Qualities of Educational Research," Conference of the European Conference on Educational Research (ECER) (University of Ghent, Belgium) <a href="http://www.eera.ac.uk/web/eng/all/annual/2007/index.html">www.eera.ac.uk/web/eng/all/annual/2007/index.html</a> <i>See Brian Hudson's related article on page 7.</i>
Nov 1-2	"The SOTL Commons," Annual Conference for the Scholarship of Teaching and Learning (Statesboro, Georgia, USA) <a href="http://www.georgiasouthern.edu/ijstotl/conference/">www.georgiasouthern.edu/ijstotl/conference/</a>
April 3-5, 2008	"Fostering the scholarship of teaching and learning through student and faculty partnerships" (Springfield, Missouri, USA) <a href="http://adc.missouristate.edu/conference.htm">adc.missouristate.edu/conference.htm</a>