

Keynote Presenters

K. Lynn Taylor, *Director of the Centre for Learning and Teaching*



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Keynote Address:
Commitment, Community, and Collaboration in the Scholarship of Teaching and Learning

Topic Description: The scholarship of teaching and learning is emerging simultaneously in many discipline contexts, academic communities, and levels of education. The values, purposes, processes of inquiry, standards of evidence, and communication conventions characteristic of these varied contexts shape the diverse forms in which the scholarship of teaching and learning is manifested in the work of individual scholars. Scholarship in any domain is, however, much more than the sum of the work of individuals. As we strive for shared understandings of the nature and

roles of scholarship of teaching and learning, perhaps the most challenging task is creating the social context in which the scholarship of teaching and learning is understood, conducted, supported in a community of shared interests and expertise, and recognized by that community. Inspired by Eugene Rice's argument that the creation of an "associational life" is essential to scholarship of every form, we will explore the question of what it means, as a multi-disciplinary community of scholars, to demonstrate commitment, community and collaboration in the scholarship of teaching and learning. The answer to this question is critical to integrating the scholarship of teaching and learning as an essential form of scholarship within and across disciplines.

Biography: Lynn Taylor is the Director of the Centre for Learning and Teaching at Dalhousie University, where her responsibilities include an active faculty development practice, and research and publication on teaching and learning. Lynn's primary practice and scholarship interests include: teaching and learning in higher education, academic development, the scholarship of teaching and learning, academic integrity, and academic leadership. Within Canada, Lynn is active in the Society for Teaching and Learning in Higher Education (STLHE) and is currently serving as Vice President (Scholarship of Teaching and Learning) and as Vice Chair (Professional Development) of the STLHE Educational Developers' Caucus. Internationally, she served from 2001-2004 as the Chair of the Special Interest Group for Faculty Teaching, Evaluation, and Development, affiliated with the American Educational Research Association. Lynn is a founding member of the International Society for the Scholarship of Teaching and Learning, and serves on the editorial boards of MountainRise (an electronic journal dedicated to the Scholarship of Teaching and Learning) and the International Journal for Academic Development.

Carolyn Kreber, *Director of the Centre for Teaching, Learning and Assessment*



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Keynote Address:

Validating knowledge-claims through Reflectivity: Unveiling the "phantom" of the Scholarship of Teaching

Topic Description: Scholarship is associated with critical reflectivity, inquiry and peer review. It has been argued that these same features would underlie both good teaching and good research and that critical reflectivity could be observed when knowledge claims are routinely interrogated. *Scholars of teaching* then would identify and seek to validate their knowledge claims with regards

to any aspect of teaching and learning. It has also been suggested that the *scholarship of teaching (and learning)* can take on many different forms with peer-reviewed articles reporting on research projects undertaken on selected aspects of teaching and learning being only one. If we accept the idea that critical reflectivity is the quintessential feature of scholarship, but scholarship is not necessarily the same as published research, it seems important to raise the question of what might be alternative ways of demonstrating reflectivity. Furthermore, we need to ask more precisely what we mean by reflectivity and reflection in the scholarship of teaching, how reflection is related to evidence-informed practice, where the evidence comes from, what types of activities encourage different forms of reflection in different areas of teaching knowledge (e.g., what we teach, how we teach and why we teach), and how such reflectivity sustains communities of practice in (re)negotiating their joint enterprise: the enhancement of the student learning experience.

Biography: Carolin Kreber is presently the Director of the Centre for Teaching, Learning and Assessment at the University of Edinburgh where she is also Professor of Higher Education. From 1997 to 2004 she was a faculty member at the University of Alberta where she taught courses in adult learning and developmental theory, instructional design, research methodology and the administration of higher education. She obtained her PhD degree from the Ontario Institute for Studies in Education/University of Toronto. She is the editor of the New Directions volume “Revisiting scholarship: Perspectives on the scholarship of teaching” and has authored many articles on the scholarship of teaching and learning including “Charting a critical course on the scholarship of teaching movement” (Studies in Higher Education, August 2005). Other research interests revolve around the nature of faculty work, values guiding higher education, and the role of reflection in teaching and learning. Her present research explores the link between authentic teaching practice and undergraduate student learning across different disciplinary and institutional contexts.