

October 2006

**ISSOTL**

Volume 1, Issue 2

# The International **COMMONS**

**ISSOTL**

## Teacher, Professor, Professional: Leaving None Behind

Barbara Cambridge, *ISSOTL President*

### Regular Features

President's Column	1
Australasia Regional Vice President's Column	4
Europe Regional Vice President's Column	6
Canada Regional Vice President's Column	8
Vision & Planning Committee Update	9
US Regional Vice President's Column	10
Membership & Communication Committee Update	11
Calls for Submission & Participation	12
Commons Corner	13
Upcoming Events	14

In the United States a federal law about public education, called No Child Left Behind, is up for reauthorization. Debates, discussions, and conversations about this law across the nation focus on its aim, to educate all students well, and its requirements and implementation, which are sorely flawed. A major flaw is that teachers are not treated well as professionals able to assess the needs of their students and prepared with knowledge and strategies to meet those needs. As organizations and associations publish recommendations for changes in the law, I am noting that all groups favor more professional development opportunities.

Only some of the organizations, however, include among those opportunities the time to do designed inquiry into teaching and learning. ISSOTL members know how important it is that college and university faculty members study their own practice, both to benefit their students and to add to the teaching profession's store of knowledge about teaching and learning. Teachers in K-12 education, the US's system before college, also need to do this study. I hope that ISSOTL members in all countries are supporting their colleagues in other educational settings by advocating for their opportunity to do the scholarship of teaching and learning.

We know that more and more faculty members are doing this scholarship by the number of proposals for this year's ISSOTL conference. The range of work, including accounts of practice in single classrooms, designed studies of major scale, theory building from practice, and many other variations, illustrates the health of this scholarship. Definitions of the scholarship of teaching and learning continue to differ around the world: ISSOTL's Vision and Planning Committee is focusing on that variety at this very time. But, the common process of paying careful attention to learning, studying what works in teaching, and altering practice and theory as a result of the scholarly work is apparent before or within any definition of the scholarship of teaching and learning.

ISSOTL's November conference in Washington, DC offers many ways to learn about current scholarly work in teaching. For those who can attend, I hope to welcome you face-to-face next month. For those who can not attend, I am pleased to say that you, too, will have a way to learn from each session at the conference. Synthesizers who will attend a session, take thorough notes, and reflect on the session will post their reports on the ISSOTL website, either during the conference or soon after it. In this way ISSOTL hopes to provide its members not on site ideas and information from the conference in a timely way.

Please let your officers and directors know what ideas you have for the organization. Each committee will meet at the conference, and each committee chair can be contacted via the ISSOTL website. ISSOTL will grow and meet its members' interests and needs through your active participation. We are eager to hear from you and welcome your involvement.



*"The common process of paying careful attention to learning, studying what works in teaching, and altering practice and theory as a result of the scholarly work is apparent before or within any definition of the scholarship of teaching and learning."*

The next issue of *The Teaching Commons* will be in late January.

For previous editions of *The Teaching Commons*, visit the ISSOTL website.

[www.issotl.org](http://www.issotl.org)

# Making a Greater Difference:

## Preliminary Agenda

Thursday, November 9, 2006	
9:00am-12:00pm	Pre-Conference Workshops (additional fee)
1:00-3:00	Opening Session & Plenary (John Bransford)
3:30-4:45	Working Sessions and Organized Panels
5:00-6:00	Concurrent Sessions
6:00-9:00	Reception, Dinner, and Evening Plenary (Lee Knefelkamp)
Friday, November 10, 2006	
8:00am-12:15pm	Concurrent Sessions/Panels
12:15-1:30	Lunch and Welcome
1:30-4:15	Working Sessions/Panels
4:45-6:00	Featured Sessions
6:30-9:00	Reception in Honor of Undergraduates and Graduate Students of Host Institutions
Saturday, November 11, 2006	
8:00am-12:00pm	Concurrent Sessions/Panels
12:00-1:15	Lunch
1:15-2:15	Plenary (Diana Laurillard)
2:30-3:45	Working Sessions/Panels
4:15-5:30	Featured Sessions
5:45-7:15	Poster Session and Reception
Sunday, November 12, 2006	
8:30am-10:45	Concurrent Sessions
11:00am-12:00pm	Closing Plenary (President's Panel)

At least  
700 attendees  
200 sessions  
80 posters  
12 countries represented

### Plenary Speakers

#### John Bransford

University of Washington

"Connecting the Learning Sciences with the Scholarship of Teaching and Learning"

#### Lee Knefelkamp

Teacher's College, Columbia University

"Student Ethical Development, Learning, and Global Perspectives"

#### Diana Laurillard

University of London

"The Teacher as Action Researcher in Open Digital Environments"

#### President's Panel

Barbara Cambridge, Sherry Linkon, Keith Trigwell, and others TBA

"Making a Greater Difference: What Do We Know that Others Should Know and How Can They Know It?"

For further information  
Randy Bass  
Center for New Design  
at Georgetown University  
cndls@georgetown.edu

# Connecting to Transformational Agendas

## Conference Highlights

### Three Tracks of Concurrent Sessions

Theory and Practice: Engaging in the Scholarship of Teaching and Learning

Tools and Processes: Understanding Methods of Inquiry and Dissemination

Broader Impact: Influencing Multiple Contexts

### The Commons @ ISSOTL

A space for exchange of resources, networking, and learning

Features print and digital resources and consultations with editors of publications focusing on the scholarship of teaching and learning

### Variety of Presentation Topics

Teaching and learning

Educational reform

Innovation

Technology

Policy

Faculty and teaching evaluation

Assessment

Socially-engaged educational practices

### Featured Sessions

Raising the Bar for Good Teaching

Linking Assessment, Accountability, and Learning

Internationalizing Undergraduate Teaching and Learning

Translating SOTL for Wider Audiences

**The University of New South Wales will host ISSOTL 2007 in Sydney, Australia.**  
(See story on page 4 and CFP on page 5.)

Using the Tools of Web 2.0 to Build Communities of Practice

International Perspective on Faculty Development and Inquiry into Learning

**The University of Alberta and Grant MacEwan College will host ISSOTL 2008 in Edmonton, Alberta, Canada.**  
(See story on page 8.)

Toward a Scholarship of Integrative Learning

The Role of SOTL in Graduate Education



### Invitations to Graduate Students

Hospitality suite and networking activities available for advanced undergraduates and graduate students as integral participants in the scholarship of teaching and learning community.

In addition, graduate students at the ISSOTL host institutions for the conference are organizing to increase graduate student involvement and attendance. Representatives from Howard University, Georgetown University, University of Maryland, and George Mason

University invite all graduate students interested in scholarly teaching and scholarship of teaching and learning to contact them to find out about special opportunities to participate in the conference. They extend a special invitation to a reception for graduate students at the conference. Faculty members are also encouraged to extend this invitation to the graduate students. For more information, contact Temika Michael, a doctoral student at Howard University, at (202) 806-7640 or tmichael@howard.edu.

### The Signature Features of ISSOTL Conferences

Expanded emphasis on dialogue in panels and sessions

Centrality of a Commons area on site for exchange of information and networking

Pilot feature called Virtual ISSOTL providing digital access to conference resources (e.g. live and archived webcasts of select conference presentations)

Emphasis on usable documentation emerging from the conference itself, especially through synthesizers across a variety of sessions

## Workshops and 2007 ISSOTL Preparations Aplenty in Australia

Kathy Takayama, *ISSOTL Australasia Regional Vice President*

Planning for the 4th ISSOTL Conference (July 2007) in Sydney, Australia, is well under way. The theme of the conference, "Locating Learning: Integrative Dimensions of the Scholarship of Teaching and Learning," invites participants to examine learning across a range of dimensions. The three main conference threads—Perspectives, Pathways, and Change—will provide opportunities for us to discover new contexts for locating learning. Travelling via these threads to arrive at a common ground will foster intellectually and culturally inclusive scholarship, and generate widening perspectives. On behalf of the organising committee, I encourage our international colleagues to join us in 2007 for what we envision to be a rich experience that will foster new conversations and new collaborations.

A number of disciplinary groups have catalysed opportunities for collaboration and professional development as a lead-up to the 2007 ISSOTL conference. Ann Quinlan from the University of New South Wales organised a "Writing for Design Workshop" in collaboration with colleagues Tom Loveday and Lance Green, and facilitated by Catherine Pratt from the Learning and Teaching Unit. Academics from the fields of Architecture, Design, Landscape Architecture, Industrial Design, Interior Architecture, Building and Construction Management, and Planning gathered for an immersive day to discuss SOTL research methods, writing and editorial practice, and received extensive feedback on their writing. The conversations promoted a fascinating crossover of various perspectives amongst the diverse practitioners in Design and no doubt will lead to new understandings of scholarship.

The Sydney-basin Network of University Science Educators (SNUSE) was formed by a small group of university science teachers from universities in the Sydney region, to promote science learning and teaching, enable collaborations across institutions on good teaching practices, and support scholarly inquiry in teaching. SNUSE recently held an inaugural forum—"From Teaching Practice to Scholarly Publication"—

to promote collaborations amongst those interested in science learning and teaching and to facilitate engagement in the Scholarship of Teaching and Learning amongst university science educators. Invited speakers included Janice Orrell from The Carrick Institute for Learning & Teaching in Higher Education, Angela Brew from the Institute of Teaching & Learning, The University of Sydney, and Adrian Lee, Emeritus Professor, The University of New South Wales.



Fifty representatives from science, engineering, medical sciences, and educational developers from universities in the greater Sydney area participated in workshops on research methods, funding opportunities, how to get published, fostering collaborations. A panel of Pro Vice Chancellors (Education) and Science Deans discussed how SOTL can effectively address Faculty and University priorities. A workshop was also held for postgraduate students: "From scholarly teaching to scholarship of teaching and learning: Why? Why start NOW? What's in it for me?"



*"A number of disciplinary groups have catalysed opportunities for collaboration and professional development as a lead-up to the 2007 ISSOTL conference."*

National initiatives to support and enhance the work of outstanding scholars are crucial for the advancement and promotion of SOTL. Toward this end, the inaugural Fellowships of the Australian Carrick Institute for Learning and Teaching in Higher Education have recently been announced. The aim of the Carrick Fellowship Scheme is to advance learning and teaching in higher education by supporting leading educators to undertake strategic, high profile fellowship activities in areas that support the Mission of the Institute (<http://www.carrickinstitute.edu.au>). Carrick Fellows develop programs that explore and address significant educational issues, develop their personal skills and profiles, and become ongoing advocates for excellence in learning and teaching. The 2006 Senior Fellows are Ian Cameron (Chemical Engineering, University of Queensland), Sally Kift (Law, Queensland University of Technology), and Helen MacGillivray (Mathematical Sciences, Queensland University of Technology). The 2006 Associate Fellows are Peter Adams (Physical Sciences, University of Queensland), Philip Poronnick (Biomedical Sciences, University of Queensland), Jacquelyn Cranney (Psychology, University of New South Wales), Geoffrey Crisp

(Centre for Learning and Professional Development, University of Adelaide), Merrilyn Goos (Education, University of Queensland), Fiona

**A compendium of the sessions and workshops**

[www.science.unsw.edu.au/guide/slatig/public/snusecompend.pdf](http://www.science.unsw.edu.au/guide/slatig/public/snusecompend.pdf)



# Call for Proposals: ISSOTL '07

We are pleased to announce the Call for Proposals for the 2007 ISSOTL Conference. As the conference moves to Australia, new opportunities arise to locate our learning within a range of dimensions—global and national; local and Indigenous; within and across disciplines. We hope to foster dialogue between individuals and institutions located in the south, north, west, and east in ways that will broaden perspectives and promote integrative understandings of our scholarship.

The sparkling and vibrant city of Sydney, Australia, provides the setting for the 2007 conference, which will be hosted by the University of New South Wales and co-hosted by the University of Sydney. The conference will feature pre-conference workshops facilitated by leading scholars in the field; distinguished international keynote speakers; individual and panel presentations; poster presentations and working sessions.

Save the Date



2-5 July 2007

## *Locating Learning: Integrative Dimensions of the Scholarship of Teaching and Learning*

The theme of the 2007 ISSOTL conference (“Locating Learning: Integrative Dimensions of the Scholarship of Teaching and Learning”) invites participants to examine learning across a range of dimensions and their integration. The three main conference threads—**Perspectives, Pathways, and Change**—provide opportunities for us to discover new contexts for locating learning. Travelling via these threads to arrive at a common ground will foster intellectually and culturally inclusive scholarship, and generate widening perspectives.



### 2007 Keynote Speakers

Professor Allan Luke (Professor of Education, Queensland University of Technology)

Dr. Andrée Surssock (Deputy Secretary General, European University Association)

Professor Carl Wieman (University of Colorado-Boulder; 2001 Physics Nobel Laureate and 2004 CASE-Carnegie Foundation National Professor of the Year)

In inviting scholars across the world to share the results of their inquiries in student learning, we will be guided by the high standards for scholarly work developed by the many colleagues who have pioneered the SOTL field. We hope that the 2007 conference will take the Scholarship of Teaching and Learning to new heights of recognised excellence.

For further details, please link to the ISSOTL '07 website through [www.issotl.org](http://www.issotl.org).

Looking forward to welcoming you to Sydney next year,

Kathy Takayama, Conference Chair

▶ Lake Head (Education Centre - Medicine, University of Western Australia), Erica McWilliam (Centre for Learning Innovation, Queensland University of Technology), Cynthia Mitchell (Institute for Sustainable Futures, University of Technology Sydney), and Ron Oliver (Communications & Creative Arts, Edith Cowan University).

Kathryn Sutherland from the University Teaching Development Centre (UTDC) at Victoria University of Wellington has highlighted a recent initiative of the Higher Education Research and Development Society of Australasia (HERDSA) New Zealand branch committee whereby the group brought Mick Healey (ISSOTL Europe Regional Vice President, *pictured right*) to New Zealand for a nationwide seminar tour as the HERDSA (NZ) Visiting Scholar 2006. Mick's well-received visits to NZ's teaching and learning centres enabled him to share his expertise through his seminars on "Linking discipline-based research and teaching to benefit student learning" and on topics as varied as disabled students' experiences of university, developing the scholarship of teaching and learning, encouraging active learning, and research management. Feedback from participants indicated their appreciation of Mick's articulation of an international context for research-led teaching and the various ways of engaging students in research.



We look forward to further opportunities for cross-national and cross-cultural exchange and dialogue as we host the 2007 conference on this side of the world. Save the dates (2 - 5 July 2007) and hope to see you there.

## International Collaboration as a Way of Exploring and Writing about Teaching and Learning: A Discipline-Based Model from Geography

Mick Healey, *ISSOTL Europe Regional Vice President*

*"I have to say that meeting here in Brisbane has been a refreshing contrast to those earlier awkward correspondences. What a pleasure to take time out to work with other geographers who are passionate about teaching and learning. The two days here have been used very productively to thrash out ideas and gain consensus on the focus and shape of the paper."*

Thus wrote one of the eight group leaders at the end of the International Network for Learning and Teaching Geography in Higher Education (INLT) workshop in July 2006. This was the third time the INLT has engaged in international collaborative discussion and writing. Previous workshops were held in Hawaii (1999) and Glasgow (2004) (Hay *et al.*, 2000; Healey, 2006). The model involves

- Advertising possible topic areas and requesting participants to rank their choices 9-12 months before the event
- Finalising topics, allocating participants to groups of 4-8 to ensure an international balance, and appointing a chair for each group
- Each group preparing a position paper (c2,500 words) to go on the Web for open discussion about two months before the event
- Holding a two-day residential meeting following an international geographical conference at which delegates revise their papers and provide feedback to the other groups in a series of group meetings, plenaries, and social events
- Submitting papers to the editor for comment, revision, and submission to *Journal of Geography in Higher Education*
- Publication of articles as a set (following refereeing, revision, and sometimes re-submission) 15-18 months after the residential workshop.

*"The INLT model could easily be modified for use by other disciplinary-based and more generic teaching and learning communities."*

Between approximately 25 and 35 people participated in person and another half-a-dozen or so people contributed at each event at a distance. Most delegates have come from the UK, USA, New Zealand, and Australia, but geographers have also participated from Belgium, Canada, Chile, Finland, Hungary, Italy, Netherlands, and Singapore. Bursaries have been provided at the last two events to ensure that some postgraduates could also participate.

Meeting face-to-face at the residential workshop is essential, as is indicated in the opening quote. The emphasis on discussion, reflection, and social interaction is critical in attempting to encourage people to work together effectively and take ownership of their tasks, as most people have not previously met other members of their group, let alone the other delegates. As one colleague reflected at the end of the event,

*"I draw two conclusions from the experience. The first is the power of conversation between geographers from different traditions and parts of the world. The second is that simply through the process of thinking, we can bring to the surface knowledge and understandings which were previously buried from view. This is the power of the INLT."*

Among the topics discussed at Brisbane were active learning, collaborative learning, ethics, postgraduate teaching, community engagement, interdisciplinary teaching, inquiry-based learning, and e-learning. Such international discussions often lead to 'eye-opening' or 'ah ha' moments, as one of delegate noted:

*"Discovering what meanings and practices lay behind phrases commonly used in different cultures, e.g. service learning, work-based learning. Through explaining and unpacking these terms to each other I realised that: a) I had no idea what each term meant to the others, but had been assigning my own cultural meanings; b) each country does approach things very differently even though it may appear similar at the outset. This was a productive moment for me."*



There are, of course, many challenges involved in working collaboratively internationally. For example, so far INLT has been unable to attract a significant number of delegates from outside Anglo-America and Australasia, an issue also facing ISSOTL. Furthermore, perhaps inevitably, once the initial enthusiasm of the face-to-face meeting has passed, engaging the whole group in completing the writing of the papers can be difficult. However, the benefits of international collaboration far outweigh the difficulties. As one delegate concluded,

“INLT has proved to be a wonderful network for sharing ideas and resources, but it’s also a living testament to the power of believing strongly in an idea—that international collaboration is important and can lead to professional and personal enrichment.”

I would be intrigued to learn of other examples of international collaboration. The INLT model could easily be modified for use by other disciplinary-based and more generic teaching and learning communities. We are also exploring other forms of collaboration and are organising a swap-shop for our next meeting in Tunisia in 2008.

#### Note

The Brisbane INLT Workshop was organised by Eric Pawson (Canterbury, New Zealand). The papers from the 1999 Hawaii workshop are published in *Journal of Geography in Higher Education*, 24(2), 217-298, while those from the 2004 Glasgow meeting are in *Journal of Geography in Higher Education* 30(1), 63-160. The pre-workshop outline papers for the Brisbane conference, along with the on-line discussion, was hosted by the UK National Subject Centre for Geography, Earth and Environmental Sciences <http://www.gees.ac.uk/events/2006/inlt/iguetent.htm>. Further details about the INLT may be found at <http://www.geog.canterbury.ac.nz/inlt/>.

#### References

- Hay, I, Foot K and Healey M (2000) “From Cheltenham to Honolulu—the purposes and projects of the International Network for Learning and Teaching (INLT) Geography in Higher Education,” *Journal of Geography in Higher Education* 24(2), 221-227.
- Healey M (2006) “From Hawaii to Glasgow: INLT five years on,” *Journal of Geography in Higher Education* 30(1), 65-75.

## 2005 CASTL Scholars’ Snapshots Showcase Integrative Learning

The online snapshots (an online genre for showcasing and sharing SOTL projects) of the 2005 cohort of Scholars from the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) are available. The 21 snapshots for this most recent cohort focus on integrative learning in a variety of disciplines and interdisciplinary situations.

**[www.carnegiefoundation.org/master/sub.asp?key=21&subkey=63](http://www.carnegiefoundation.org/master/sub.asp?key=21&subkey=63)**

### References Shared and Requested for Bibliographies on Teaching and Learning in Higher Education

Mick Healey, *ISSOTL Europe Regional Vice President*

Colleagues may be interested in five selected bibliographies, which are available on the Centre for Active Learning web site at the University of Gloucestershire, UK.

**[www.glos.ac.uk/ceal](http://www.glos.ac.uk/ceal)**

Follow the links to a) ‘Resources’; b) ‘Reference Lists.’ They are on

- Scholarship of teaching and learning
- Linking research and teaching

- Active learning and learning styles
- Pedagogic research and development
- Discipline-based approaches to supporting teaching and learning

Together there are over 600 references listed. The intention is to update them regularly as I become aware of additional interesting references. Readers are encouraged to send details of their own favourite references for adding to the lists to me at [mhealey@glos.ac.uk](mailto:mhealey@glos.ac.uk).

#### ISSOTL Executive Council

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Co-President-elect
- Craig Nelson  
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ISSOTL members receive a 30% discount on a one-year subscription to *Change: The Magazine of Higher Learning* (Heldref Publications).

To take advantage of this offer and other membership privileges, visit the ISSOTL website, and click “Join.”



## Canadian Report...An Impressive Range of SOTL Initiatives

Nancy Randall, *ISSOTL Canada Regional Vice President*

An impressive range of Canadian institutions are participating as **leadership sites** in the 2006-2009 Carnegie Foundation for the Advancement of Teaching Institutional Program. Kwantlen University College, Queen's University, and Ryerson University are focusing on 'Building Scholarly Campus Communities.' The University of British Columbia is an international participant in the 'Expanding the Teaching Commons' theme. Douglas College is developing approaches to 'Liberal Education' while the University of Victoria is considering issues of 'Policy, Assessment, and Accountability.' The University of Alberta and University of Waterloo join Malaspina University-College (coordinating institution) as 'Undergraduate Research' leadership sites. The University of Manitoba is an affiliate member of the CASTL program. The CASTL leadership sites will convene for the initial meetings just prior to the ISSOTL 2006 conference in Washington, DC.

The extensive range and types of Canadian scholarship of teaching and learning initiatives are evident from an analysis of the 2006 ISSOTL conference program.

One scholarly focus illuminates our understanding of **student learning**.

Christopher Justice (McMaster) is investigating whether involvement in inquiry learning creates learners who are inquirers. Glenda Hunter (Malaspina University-College) is researching the connections between learning styles and involvement in inquiry-based learning. Ranga Venkatachary (Simon Fraser University) considers the effects of using stories as bases for learning as well as researching readiness for change through problem-based learning (PBL). Doug Hamilton and Nancy Greer (Royal Roads University) are also interested in knowledge exchange as an integrative research process associated with PBL. The issues of refining undergraduate education are being considered by Susan Susan Vajoczki, Erika Kustra, and Bob Henderson (McMaster). Shona Ellis, Joanne Nakonechny, and Bjorn Thomson (UBC) are researching processes to facilitate deeper learning amongst students. Kate Willink (University of Waterloo) is investigating transformations in student learning associated with diversity experiences while Christine Adam (Carleton University) considers dimensions of student learning in the arts and aesthetic literacy. Annette Berndt and Carla Paterson (UBC) are investigating identity transformations and Charles Quist-Adade (Kwantlen University College) examines the

*The breadth of Canadian SOTL research includes our understanding of student learning, the impact of faculty development, a meta analysis of SOTL, and the scholarship of technology-enhanced learning.*

impact of teaching race and ethnicity. Steve Earle and Rachel Cooper (Malaspina University-College) with University of Victoria colleagues are investigating the influence of experience on career paths of Science students. Gillian Gerhard (UBC) is working with complexity concepts as a way of interpreting student learning. Olive Yonge (University of Alberta) is conducting a grounded theory project to better understand the processes of evaluating students. Inter-professional student interactive theory based experiences are being studied by Darlene Scott (SIAST), Roy Dobson and Angela Busch (University of Saskatchewan), and Katherine Stevenson (Saskatchewan Health Quality Council). Christie Newton and Lesley Bainbridge (UBC) are also investigating inter-professional thinking. Edwin Ralph (University of Saskatchewan) is investigating practicum clinical experiences. William Huddleson (University of Calgary) is investigating the impact of assessment rubrics in larger classes as well as strategies for improving student meta-cognition. Marianne Schneider (SIAST) is investigating the impact on the markers of involvement in short-answer assessments. Gail Deneschuk (University of Saskatchewan) is investigating interdisciplinary learning.

A second research focus examines the **impact of faculty development**. Anne-Marie Grandtner, H el ene Bilodeau, and R ejeanne C ot e (Universit e du Qu ebec) consider the roles of faculty development networks as agents of change. Lin Langley (Douglas College), Nancy Randall (Malaspina University-College), along with Renee Meyers (University of Wisconsin System, USA), and Mary Anne Danielson (Creighton University) will provide international perspectives on faculty development as strategic institutional leadership in building SOTL capital. Nicola Simmons (Brock University) compares documenting the scholarship of teaching and learning to mapping a mirage. Nicola also is investigating the impact of interdisciplinary, collaborative partnerships to promote scholarly approaches to teaching and learning. Alice Cassidy (UBC) is also interested in the process of forming SOTL networks. Alice MacPherson and Balbir Gurm (Kwantlen University College) are examining the outcomes of peer mentoring alliances. Pamela Adams (University of Lethbridge) considers the impact of shaping faculty development as inquiry-based learning. Paula Brook, Doug Knight, and Sharon Cameron (University of Alberta) are considering the outcomes of their Advantage Program which is a unique model of staff development incorporating "best practices" of teaching and learning scholarship. Joy Mighty and Susan Wilcox (Queen's University) and Denise Stockley (Ryerson University) describe structures for supporting SOTL in research intensive universities. Harry Hubball (University of British Columbia) is tracking the



➔ impact of certificate programs to advance SOTL as well as mapping the complexities of integrating learning outcomes in university degree programs. Judy Britnell (Ryerson University) is documenting the impact of blended structural models of faculty development. Lin Langley (Douglas College), Nancy Randall (Malaspina University-College), and Barbara Mae Gayle (Saint Martin's University, USA) are researching the elements of SOTL that foster change in teaching practice. Susan Wilcox (Queen's University) investigates the transformative impact possible through individual self-study.

A third research focus is a **meta analysis of SOTL**. Lynn Taylor (Dalhousie University) and Debra Dawson (University of Victoria) are continuing to build a shared Canadian framework for the scholarship of teaching and learning. Tania Smith (University of Calgary) is examining research ethics associated with qualitative studies of student learning and Wendy Rowe (Royal Roads University) is examining the processes of action research. Joanne Nakonechny and Gary Poole (University of British Columbia) question how providing a rich research learning environment for the scholarship of teaching and learning fosters interdisciplinarity. Mick Healey (University of Gloucestershire, UK), Carol Colbeck (Pennsylvania State University, USA), Alan Jenkins (Oxford Brookes University, UK), and Brad Wuetherick (University of Alberta) are exploring the impact of national systems, associated with governments and national organizations, on institutional strategies for linking discipline-based research and teaching.

A fourth focus, the **scholarship of technology-enhanced learning**, is central to the work of Renate Wickens (York University). Connie Varnhagen (University of Alberta) is investigating whether problems with technology result in problems with learning. Suzanna Huebsch, James Busser, and William Schreiber (UBC) investigated student learning needs by embedding tracking software into the program. James Rennie (SFU) is considering the aspects of educational technology and community while Andrew Kitchenham (University of Northern British Columbia) uses the lens of transformative learning theory to study the challenges of adopting technology. Tom Carey with Tracy Penny Light (University of Waterloo) are developing processes for peer review of on-line learning objects. Niamh Kelly (UBC) is studying the design of active learning experiences in on-line or blended environments while Norman Vaughn and D. Randy Garrison (University of Calgary) investigate inquiry processes through blended or hybrid learning. Eric Kristensen (University of Ottawa), Timothy Shea (University of Massachusetts), and Pamela Sherer (Providence College) explore how undergraduate research web portals may transform learning by connecting scholarly communities. Leah Macfadyen, Dalene Swanson (UBC), and Anne Hewling (Open University, UK) are investigating the development of global citizenship and social and ecological justice in on-line learning environments.

We are also very pleased to report that the University of Alberta in partnership with Grant MacEwan College will host the 2008 conference of the International Society for the Scholarship of Teaching and Learning.

## Vision and Planning Committee Update

Keith Trigwell and Mike Prosser, *Committee Co-Chairs and ISSOTL Co-Presidents Elect*

The Vision and Planning Committee has prepared the ground work for a discussion at the conference on a vision for the society by having a brief but informative exchange on what we see as three key elements guiding the work of the society. During the discussions, a fourth element emerged.

The three elements, outlined more fully in the last newsletter, are focused on clarifying the nature of scholarship of teaching and learning, engaging in capacity building, and recognising what the international dimension of ISSOTL might mean. The new element is in seeing the Society as an advocate, supporter, and disseminator of learning support initiatives such as signature pedagogies, and in the building of the capacity of institutions to support the scholarship of teaching and learning.

We agreed that definitions of SOTL will vary, and to an extent that is a good thing, though the identification of some underlying commonalities is desirable. Papers on this topic have been accepted for the November conference, and a theme in this area is proposed for the Sydney conference in

2007. We anticipate lively continuing debate on this one.

Suggestions that arose that were related to ways we might engage with the capacity building of teacher-scholars include: time at conferences to develop teams and teamwork, and to discuss stickier issues; constructive feedback on conference proposals; using a pre-conference session to discuss inquiry methodology, instruments, proposal/project planning etc.; keeping the conference open to all those interested using participation methods such as discussion groups and posters to encourage engagement; developing a compendium of inquiry instruments/methods/uses/caveats etc.; asking conference participants what they need and/or would like; having a panel discussion at a conference on this topic; creating free time at the conference for seeing sights and insights; and showcasing and annotating the mature scholarly paper proposal.

Further discussion is being planned for the conference. We hope to see you there.



## Evidence of SOTL Progress in the United States

Jennifer Robinson, *ISSOTL United States Regional Vice President*

Scholarship of teaching and learning in the United States is increasingly all over the map—literally and figuratively. Teachers are taking up this line of inquiry across the US and at all kinds of institutions of higher education: public and private universities, community colleges, and liberal arts colleges. Many institutions are expanding their support for this work by including knowledge of SOTL in their job descriptions for new teaching center staff or by offering grants, reading groups, and collaboration opportunities to faculty members. Specialized regional and national conferences on scholarship of teaching and learning are appearing (upcoming examples include a CASTL Institute on civic engagement in Chicago and another regarding “the SOTL Commons” in Statesboro, Georgia). The American Political Science Association will hold its fourth Teaching and Learning Conference in 2007; inviting a variety of topics, it encourages all proposals to “reach outside personal experience to include literature reviews, evaluation, or other critical assessment.” Even more established conferences are finding discussions of SOTL in the midst of their 2006 meetings, such as when the instruction division American Library Association hosted a plenary panel and a complementary poster session about scholarship of teaching, when the Professional and Organizational Development (POD) Network invites Pat Hutchings of the Carnegie Foundation to give a plenary talk at their annual meeting of faculty development professionals, and when Randy Bass gave the keynote address for the Association for Library and Information Science Education (ALISE). Academic journals, too, are putting scholarship of teaching among their offerings. The *Journal of College Science Teaching* recently announced that it will include a section for SOTL articles. And journals as far ranging

as *Community College Journal of Research and Practice*, *Journal of American History*, *Communication Education*, and *Arts and Humanities in Higher Education* have published considerations of SOTL.

But more activity, of course, doesn’t mean that we are all in agreement. “SOTL” (or “SoTL”) is being defined and practiced quite differently across the country. Some issues under discussion include the role that SOTL can play in the disciplines and how, in turn, our disciplinary assumptions color what we expect from SOTL, its use of evidence, inquiry methods, voice, and

*“How can students figure in SOTL: how can we and should we assess the affective dimension of their learning, do their perceptions of their learning matter, and how do we involve them as savvy informants or co-investigators?”*

language. Is it a field or is it an activity within a discipline? How can students figure in SOTL: how can we and should we assess the affective dimension of their learning, do their perceptions of their learning matter, and how do we involve them as savvy informants or co-investigators? SOTL in the life of the institution—how or if it should be rewarded, what makes it rigorous, how it can contribute to curricular objectives and other


initiatives—raises other important questions. And then there are discussions about what SOTL looks like: a peer-reviewed journal article, an e-portfolio, a narrative of discovery, a snapshot, a transferable lesson, an assessment technique, a position paper?

Fortunately we now have many rich models and exemplars for all of these facets, allowing us to have an evidence-based debate. That in itself is progress.

### Notes from an Active CASTL Cluster

Renee Meyers, *Coordinator of UW System Leadership Site for the Scholarship of Teaching and Learning*

The University of Wisconsin System CASTL (Carnegie Academy for the SOTL) Cluster is continuing and introducing several initiatives in the 2006-07 academic year. Our cluster (“Creating a Multi-Institutional Collaborative Structure for Advancing the Practice of Teaching Through Scholarly Inquiry into Student Learning”) has just instituted an inter-campus SOTL Writing Group that will meet virtually (using a course website) throughout the year. The eight members of this group come from several different institutions across the Wisconsin System. Members will serve as peer mentors and reviewers for each others’ work. Each member hopes to complete a SoTL manuscript that can be submitted for publication in Fall semester 2007.

The UWS CASTL Cluster also continues to sponsor a two-year “SOTL and Fine Arts” initiative to encourage more faculty and academic staff in these disciplines to become involved in doing SOTL research. In the Fall 2006, a group of approximately twelve Fine and Performing Arts faculty will gather at the University of Wisconsin-Milwaukee to talk about core SOTL questions in the Fine and Performing Arts. Each member will prepare a proposal for a SOTL research project that will be read by three mentors prior to the meeting. At the meeting, all participants will do brief presentations that will highlight their ideas for their project. Following the presentations, presenters will receive feedback on the project both from the mentors and other participants. Participants will be expected to carry out their SOTL research over a two-year timeframe. 

➔ Additionally, the UWS CASTL Cluster is involved in assessing the *impact* of SOTL research across the system. Currently, an online survey is being distributed to SOTL researchers on UW System campuses. The survey queries respondents regarding their perceptions of the *impact* of their SOTL research on their own practices, on their classrooms, on their departments, and on their institutions. With a large response rate, this data should provide a clearer picture of the role that SOTL research is playing in shaping the teaching and learning on campuses across the UW System.

Finally, the UWS CASTL Cluster continues to sponsor SOTL initiatives on cultural diversity and discipline-specific teaching and learning issues. Findings from several of the projects in these initiatives have been presented at conferences, and a set of papers has been submitted for publication.

## Membership and Communication Committee Update

*Lisa Kornetsky, Committee Chair and ISSOTL Secretary*

The Membership and Communication Committee has been focusing on some basic functions of Society membership, including renewal, membership categories, and updating the listserv. As a new Society, there are several kinks to work out to be sure that the membership list is updated and that everyone receives communication from the Society—not as easy as it might seem!

We continue to talk about membership and ideas for creating some new and meaningful member benefits. We have a beginning, but we need to expand our list. The goal is to provide multiple benefits to membership in ISSOTL that go beyond our annual conferences. Clearly, this is related to recruitment, and the Committee will be meeting at ISSOTL in November to craft some very specific ideas around membership benefits and recruitment strategies. We plan to report on those at the Business meeting and ask for feedback from the membership.

In addition, we are working on two ideas related to communication and membership opportunities. We are exploring the opportunity to have a pilot affiliate group. The purpose of an affiliate group would be to link a group of international SoTL scholars who are already collaborating together—whether around a discipline or a theme, whether as an organization or a loose cohort—with the larger ISSOTL

community. This affiliate group might regularly sponsor sessions or hold a caucus at the ISSOTL conferences and publicize ISSOTL activities. The group could meet in conjunction with ISSOTL, have a link to the ISSOTL website, and publicize ISSOTL activities/events. This would be a wonderful way to foster links between ISSOTL and other organizations with common interests. Our hope is to pilot one such group for this year and, depending on that partnership, open up the possibility to other interested affiliate groups. We will also be exploring the idea of guided Communities of Practice to foster communication among ISSOTL scholars who are interested in ongoing dialogue around specific ideas, themes, or research strategies. Again, we are working on the development of a pilot group for this year as we develop mechanisms for supporting such a group.

Finally, we will be working with the Going Public Committee in their efforts to document the work of ISSOTL members. Our website may take on several new functions as that work develops and as we find multiple ways to communicate the work of individuals and collaborations.

Committee members include Tom Angelo (New Zealand), Cheelan Bo-Linn (USA), Nancy Chick (USA), Nicola Simmons (Canada), Barbara Gayle (USA), Kay Sambell (UK), Peter Felten (USA), and Chair Lisa Kornetsky (USA).

## Strong Administrative Support Fosters Collaborative SOTL Projects

*George Rehrey, Assistant Director of Campus Instructional Consulting, Indiana University*

A notable trend in scholarship of teaching and learning projects presented at recent ISSOTL conferences is an increase in both faculty and multidisciplinary collaborations. Many scholars of teaching and learning find such collaborative projects appealing because working in a new area of study often benefits from copious feedback in which comparative research may yield more inclusive results. Furthermore, projects using a variety of methods to collect and examine sound evidence will often require more time and expertise than a single individual can realistically provide.

For the second time in three years at Indiana University, the office of the Dean of Faculties has offered substantial grants to teams of SOTL scholars working on inquiry projects that have the potential to significantly impact teaching and learning at the departmental or program level. The 2006-2007 competition yielded two quite different winning proposals that have already raised the level of reflection, collaboration, and evidence-awareness among faculty inquiry communities and among their disciplinary colleagues as well.



## ➔ Strong Administrative Support *continued*

The winning proposal "Food For Thought" arises from a multidisciplinary community investigating how students learn within four interrelated service learning courses. The collaboration includes faculty from Biology, Applied Health Sciences Environmental Science & Policy, and Studio Art. Their central research question is "How does a multidisciplinary service learning community with a common theme of food literacy support and enhance student learning and civic engagement?" Faculty will draw from evidence of student learning appearing in electronic portfolios that all 147 students are required to complete. The professors, for their part, will generate their own course portfolios to provide a disciplinary perspective to the research.

*For more information and continued updates about these projects, please visit [www.indiana.edu/~sotl/](http://www.indiana.edu/~sotl/)*

The other winning proposal comes from the Indiana University History Department. The three co-investigators are using the "Decoding the Disciplines" model (Pace and Middendorf 2004) to interview seventeen of their department colleagues in order to uncover exactly how they teach and how their students learn to think like historians. The interview process is designed to probe deeply into the practices and methods of experienced history teachers with the goal of more fully understanding what Lee Shulman calls pedagogical content knowledge. The project intends to develop an inventory of basic skills required for students to succeed in upper-level history courses, new strategies to teach these skills in lower-level courses, and an interactive website and electronic newsletter to share results with and further the conversation among history departments worldwide.

The SOTL Leadership Grants carry awards of up to \$35,000. The Indiana University Dean of Faculties views these grants as an important way to foster the growth and sustainability of a local teaching commons with the potential for national impact. The two faculty inquiry communities receiving the grants are only a few of the active SOTL scholarship teams on the Bloomington campus. All of the teams will be participating in IU's contribution to the new CASTL Institutional Leadership Program, for which Indiana will coordinate the thematic group of institutions called "Expanding the Teaching Commons."

## Calling All SOTLers

### *Conferences & Journals*

The 2nd Biennial Conference "Innovations in the Scholarship of Teaching and Learning at the Liberal Arts Colleges" hosted by Carleton and St. Olaf Colleges will be held in Northfield, Minnesota, USA, on **February 16-18, 2007**. Faculty and staff members from liberal arts colleges across the nation will share approaches to the study of teaching and learning at liberal arts colleges. Keynote presenters include Carol Geary Schneider (President of the Association of American Colleges and Universities) and Randy Bass (Associate Professor of English at Georgetown University and Consulting Scholar for the Carnegie Foundation for the Advancement of Teaching). **Proposals are due by November 15, 2006, and early bird registrations are due by January 8, 2007.** For information, visit [www.stolaf.edu/depts/cila/InnovateConf/Innovations.htm](http://www.stolaf.edu/depts/cila/InnovateConf/Innovations.htm).

The 3rd Annual SOTL Faire of Western Carolina University in Cullowhee, North Carolina, USA, will be held on **April 2-3, 2007**, with the theme of "Making Connections." We accept individual or group presentations, panels, demonstrations, creative activities, online presentations, and poster displays based upon their teaching experience, experimentation and knowledge as reflected in scholarship upon that teaching and its results for student learning. **Proposals are due October 31, 2006.** For more information, go to [facctr.wcu.edu/faire/](http://facctr.wcu.edu/faire/), or contact John Habel ([habel@email.wcu.edu](mailto:habel@email.wcu.edu)).

The inaugural "The SoTL Commons: A Conference for the Scholarship of Teaching & Learning" will be held **November 1-2, 2007**, at Georgia Southern University in Statesboro, Georgia, USA (45 miles northwest of the historic city of Savannah). Keynote Speaker will be Dr. Mary Taylor Huber (Carnegie Academy for the Advancement of Teaching) and the Featured Speaker will be Dr. Robert Beichner (Department of Physics, North Carolina State University). **Early registration is underway and the submission of proposals starts on January 15, 2007.** The conference website is at [www.georgiasouthern.edu/ijstotl/conference/](http://www.georgiasouthern.edu/ijstotl/conference/). The conference's focus is higher education.

A new, international, peer-reviewed, open access eJournal ([www.georgiasouthern.edu/ijstotl/](http://www.georgiasouthern.edu/ijstotl/)), *International Journal for the Scholarship of Teaching & Learning (IJ-SoTL)* will be published by the Center for Excellence in Teaching at Georgia Southern University (Statesboro, Georgia, USA) with the inaugural issue in January 2007. **The deadline for submissions for the first issue is November 1, 2006.** Focused on higher education, the eJournal is international in its review board, submissions, and readership.

*The Journal of Effective Teaching*, an electronic journal ([www.uncw.edu/cte/ET/](http://www.uncw.edu/cte/ET/)) devoted to the exchange of ideas and information about undergraduate and graduate teaching, is once again accepting manuscripts on effective teaching and the scholarship of teaching. Contributors are invited to share their insights in pedagogy, innovations in

## ISSOTL Standing Committees

**Vision and Planning Committee** This committee thinks strategically for the Society. It is responsible for keeping abreast of knowledge that influences direction for the Society. This includes establishing ties with disciplinary associations, working for balance in international connections and membership, being aware of research that impacts scholarly work on teaching and learning, and preparing the Society for achieving the Society's goals. This committee is responsible for nourishing other committees and for supporting the signature identity of the Society.

**Membership and Communication Committee** The Membership and Communications Committee recruits new members through multiple means and manages the retention of current members through a renewal process and effective communication of Society activities. The committee contributes to and monitors the newsletter and the website as primary means of communication with current and potential members. The committee decides on and guides communities of practice sponsored

*ISSOTL members are encouraged to express interest in serving on these committees.*

by the Society. The committee, in collaboration with the Going Public Committee, devises and creates print materials to represent the organization to public audiences.

### **Leadership and Elections Committee**

The Leadership and Elections Committee identifies and recruits members for active participation in the organization, such as committee membership, positions on the Board of Directors, and other activities of the organization. The committee proposes a slate of at least one nominee for each vacant elected office, supervises the election process, notifies candidates about the results of the election, and presents the results of the election to the President, who announces the results.

### **Conferences and Convenings Committee**

The Conferences and Convenings Committee oversees the annual conference and other convenings for members of the Society. The committee sets the theme for the conference and supports the host for the conference on planning the

## COMMONS CORNER

What are your favorite references on teaching and learning? Add them to Mick Healey's bibliographies by writing to [mhealey@glos.ac.uk](mailto:mhealey@glos.ac.uk). (See article on page 7.)

Join the international discussion list of the *International Journal of the Scholarship of Teaching and Learning (IJ-SoTL)* by going to [www.georgiasouthern.edu/ijsoTL/dl.htm](http://www.georgiasouthern.edu/ijsoTL/dl.htm) (See call on page 12.)

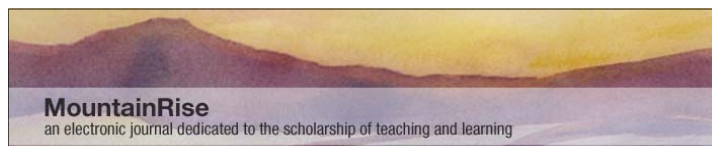
*Do you have a query, an announcement, a comment, a notice that you'd like to distribute to ISSOTL members? Submit them to Nancy.Chick@uwc.edu for the "Commons Corner."*

teaching and learning, and classroom experiences in the form of a scholarly communication which will be reviewed by experts in teaching scholarship. Other topics of interest include empirical research on pedagogy, innovations in teaching and learning, and classroom experiences. We are currently accepting submissions for review for the Spring 2007 edition, a special topics issue on student learning. All manuscripts for publication should be submitted electronically to the Editor-in-Chief, Dr. Russell Herman, at [hermanr@uncw.edu](mailto:hermanr@uncw.edu).

*Pedagogies* is a new quarterly journal is about change and innovation in the most common, typical, and central of educational processes: teaching and learning in classrooms. *Pedagogies* will apply current theoretical and analytical research work to the question of how pedagogy is being transformed to make new knowledge, new expressive modes and, quite literally, new kinds of teachers and learners. Details concerning the preparation and submission of articles can be found at [www.crpp.nie.edu.sg/portal/Journals/Pedagogies/](http://www.crpp.nie.edu.sg/portal/Journals/Pedagogies/).



The current issue of *MountainRise* is available at [facctr.wcu.edu/mountainrise/](http://facctr.wcu.edu/mountainrise/). *MountainRise* is a peer-reviewed, international electronic journal published twice a year as a vehicle for scholarly work about college teaching and learning. While primarily publishing scholarly articles, each issue may also include 2 - 3 brief, non-scholarly reflection essays about the art, craft, or spirit of teaching and learning. Original poetry about the teaching and learning experience is also sought for each issue. All submissions undergo a blind peer-review process.



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**

Administrator (institutional or organizational official)	\$60
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.

**➔ Standing Committees *continued***

program of the conference. The committee recruits and vets hosts for future conferences from a variety of countries. It explores the feasibility of other convenings and proposes such gatherings to the Board of Directors.

**Going Public Committee** The Going Public Committee supports dissemination of the scholarship of teaching and learning done by Society members. The committee identifies nontraditional ways of documenting and recognizing work. It contributes to development and use of the website and the newsletter. It fosters collaborative projects among members, especially international projects. It generates activities that promote networking among members. It develops ways to speak to and with multiple publics, including policy makers. The committee identifies venues for dissemination and funding opportunities for the Society and for members.

*For more information on each of the committees, visit the ISSOTL Governance page and the Bylaws.*

[www.issotl.org](http://www.issotl.org)

**Upcoming SOTL Events**

Date	Event and Location
Oct 19-21	Association of American Colleges and Universities Conference "Diversity and Learning: A Defining Moment" (Philadelphia, Pennsylvania, USA)
Nov 8	CASTL Institutional Leadership Program (Washington, D.C., USA)
Nov 9-12	3 <sup>rd</sup> Annual ISSOTL Conference "Making a Greater Difference: Connecting to Transformative Agendas" (Washington, D.C., USA) <i>See pages 2 and 3.</i>
<b>2007</b> Jan 17-20	Association of American Colleges and Universities Annual Conference (New Orleans, Louisiana, USA)
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)
April 2-3	3 <sup>rd</sup> Annual SOTL Faire "Making Connections" (Cullowhee, North Carolina, USA) <i>See page 12.</i>
Nov 1-2	"The SoTL Commons" Annual Conference for the Scholarship of Teaching and Learning (Statesboro, Georgia, USA) <i>See page 12.</i>