What do these titles have in common?

“Effect of Making an Audio Recording of a Term Paper on Writing Quality?”

“Design and Assessment of an Assignment-based Curriculum to Teach Scientific Writing and Scientific Peer Review.”

Facing the Sky: Composing through Trauma in Word and Image
Overview

- Overview of the Scholarship of Teaching and Learning
- Overview of CIRTL
- Taking steps toward Implementing a SOTL-guided project
The Scholarship of Teaching and Learning

Amy Lannin
Campus Writing Program
Teaching as Scholarship

- Besides individuals who are in your classroom because they have to be, who “sees” your teaching?

- How could the following groups benefit from your teaching?
  - other faculty in your department
  - college
  - national/international professional organizations
  - university, or other universities across the nation

- How do you communicate your teaching to the above groups?
What is the Scholarship of Teaching and Learning (SoTL) in Higher Education?
Kathleen McKinney, Cross Endowed Chair in the Scholarship in Teaching and Learning
Illinois State University

At Illinois State University, we have agreed to conceptualize SoTL as “systematic reflection on teaching and learning made public.”

In work at the Carnegie Foundation, the following definition has been used: “problem posing about an issue of teaching or learning, study of the problem through methods appropriate to the disciplinary epistemologies, applications of results to practice, communication of results, self-reflection, and peer review” (Cambridge, 2001).

Kreber and Cranton (2000) view SoTL as “ongoing learning about teaching and the demonstration of such knowledge.”

While Richlin (2001) argues, “The scholarship part of the process involves composing selected portions of the investigation and findings [or integration or reflection] into a manuscript to be submitted to an appropriate journal or conference venue.”

Martin, Benjamin, Prosser, and Trigwell (1999) argue that the scholarship of teaching is three related activities: engagement with the existing knowledge on teaching and learning, self-reflection on teaching and learning in one's discipline, and public sharing of ideas about teaching and learning within the discipline.

Pat Hutchings (2002), senior scholar at the Carnegie Foundation, reminds us that SoTL builds on many past traditions in higher education including classroom and program assessment, K-12 action research, the reflective practice movement, peer review of teaching, traditional educational research, and faculty development efforts to enhance teaching and learning.
Moving toward SoTL

Teaching

Scholarly Teaching

Scholarship of Teaching and Learning
Concrete Example: Action Research

*Journal on Excellence in College Teaching*

[http://www.celt.muohio.edu/ject/](http://www.celt.muohio.edu/ject/)
How To Engage With Others in SoTL Activities

- NACTA (for agriculture disciplines)
  - [http://www.nactateachers.org/](http://www.nactateachers.org/)
- ISSOTL
- Lilly Conference
University of Missouri
Examples of SOTL

- Teaching with Writing
Resources


An Annotated Bibliography of the Scholarship of Teaching and Learning in Higher Education (PDF, Revised and Updated, Fall 2002) compiled by Pat Hutchings, Chris Bjork, and Marcia Babb)
How can SOTL work for faculty?

Pressures of teaching, research, and service – how can I make this work?

1. Be intentional
2. Incorporate SOTL into your CV
3. Collaborate and publish
4. Apply for course redesign grants
The Center for the Integration of Research, Teaching and Learning (CIRTL) is one of several professional development opportunities currently available for MU grad students and post-docs.

Other Opportunities:
- Celebration of Teaching
- New Faculty Teaching Scholars
- Campus Writing Program
- Wakonse Conference
Center for the Integration of Research, Teaching and Learning (CIRTL) Network: Opportunities for Engaging Future STEM Faculty in Effective Teaching Practices and Teaching Research

*CIRTL was founded in 2006 as a National Science Foundation (NSF) Center for Learning and Teaching in higher education.*
The 2017 CIRTL Network

41 Universities – National Impact

Boston University
Columbia University
Cornell University
Drexel University
Emory University
Georgia Institute of Technology
Howard University
Indiana University
Iowa State University
Johns Hopkins University
Louisiana State University
Michigan State University
Northwestern University
Oregon State University
Texas A&M University
University of Alabama at Birmingham
University of British Columbia
University of California, Irvine
University of California, Los Angeles
University of California, San Diego
University of Colorado at Boulder
University of Delaware
University of Georgia
University of Iowa
University of Maryland, Baltimore County
University of Maryland, College Park
University of Massachusetts Amherst
University of Missouri
University of Nebraska-Lincoln
University of North Carolina at Chapel Hill
University of Pittsburgh
University of Rochester
University of Tennessee, Knoxville
University of Texas at Arlington
University of Texas at El Paso
University of Wisconsin-Madison
Vanderbilt University
Washington University in St. Louis
Yale University
The CIRTL Mission

- Enhance excellence in undergraduate education through the development of a national STEM faculty committed to implementing and advancing effective teaching and learning practices for diverse student audiences as part of their professional careers.
The Core Ideas of CIRTL

1. Teaching-as-Research
   • The improvement of teaching and learning is a dynamic and ongoing process
   • The deliberate and systematic use of research methods to advance teaching and learning practices
   • STEM professor as change agent

2. Learning Community
   • In learning communities, graduate students, post-doc, and faculty share learning and discovery
   • Participants collaboratively construct knowledge and achieve learning goals
   • Supports growth in teaching and learning

3. Learning-through-Diversity
   • Excellence and diversity are necessarily intertwined
   • Students and faculty bring an array of experiences and skills
   • Learning of all students is enhanced if all engaged
CIRTL Cross-Network Programs

- Course and Short Courses
- Workshops
- CIRTLCast
- Teaching as Research (TAR) Capstone Series
- MOOC on STEM SOTL
- CIRTL Reads Journal Club
- Network Exchange Program
- Topical Online Discussion Groups
Spring 2018 Online Courses

**Diversity in the College Classroom**
Mondays, 1/29-3/19: 3-4:30PM ET / 2-3:30PM CT / 1-2:30PM MT / 12-1:30PM PT
Understand the theory behind how diversity affects learning and develop practical classroom strategies in this course designed for STEM/SBE grad students and postdocs. Cap: 20.

**CIRTL Reads Journal Club** (short course)
Tuesdays, 1/30-4/17: Sessions will take place during the 10:30AM-12:30PM CT window; specific start and end times are TBD.
Dive into the literature on STEM teaching and learning in this discussion-based journal club. Cap: 20.

**Research Mentor Training**
Tuesdays, 1/30-4/10: 2:30-3:45PM ET / 1:30-2:45PM CT / 12:30-1:45PM MT / 11:30AM-12:45PM PT
Work with a community of peers to develop and improve your research mentoring skills in this engaging seminar. Cap: 30.

**The College Classroom**
Wednesdays, 1/31-4/11: 11:30AM-1PM ET / 10:30-12PM CT / 9:30-11AM MT / 8:30-10AM PT
Get an introduction to key learning principles and the basics of effective teaching practices in this course about teaching in the STEM college classroom. Cap: 35.

**Engaging Students in the Teaching of Statistics**
(short course)
Wednesdays, 3/14-4/11: 2-4PM ET / 1-3PM CT / 12-2PM MT / 11AM-1PM PT
STAR Grants

- Scholarship of Teaching as Research Grants
- $1500 mini-grants
- Funded by the Office of Graduate Studies

- Fall 2017 – funded 10 proposals by grad students and postdocs at MU
What Does this Mean for CIRTL Graduate Students and Post-Docs?

- Being more effective teachers throughout their careers.
- A competitive advantage for faculty positions, and a head start as junior faculty members.
- Increased success in obtaining NSF Graduate Fellowships, CAREER awards, and research funding.
It’s Your Turn

- Brainstorm questions or ideas for your own teaching and scholarship
- What are some “problems of practice” to which you would like answers?
Possible Projects

What’s the process for a SOTL project?
- Resources
- Professional organizations
- “Creative works” in teaching
- Funding Sources
- How to turn the classroom laboratory into an article
- Publication and presentation outlets

How could you involve others (e.g. faculty, students, etc.)?
Final Thoughts

- What is your plan?
- Who are your collaborators?
- How does this affect your career?
- How do you manage this and not waste time?
- How does this tie into the mission of the University?