

**CTCH 604**  
**The Scholarship of Teaching and Learning**  
**Spring 2010**  
**Enterprise 420**  
**Tuesday, 7:20pm to 10:00pm**

**Course blog: <http://ctch604.onmason.com/>**

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**Office hours: Tues, 4 to 6pm, and by appointment**

**Course Description:**

This course provides students with an overview of the Scholarship of Teaching and Learning (SOTL) in post-secondary education. Focus is placed on current literature in higher education that looks at how students learn, how learning can be improved, and different methods and examples for scholarship of teaching and learning. We will also examine the practice of SOTL within the disciplines and within various academic settings.

**Learning Outcomes:**

1. Students will learn about the SOTL movement in higher education (primarily in the context of the Boyer/Rice models of scholarship).
2. Students will consider major perspectives on how students learn, including different learning styles, and how to improve student learning.
3. Students will develop an ethic of inquiry (problem-based thinking) in which to explore aspects of teaching and learning.
4. Students will explore various methods and approaches for undertaking and assessing SOTL.
5. Students will become familiar with how to do research in the area of teaching and learning: how to formulate questions, how to use various resources, and how to publicly disseminate scholarship in this area.
6. Students will develop taxonomy of questions regarding teaching in one's own discipline: what works, what it looks like, and possible opportunities for learning.

**Policies and Practices:**

GMU student information and resources: <http://www.gmu.edu/mlstudents/>

Higher Education Program Website: [www.highered.gmu.edu](http://www.highered.gmu.edu)

GMU Honor Code: <http://www.gmu.edu/catalog/apolicies/index.html#Anchor12>

Honor Code: To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: *Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.*

**If you are a student with a disability and you need academic accommodations**

please see me and contact the Disability Resource Center (DRC) at 703.993.2474.

All academic accommodations must be arranged through that office.

<http://www.gmu.edu/student/drc>

Students must inform the instructor at the beginning of the semester, and the specific accommodation will be arranged through the Disability Resource Center.

**An incomplete grade (IN)** is used only if the student requests it in writing. The University counts IN as a failing grade until completed, and it automatically turns into an F if a grade is not turned in by the deadline in the Schedule of Classes.

**Readings: Some website URLs change over time; if you have difficulty, check the GMU Library website for these items, or check *Google* (some students have found the essays through that). Please let me know if you cannot access the information.**

**(A) Class Texts**

**Required:**

Cross, K. Patricia and M.H. Steadman. 1996. *Classroom Research, Implementing the Scholarship of Teaching*. San Francisco: Jossey-Bass. Paper edition

McKinney, Kathleen. 2007. *Enhancing learning through the scholarship of teaching and learning*. Boston: Anker.

**Recommended:**

Hutchings, Pat (ed). 2002. *Ethics of Inquiry: Issues in the Scholarship of Teaching and Learning*. Menlo Park, CA: Carnegie Foundation for the Advancement of Teaching.

Weimer, Maryellen. 2006. *Enhancing Scholarly Work on Teaching and Learning*. San Francisco: Jossey-Bass.

**(B) Selected SOTL Texts:**

Bransford, John D. 2000. *How People Learn*. The National Research Council. Expanded Edition. Washington, DC: National Academy Press.

Becker, William & Andrews, Moya. 2004. *The Scholarship of Teaching and Learning in Higher Education*. Indiana University Press.

Boyer, Ernest L. 1990. *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

Cambridge, Barbara. 2001. *Electronic Portfolios*. Washington, DC: The American Association for Higher Education.

Cambridge, Barbara. 2004. *Campus Programs, supporting the scholarship of teaching and learning*. Washington, D.C.: American Association for Higher Education.

Cambridge, Darren, Cambridge, Barbara, and Yancey, Kathleen Blake. 2009. *Electronic Portfolios 2.0*. Sterling, VA: Stylus.

- Gurung, Regan A., Chick, Nancy L. and Auron Haynie. 2009. *Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind*. Sterling, VA: Stylus.
- Huber, Mary T. 2002. *Disciplinary Styles in the Scholarship of Teaching and Learning*. Washington, DC: The American Association for Higher Education.
- Huber, Mary T. 2004. *Balancing Acts: The Scholarship of Teaching and Learning in Academic Careers*. Washington, D.C.: American Association of Higher Education.
- Huber, Mary T. & Hutchings P. 2005. *The Advancement of learning*. San Francisco: Jossey-Bass.
- Hutchings, Pat (ed). 1998. *The Course Portfolio*. Washington, DC: The American Association for Higher Education.
- Hutchings, Pat. Editor. 2000. *Opening Lines: Approaches to the Scholarship of Teaching and Learning*. Menlo Park, CA: Carnegie Foundation for the Advancement of Teaching.
- Kreber, Caroline. 2001. *Scholarship Revisited: Perspectives on the scholarship of teaching*. San Francisco: Jossey-Bass.
- Menges, R.J., Weimer, M., & Associates. 1996. *Teaching on Solid Ground: Using Scholarship to Improve Practice*. San Francisco: Jossey-Bass.
- Savory, Paul, Burnett, Amy, and Goodburn, Amy. 2007. *Inquiry into the College Classroom: A Journey Toward Scholarly Teaching*. Boston: Anker Publishing.
- Werder, Carmen & Otis, Megan M. 2010. *Engaging Student Voices in the Study of Teaching and Learning*. Sterling, VA: Stylus.

### **(C) Book Chapters or Articles**

- American Association for Higher Education. 1996, *Nine principles of good practice for assessing student learning* <http://ultibase.rmit.edu.au/Articles/june97/ameri1.htm>
- Angelo, Thomas. 1999. "Doing Assessment as if Learning Matters Most," *AAHE Bulletin* 52
- Barr, Robert B., and John Tagg. 1995. "From Teaching to Learning—A New Paradigm for Undergraduate Education," *Change* 27 (6): 12-25.
- Bass, Randy. 1999. "The Scholarship of Teaching: What's the Problem?" *Inventio: Creative Thinking and Learning and Teaching* 1 (1).  
<http://www.doiit.gmu.edu/Archives/feb98/rbass.htm>
- Bensimon, Estella. 2004. "The Diversity Scorecard," *Change* 36 (1): 45-52.
- Cambridge, Barbara L. 1996. "The Paradigm Shifts: Examining Quality of Teaching Through Assessment of Student Learning." *Innovative Higher Education* 20 (4): 287-98.
- Cambridge, Barbara L. 1999. "What is the Scholarship of Teaching and Learning?" *AAHE Bulletin* 52 (4): 7-10.)
- Cantor, Nancy. 2002. "What we want students to learn." *Change*: 34 (6): 46-50.
- Chickering, Arthur W. and Zelda F. Gamson. 1987. "Seven Principles for Good Practice in Undergraduate Education," *AAHE Bulletin*, March 1987.
- Clegg, Sue. 2008. "The Struggle for Connections." Keynote address at ISSOTL, Edmonton, Alberta, October 17.  
[http://www.leedsmet.ac.uk/carnegie/Keynote\\_address\\_ISSOTL\\_17\\_10\\_2008.pdf](http://www.leedsmet.ac.uk/carnegie/Keynote_address_ISSOTL_17_10_2008.pdf)
- Coppola, Brian. 2000. "Writing a Statement of Teaching Philosophy,"  
<http://www.bgsu.edu/downloads/sa/file29027.pdf>
- Halpern, Diane. 2003. "Applying the Science of Learning to the University and Beyond," *Change* 35 (4): 36-41.
- Halpern, D.F., & Hakel, M. 2002. "Learning that lasts a lifetime; teaching for long-term

- retention and transfer.” *Applying the Science of Learning to University Teaching and Beyond*, New directions in teaching and learning, #89, p 3-7.
- Huber, Mary Taylor. July/August 2001. “Balancing Acts, Designing Careers Around the Scholarship of Teaching.” *Change* 33 (4): 21-29.
- Hutchings, Pat and Lee Shulman. 1999. “The Scholarship of Teaching: New Elaborations, New Developments.” *Change* 31 (5): 11-15.  
<http://www.carnegiefoundation.org/elibrary/docs/sotl1999.htm>
- Hutchings, Pat. 2002 “The scholarship of teaching and learning in higher education an annotated bibliography” <http://www.carnegiefoundation.org/elibrary/docs/bibliography.htm>
- Hutchings, Pat. 2003. “Competing Goods: Ethical issues in the scholarship of teaching and learning,” *Change* 35 (5): 27-33.
- King, Patricia M. and N.K. Lindsay. 2004. “Teachable Moments, Teachable Places: Education beyond the classroom,” *Change* 36 (3): 51-55.
- Kolb, David. Kolb, D. 1984. “The Process of Experiential Learning,” *Experiential Learning: Experience As A Source Of Learning And Development*. (pp. 20-60). Englewood Cliffs, NJ: Prentice-Hall.
- Lazerson, Marvin, Ursula Wagener, and Nichole Shumanis. 2000. “What Makes a Revolution: Teaching and learning in higher education, 1980-2000,” *Change*, 32 (3), 12-19.
- Levinson, David. 2003. Introduction to faculty scholarship in community colleges, *Community College Journal of Research & Practice*, 27: 575-78
- Marchese, Theodore. 1997. “The New Conversations About Learning: Insights From Neuroscience and Anthropology, Cognitive Science and Work-Place Studies”  
[http://www.newhorizons.org/lifelong/higher\\_ed/marchese.htm](http://www.newhorizons.org/lifelong/higher_ed/marchese.htm)
- Matlin, M. (2002) “Cognitive Psychology and College-Level Pedagogy: Two Siblings That Rarely Communicate” *Applying the Science of Learning to University Teaching and Beyond*, New directions in teaching and learning, #89, p 87-103.
- Mellow, Gail. 2003. “The face of the future.” *Change* 35 (2): 10-18.
- Prager, Carolyn. 2003. “Scholarship Matters,” *Community College Journal of Research & Practice*, 27: 579-592.
- Rice, Gene. 1996. *Making a Place for The New American Scholar*. Washington, DC: The American Association for Higher Education.
- Schon, Donald. 1995. “The New Scholarship Requires a New Epistemology: Knowing-in-Action,” *Change* 27(6): 26-34.
- Shulman, Lee S. 1998. Course Anatomy: The Dissection and Analysis of Knowledge Through Teaching. In *The Course Portfolio: How Faculty Can Examine Their Teaching to Advance Practice and Improve Student Learning*, edited by P. Hutchings. Washington: American Association for Higher Education.
- Shulman, Lee. 2000. “From Minsk to Pinsk: Why a Scholarship of Teaching and Learning,” *The Journal of Scholarship of Teaching and Learning* 1(1): 48-53  
<http://titans.iusb.edu/josotl/Vol1No1/shulman.pdf>
- Shulman, Lee. 2002. “Making differences, a Table of Learning.” *Change* 34 (6): 36-45.
- Sperling, C. 2003. “How Community Colleges Understand the Scholarship of Teaching and Learning,” *Community College Journal of Research & Practice*, 27: 593-601.
- Swail, Watson. 2002. “Higher Education and the New Demographics.” *Change* 34 (4):14-23.
- Trigwell, K., & Shale, S. (2004). “Student learning and the scholarship of university teaching.” *Studies in Higher Education* 29(4): 523-536.

#### **(D) Additional Resource Texts**

- AAHE, ACPA, NASPA. 1998. *Powerful Partnerships, A Shared Responsibility for Learning* <http://www.myacpa.org/pub/documents/taskforce.pdf>
- Angelo, Thomas and Patricia Cross. 1993. *Classroom Assessment Techniques; a handbook for college teachers*. San Francisco: Jossey-Bass.
- Astin, Alexander. 1993. *What Matters in College: four critical years revisited*. San Francisco: Jossey-Bass.
- Bain, Ken. 2004. *What the Best College Teachers Do*. Cambridge, MA: Harvard UP.
- Banta, Trudy & Associates. 2002. *Building a Culture of Assessment*. San Francisco, CA: Jossey-Bass.
- Baxter Magolda, M. (1999). *Creating contexts for learning and self-authorship: Constructive -developmental pedagogy*. Nashville, Tenn: Vanderbilt University Press.
- Brookfield, Stephen D. 1995. *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass.
- Boyer, Ernest. 1988. *College: the undergraduate experience in America*. NY: Perennial.
- DeZure, Deborah (ed). 2000. *Learning from Change: landmarks in teaching and learning in higher education from Change magazine, 1969-1999*. Sterling, VA: Stylus Publishing.
- Fink, L. Dee. 2003. *Creating Significant Learning Experiences*. San Francisco: Jossey-Bass.
- Gaff, Gerald and Patrick Ratliff (eds). 1997. *Handbook of the Undergraduate Curriculum*. San Francisco: Jossey-Bass.
- Glassick, Charles, Huber, M.T., and Maeroff, G.I. 1997. *Scholarship Assessed: Evaluation of the Professoriate*. San Francisco: Jossey-Bass.
- Iiyoshi, Toru & Kumar, M. S. V. 2008. *Opening Up Education*. Cambridge, MA: MIT Press.
- Keeling, Richard P. (Ed.) *Learning Reconsidered*. Washington, DC: NASPA.
- Kuh, G., Kinzie, J., Schuh, J., Whitt, E. (2005) *Student success in college : creating conditions that matter*. San Francisco: Jossey-Bass.
- Laurillard, Diana. 2008. *Digital Technologies and Their Role in Achieving Our Ambitions for Education*. London: Institute of Education, University of London.  
[http://eprints.ioe.ac.uk/628/1/Laurillard2008Digital\\_technologies.pdf](http://eprints.ioe.ac.uk/628/1/Laurillard2008Digital_technologies.pdf)
- Light, Richard. 2001. *Making the Most of College*. Cambridge: Harvard University Press.
- Mentkowski, Maria. 2000. *Learning That Lasts: integrating learning, development, and performance in college and beyond*. San Francisco: Jossey-Bass.
- Palmer, Parker J. 1998. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass.
- Pascarella, E. T. and Terenzini, P. T. 1991. *How college affects students: Findings and insights from twenty years of research*. San Francisco: Jossey-Bass.
- Pascarella, E.T. and Terenzini, P.T. 2005. *How college affects students (Vol 2): A third decade of research*. San Francisco: Jossey-Bass.
- Prosser, M. & Trigwell, K. 1999. *Understanding learning and teaching: the experience in higher education*. Milton Keynes: Open University Press.
- Shulman, L. 2004. *Teaching as Community Property: Essays on Higher Education*. San Francisco: Jossey-Bass.
- Schön, Donald. 1987. *Educating the Reflective Practitioner*. San Francisco, CA: Jossey-Bass.
- Smith, Barbara and John McCann (eds). 2001. *Reinventing Ourselves: interdisciplinary education, collaborative learning, and experimentation in higher education*. Bolton, MA: Anker.

- Smith, Peter. 2004. *The Quiet Crisis*. Bolton, Massachusetts: Anker Publishing.
- Sullivan, William & Rosen, Matthew. 2008. *A New Agenda for Higher Education: Shaping the Mind for a Life of Practice*. San Francisco, CA: Jossey-Bass.
- Svinicki, M. 2004. *Learning and motivation in the postsecondary classroom*. Bolton, MA: Anker.
- Tagg, John. 2003. *The Learning Paradigm College*. Bolton, Massachusetts: Anker Publishing
- Weigel, Van B. 2001. *Deep Learning for the Digital Age: Technology's Untapped Potential to Enrich Higher Education*. San Francisco, CA: Jossey-Bass.
- Weimer, Maryellen. 2002. *Learner-Centered Teaching*. San Francisco: Jossey-Bass.
- Wiggins, Grant and McTighe, Jay. 1998. *Understanding by design*. Alexandria, Virginia.
- Zull, J.E., (2002). *The art of changing the brain : enriching teaching by exploring the biology of learning*. Sterling, VA: Stylus.

**(E) Selected Websites:**

- Carnegie Academy for the Scholarship of Teaching and Learning:  
<http://www.carnegiefoundation.org/CASTL/highered/index.htm>
- Making Knowledge Visible Project:  
<http://crossroads.georgetown.edu/vkp/resources/kits/sotl/documents.htm>
- inventio*, online journal on the scholarship of teaching and learning:  
[www.doiiit.gmu.edu/inventio](http://www.doiiit.gmu.edu/inventio)
- Journal of Scholarship and Teaching:  
<http://titans.iusb.edu/josotl/>
- Inter/National Coalition for Electronic Portfolio Research  
<http://ncepr.org/>
- International Journal of Scholarship and Teaching:  
<http://academics.georgiasouthern.edu/ijstol/>
- International Society for the Scholarship of Teaching and Learning  
<http://issotl.org/>
- SoTL Tutorial  
<http://www.issotl.org/tutorial/sotltutorial/home.html>
- Indiana University Bloomington Scholarship of Teaching and Learning:  
<http://www.indiana.edu/~sotl/>  
 Craig Nelson, "how to find out more about college teaching and its scholarship."  
<http://php.indiana.edu/%7Enelson1/TCHNGBKS.html>  
 SOTL bibliography <http://www.indiana.edu/~sotl/selectbib.html>
- Illinois State University SOTL (K. McKinney):  
<http://www.sotl.ilstu.edu/>  
 SoTL publishing outlets <http://www.ilstu.edu/~sknaylor/sotl.htm>
- Maricopa Community College Center for Learning and Instruction:  
<http://www.mcli.dist.maricopa.edu/>
- Rockhurst University SOTL Resource Notebook:  
<http://cte.rockhurst.edu/2003sotlinstitute/resources.htm>
- National Scholarship of Teaching and Learning Conference for Minority-Serving Institutions: Teaching & Learning for Empowerment:  
<http://www.caucetlinfo.org/Documents/2007Presentations/SOTLResourcePacket.pdf>
- The Washington Center for Improving Undergraduate Education:

<http://learningcommons.evergreen.edu/>

Wabash Center for Inquiry

<http://www.liberalarts.wabash.edu/>

National Forum on Teaching and Learning Reference Materials:

[www.ntlf.com/html/lib/bib/bib.htm](http://www.ntlf.com/html/lib/bib/bib.htm)

POD Network:

<http://www.podnetwork.org/>

### **Assignments:**

Reading log: 10% of the grade will be based upon weekly posting to the course blog—key points, brief reflection, questions for class conversation. You need not respond to others, but I expect you to read each other's posting, and encourage you to respond when a topic or comment sparks a rejoinder. Another 10% of the grade will be based on a learning & reflection log--one page that you will write after each class that summarizes what is important for you about the readings and the class discussion, with brief reflection of what difference this information & experience might make in your thinking about teaching & learning and about a research topic. The log is due on February 23rd and April 13<sup>th</sup> on the course blog. (You may post each entry individually or post the whole log up to each of the two due dates, and you may choose to make your entries public or to password protect them.)

Annotated Bibliography: a list of selected readings that focuses on your discipline and SOTL. Selections should be published during the past ten years. 15% of final grade. Due April 20th.

Disciplinary/context report: For the three weeks we study the community college setting and disciplinary examples of SOTL, seminar members will lead the discussion. Use the assigned texts and websites, plus other examples that you find on your own. Provide a one page summary of key features of the disciplinary or contextual perspective on SOTL. 20% of final grade.

Research Proposal: develop a question or “problem” on teaching and learning that you might research and explain its importance to you personally and to the profession. Briefly summarize prior or relevant research, explain the method(s) you might employ, and the venue (conference or publication) where you might “go public.” 25% of final grade. Due April 27th.

The remaining 20% of the final grade will be based on seminar contributions. More details about seminar expectations and standards of performance will be developed during the first two weeks of class.

### **Class Schedule:**

Jan 19: Course overview, introductions, syllabus and assignment reviews  
<http://www.indiana.edu/~rcapub/v22n1/p03.html>

Jan 26: What and why Scholarship of Teaching and Learning  
McKinney, ch 1 & 2

Shulman, “Course Anatomy” (blog)  
Halpern & Hakel, “Learning that lasts a lifetime” – (blog)  
Rice, *Beyond Scholarship Reconsidered: Toward an Enlarged Vision of the  
Scholarly Work of Faculty Members* (blog)

- Feb 2: Research questions & “problems”—a first cut  
McKinney, ch 3  
Bass, “The Scholarship of Teaching”  
Scholarship of Teaching and Learning Tutorial
- Feb 9: Contemporary research on learning  
Marchese, “The New Conversations About Learning” (blog)  
Matlin, “Cognitive Psychology and College-Level Pedagogy” (blog)  
*How People Learn*: [http://www.nap.edu/openbook.php?record\\_id=6160](http://www.nap.edu/openbook.php?record_id=6160)
- Feb 16: Contemporary theories & views influencing SOTL  
Write a one page summary and review of one text—what is the argument  
of this book and how might it influence our thinking about SOTL?  
Baxter Magolda; Iiyoshi; Keeling; Kuh et al; Light; Tagg; Fink; Schon;  
Svinicki; Sullivan; Weimer 02; Zull 02
- Feb 23: Research design & methods  
McKinney ch 6
- March 2: Research methods  
*Virtual Guest Speaker: Elizabeth Barkley, Professor of English and  
past Dean of Fine Arts and Communications, Foothill College*  
Cross & Steadman, *Classroom Research*, ch 1
- March 9: No class – Spring Break
- March 16: Ethical issues  
*Guest speaker: Barbara Cambridge, director, Washington Office,  
National Council of Teachers of English, former vice president, American  
Association for Higher Education and past president, International Society for  
the Scholarship of Teaching and Learning*  
McKinney, ch 5  
Hutchins (2002), *Ethics of Inquiry*, ch 1 (blog)
- March 23: Community college setting  
Prager (2003) “Scholarship Matters” (blog)  
Sperling (2003) “How Community Colleges Understand the Scholarship of  
Teaching and Learning” (blog)  
Readings to be determined
- March 30: Disciplinary and contextual differences  
McKinney, ch 8  
Cross & Steadman, 1996. *Classroom Research*, ch 2



- Readings to be determined
- April 6: Disciplinary and contextual differences  
 Cross & Steadman, 1996. *Classroom Research*, ch 4  
 Readings to be determined
- April 13: Disciplinary and contextual differences  
 Readings to be determined
- April 20: Going Public  
 McKinney, ch 7  
 Tompkins, “Introduction to Faculty Portfolios” (blog)  
 Hutchings – “Defining Features and Significant Functions of the Course Portfolio,” (blog)  
 Bass and Bernstein, “The Middle of Open Spaces” (<http://tinyurl.com/59men8>)  
 Iiyoshi and Richardson, “Promoting Technology-enabled Building and Sharing” (<http://tinyurl.com/59men8>)
- April 27: Future directions for SoTL (class meets online)  
*Virtual guest speakers: Pat Hutchings, former vice president and consulting scholar, and Mary Huber, senior scholar emerita and consulting scholar, Carnegie Foundation for the Advancement of Teaching*  
 Clegg, “The Struggle for Connections”  
 Keeling, *Learning Reconsidered*  
 (summary: <http://www.learningreconsidered.org/topics/index.cfm>)  
 Mentkoski and Loacker, “Enacting a Collaborative Scholarship of Assessment” (blog)  
 Manor, et. al., “Foundations of Student-Faculty Partnerships” (blog)
- May 11: Reports on final projects and potluck