



Enhancing Teaching Through Research

Cleo D'Arcy

UIUC Distinguished Teacher Scholar

2005-2006



“Scholarship Reconsidered: Priorities of the Professoriate”

Ernest Boyer, 1990

- the scholarship of discovery
- the scholarship of integration
- the scholarship of application
- the scholarship of teaching



Teaching, Scholarly Teaching, and the Scholarship of Teaching and Learning

- teaching - the beginning
- scholarly teaching - often begins with an issue in the classroom
 - teaching a large class
 - introducing a new teaching method
 - dealing with a problem



What is “scholarly teaching”?

- scholarly teaching is informed, reflective, and continuously developing
- development often follows a process
 - identify a question or “problem”
(Randy Bass, 1999)
 - search for a solution
 - conduct formative evaluation
- the result is improved teaching and learning in your classroom



The Scholarship of Teaching and Learning (SOTL)

- the problem is systematically investigated
- the findings are submitted to an appropriate conference or journal
- the result is improved teaching and learning in **and beyond** your classroom



Results of SOTL

- public
- open to critique and evaluation
- in a form on which others can build

(Hutchings and Shulman, 1999)



What's the point?

Not all faculty will engage in SOTL, but all should endeavor to become scholarly teachers.



Today's Agenda

- We will share some examples of scholarly teaching and of SOTL.
- You will identify a problem or issue in your class and begin the search for a solution.