Enhancing Teaching Through Research

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“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.