Scholarship of Teaching

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Boyer’s Scholarship Reconsidered
• Proposed a new model of scholarship
  • Scholarship of discovery
  • Scholarship of integration
  • Scholarship of application
  • Scholarship of teaching

The faculty: A mosaic of talent
• “The richness of faculty talent should be celebrated, not restricted” (Boyer, p. 27).

  • Universal dimensions of scholarship:
    • All faculty should establish their credentials as researchers
    • All members of the faculty should stay in touch with developments in their fields and remain professionally alive
    • Every faculty member must be held to the highest standards of integrity
    • The work of the professoriate must be carefully assessed
Characteristics of scholars of teaching*

- Are excellent teachers—share knowledge and advance knowledge of teaching and learning in the discipline in a way that can be peer-reviewed
- Are expert teachers—engage in focused reflection or self-regulated learning about teaching
- Know more about teaching—draw on formal and personal sources of knowledge construction about teaching (pedagogical content knowledge)

*Kreber, 2002

Issues surrounding the scholarship of teaching

- Many universities have failed to identify the salient features; have almost universally failed to recognize teaching as a form of scholarship (Allen & Field, 2005).
- Research universities present more ambiguity over institutional messages about teaching expectations and norms than do other types of institutions (Wright, 2005).

Scholarly teaching (as opposed to the scholarship of teaching)*

- Based on practice wisdom; tends to be focused on teacher effectiveness or on effective teaching strategies (rather than on student learning)
- Focus on application of educational principles to teaching; use of evidence to guide teaching; use of peer evaluation
- Encompasses teacher’s contribution to design, development, maintenance and evaluation of curricula

*Allen & Field, 2005
Scholarship of teaching*

- Is student focused, driven by desire to understand how students learn effectively and how teaching influences this process
- Must be public
- Must be susceptible to critical review and evaluation
- Must be accessible for exchange and use by other members of one's scholarly community

* Cohen, Barton & Fast, 2000

Criteria for the scholarship of teaching and sources of information*

- **Criteria**
  - Shared public account of teaching
  - Emphasis on learning outcomes and relevant teaching practices
  - Discipline and pedagogical knowledge and innovation

- **Sources of information**
  - Self-report or teaching portfolio
  - Departmental annual review

*Theall & Centra, 2001

Exemplars of the scholarship of teaching in education*

- Peer-reviewed publications
- Accreditation or other comprehensive program reports
- Successful application of technology to teaching and learning
- Positive peer assessments of innovations in teaching
- State, regional, national or international recognition as a master teacher
- Published textbooks or other learning aids
- Grants awarded in support of teaching and learning
- Design of outcome studies or evaluation/assessment programs
- Presentations related to teaching and learning

* AACN, 1999; Glanville & Houde, 2004
Components of teaching portfolio*

- Philosophy of teaching
- Course syllabi and descriptions; course materials
- Descriptions of teaching innovations
- Teaching evaluations by students; letters from students
- Copies of manuscripts related to teaching
- Abstracts of poster or paper presentations
- Participation in workshop or conferences
- Evaluations of teaching by colleagues
- Honors related to teaching


References


References (continued)

- The Silver Book: Professional Development Guide for the Faculty of the Johns Hopkins University School of Medicine, 2006.