Developing Scholarly Habits into Scholarship


Q4 Common characteristics of a scholarly teacher include (Glassick et al., 1997):

- Remaining current in your disciplinary or content knowledge area
- Learning about different teaching styles and approaches
- Improving student learning within your own classroom by investigating the impact of your teaching on your students
- Improving student learning within your local community (dept., college, school) through collecting, sharing, and communicating the results of your work on teaching and learning.

Q4 Lee Shulman (1998) has observed that “for an activity to be designated as scholarship, it should manifest at least three key characteristics: It should be public, susceptible to critical review and evaluation, and accessible for exchange and use by other members of one’s scholarly community” (p.5). While it is difficult to draw exact distinctions, SoTL researchers differ from scholarly teachers by:

- Knowing and citing the literature on teaching and learning
- Relating the literature on teaching and learning to discipline-specific questions and issues
- Publishing and sharing their work to disciplinary or teaching community audiences to expand discussions on teaching and student learning.

While deeper engagement with the literature and broader contact with teachers from other schools may benefit your teaching, involvement in SoTL research is not for everyone. We have found that while some faculty find SoTL work central to their professional lives, others are content to be scholarly teachers in less public ways. Q5

Q6 . . . your reflective writing about your classroom inquiry can be used and shared with others, providing the basis for discussions about teaching that move beyond the anecdotal or passing hallway conversations with colleagues. Q

Q7 In general, there are four major steps to carrying out an effective [formalized] classroom inquiry: formulating an inquiry question, developing an assessment strategy, evaluating the results of your study, and drawing conclusions and recommendations from those results. Q

{issue of using students and/or their work and IRB approval “informed consent”?}

Q182 . . . the scholarship of teaching and learning differs from scholarly teaching in that it makes explicit use of the growing literature of teaching and learning in its inquiry, and it is intended for a broader audience outside one’s own school and sometimes one’s discipline. As the audience for your inquiry broadens, the expectations for the scope and significance of your inquiry will increase. As with the publication of discipline-based research, the most rigorous standards for evaluating classroom inquiry apply when you wish to publish it. Outside reviewers of a manuscript describing your inquiry project will require a strong investigative plan, appropriate analysis of the results, a high level and quality of writing, and an inquiry that builds on or complements others’ work. Q