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Why Bother? Research as Instruction (for All of Us); The Instructional Value of Being Asked; Peers' Reflections as Catalysts for Learning; Reflections as Real-Time Instructional Feedback; Reflection as Catalyst for My Scholarship; How SoTL Differs from "Just Good Teaching"; References; 6 The Scholarship of Teaching and Learning in a Physical Therapy Program; Introduction; Is There a Signature Pedagogy for Physical Therapy?; Overview of Broad Themes of SoTL Inquiry in Physical Therapy Education; Example of Previous SoTL Work; Goals of SoTL for Our Faculty

Personal Reflection on the Process of Doing SoTL; Community in the Academy; Future Implications for Physical Therapy Education; Conclusion; References; 7 Librarians, Libraries, and the Scholarship of Teaching and Learning; Signature Pedagogies in Librarianship; Examples of the Scholarship of Teaching and Learning in Librarianship; Goals of SoTL for Library Faculty; Carrying Libraries' Pedagogical Initiatives into the Future; References; INDEX; EULA

Sommario/riassunto

This volume focuses on SoTL, the scholarship of teaching and learning. It discusses how collaborations among and between disciplines can strengthen education and the ways in which students are taught. The community of scholars at an institution can provide a fertile ground for interdisciplinary collaboration that can enliven the educational process and the research that supports it. The authors here come from many different disciplines where they teach and use SoTL to inform their own practice and share what they have done with others. This is the 139th volume of the quarterly Jossey-Bass high
