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Descrizione fisica	1 online resource (168 pages)
Collana	New pedagogies and practices for teaching in higher education series
Disciplina	370.711
Soggetti	Observation (Educational method) Effective teaching Teachers - In-service training Teachers - Professional relationships Communication in education Education - Research - Methodology Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction : conversations about SoTL processes and practices / Nancy L. Chick -- Using intuition, anecdote, and observation : rich sources of SoTL projects / Gary Poole -- Learning matters : asking meaningful questions / Anthony Ciccone -- The SoTL literature review : exploring new territory / Margy MacMillan -- Educational research and SoTL : converging in the commons / Kimberley A. Grant -- Identifying a tradition of inquiry : articulating research assumptions / Carol Berenson -- Ensuring design alignment in SoTL inquiry : merging research purpose and methods / Robin Mueller -- Respect, justice, and doing good : the ethics review / Ryan C. Martin -- Methods and measures matter : meaningful questionnaires / Trent W. Maurer -- Classroom observations : exploring how learning works / Bill Cerbin -- Conducting interviews : capturing what is unobserved / Janice Miller-Young -- Close reading : paying attention to student artifacts / Karen Manarin -- Student think alouds : making thinking and learning visible / Lendol Calder -- Writing SoTL : going public for an extended

audience / Jessie L. Moore -- Reading SoTL : exploring scholarly conversations / David J. Voelker -- Developing SoTL locally : from classroom to learning object / Dan Bernstein -- The SoTL conference : learning while professing / Jennifer Meta Robinson.

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## Sommario/riassunto

What are the foundational moments of meaningful scholarship of teaching and learning (SoTL) projects? How do teacher-scholars collect, develop, and share useful insights about student learning? How do they work through the pinch points that frustrate, confuse, or elude many SoTL practitioners? By unpacking SoTL processes through rich narratives that illustrate what they look like, this collection offers inspiration to anyone at any stage of engagement with SoTL. This book takes discussions of SoTL to a new level. Its subtitle reflects the microscopic lenses SoTL processes can apply to student learning experiences to understand how they happen, what they look like, what they mean, and what we can do about them. Going beyond definitions, how-to, theory, and debates about methods and standards, the contributors offer a SoTL primer documenting how practitioners have intentionally thought through key moments in their work. These procedural vignettes present powerful examples of what doing SoTL looks like when done well. The authors represent a range of disciplines (the humanities, social sciences, natural sciences, and professions) and a mixture of familiar and unfamiliar names. Nancy Chick has selected contributions that compellingly illuminate why their authors focused on a particular critical moment, the questions they asked as they refined their approaches, and the theoretical and observational tools they employed to conduct their research. Each introduces a specific critical moment in doing SoTL, taking the reader through the author's reflections, concerns, and choices in doing meaningful SoTL work. The aim is to support potential practitioners, inform educational developers who teach new SoTL practitioners, and inspire experienced SoTL scholars to reflect on their own practice. This is a compelling collection for anyone interested in practitioner reflection, intentional design, and advancing the field of SoTL and the quality of teaching and learning.

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