

Title: **Are Students' Experiences Enhanced if their Teachers Engage in the Scholarship of Teaching and Learning?**

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Abstract:

Learning outcomes

By the end of the session participants will:

- Have engaged in discussion about ways to measure scholarly achievements in teaching and learning
- Be capable of enumerating the relationships between students' experiences and the scholarship of teaching and learning
- Appreciate the role of the scholarship of teaching and learning in enhancing students' course experiences.

Session outline

Most scholars now agree that while there are a number of formulations of the scholarship of teaching and learning, it includes ongoing 'learning about teaching and the demonstration of teaching knowledge' (Kreber & Cranton 2000: 477-8). However, while there is a good deal of discussion about the scholarship of teaching and a number of models have been developed to provide a framework for understanding its multi-dimensional nature, there is currently a lack of evidence about the extent to which it improves teaching, or, more particularly, how and whether it ultimately affects students' learning experiences.

Since 2000, the University of Sydney has collected data on students' experiences via the University's Student Course Experience Questionnaire (SCEQ). During the same period, the University has been encouraging the scholarship of teaching and learning through its Scholarship Index. This rewards departments for a defined and weighted set of scholarly accomplishments in relation to teaching and learning; an initiative that has led to substantial developments in the scholarship of teaching and learning in some faculties. Comparing faculty performance on the SCEQ with performance on the Scholarship Index for 2002-2004 can be used to show evidence of the relationship between the scholarship of teaching and learning and students' course experiences. In this paper, the findings of a comparative analysis of this data will be presented and discussed.

Session activities and approximate timings

- 0-5 mins – Activities to gauge audience familiarity and institutional strategies (e.g. line ups or hands up activities)

- 6- 21 mins - Presentation of data: Participants will be asked to reflect on a key question, then the data will be presented. Then they will reflect on another key question and another set of data will be presented, and so on.
- 22-39 mins - Discussion in small groups: Participants will be asked to apply the data to, and discuss how they could implement the scholarship of teaching in, their own institution
- 40-45 mins Final plenary discussion

Reference

Kreber, C., & Cranton, P. A. (2000). Exploring the scholarship of teaching. *The Journal of Higher Education*, 71(4), 476.