

Title: **Building an interdisciplinary community of practice to promote scholarly teaching**

Presenter: **Peter Draper, Graham Scott**
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Session Learning Outcomes

By the end of this session, delegates will be able to:

- 1 Outline Kern's model of SoTL (Kern 2015), which is a contemporary development of Boyer's work (Boyer 1990)
- 2 Use the model creatively to map their own journeys as scholars of teaching and learning
- 3 Critically appraise the presenters' attempts to develop a community of practice
- 4 Examine ways in which Kern's model could be used to facilitate their own and colleagues' development as scholars, in their own workplaces.

Session Outline

The advent of the teaching excellence framework (TEF) is raising the profile of teaching-focused academics, and encouraging academics, academic developers and academic institutions to interrogate afresh the meaning and practice of scholarly teaching and the usefulness of models of the scholarship of teaching and learning (SoTL). In this workshop we will present a model of SoTL devised by Kern (2015), based on the foundational work of Boyer (1990). The model has two axes (systematic vs. informal, and private vs. public), which intersect to form four quadrants that can be used to map particular teaching activities and stimulate critical thinking about the scholarship of teaching.

We have printed Kern's model on a very large vinyl sheet designed to go on the floor, which enables delegates to interact with the model physically as they map a range of activities related to teaching or in support of teaching. In the first part of the workshop we will present and explain the model, before asking delegates to map their work onto it in order to demonstrate the model and test its usefulness and validity.

At Hull, we used the model as a focal point for an interdisciplinary series of workshops intended to constitute a group of teaching-focussed staff as a community of practice. We will outline the key issues that emerged from our evaluation of this initiative, which

included colleagues' emotional response, their aspirations for career development as scholarly teachers, and linkages to the UKPSF. We will also invite delegates to critique our approach and think creatively about how the model might be used in their own practice as academics and academic developers.

The work presented in this workshop was supported by a SEDA grant.

Session Activities and Approximate Timings

0-15 mins – presentation of the model's key features in the contemporary HE context (TEF, teaching-focused contracts etc.)

15-30 mins – delegates use post-it notes to map exemplars of their own work onto the model in order to understand and critique it

30-45 mins – discussion of this exercise leading to shared view of the model's strengths and weaknesses.

45-60 mins – presentation of the key points of the evaluation of the CoP initiative

60 – 75 mins – discussion of points raised in the evaluation

75 – 90 mins – plenary discussion of the presentation focusing on the usefulness of the model and its application.

References

Boyer E (1990) Scholarship reconsidered: priorities of the professoriate. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Kern B, Mettetal G, Dixson M, Morgan R (2015) The role of SoTL in the Academy: upon the 25th anniversary of Boyer's Scholarship Reconsidered. Journal of the Scholarship for Teaching and Learning 15 (3) 1-14