

SCHOLARLY TEACHING: THE NET AND THE HAUL

Monday, May 1st, 2006
1:30 – 3:45pm, SB265

Eileen Herteis, Director, Purdy Crawford Teaching Centre
Mount Allison University

What is the Scholarship of Teaching and Learning? And how do we document that scholarship convincingly in a teaching portfolio?

Too often, we use the term “scholarly work” to refer only to our research, diminishing the importance of our other academic responsibilities, most specifically teaching and service.

Furthermore, when we say “research,” is it code for the product: publication in peer-reviewed journals? Do we also value the process: discovery, the acquisition of new knowledge that will enliven and inform our teaching and benefit our students, but which may never appear in an article or conference presentation?

Eileen Herteis will guide participants through the process of exploring their own scholarship of teaching, in all of its facets, and documenting it in a portfolio.

SMU/SMUFU Collective Agreement, 2003 – 2006

Article 1.0 – Definitions (p. 1 – 3)

*1.1 n. Scholarship means the discovery, integration, interpretation and/or application of knowledge related to one's discipline. Scholarship must normally be public, susceptible to critical review and evaluation by one's peers, and accessible for exchange and use by other members of one's scholarly community. Evidence of scholarship, **including the scholarship of teaching**, includes the following:*

1.1 n (iv) The scholarship of teaching consists of original and innovative thought and analysis related to pedagogy and/or learning that is disseminated publicly for peers to review, critically evaluate, and apply, or recognition by one's peers internally and externally that an individual is a leader, or possesses outstanding stature or expertise, in the scholarship of teaching. Good teaching does not constitute the scholarship of teaching.

SEE OVER 

STUDENT LEARNING PORTFOLIOS: REFLECTION AND CONNECTION

Tuesday, May 2nd, 2006
9:30 – 11:45am, SB265

Eileen Herteis
Mount Allison University

More than just scrapbooks of mementoes, student portfolios vary widely in content and purpose. They are flexible, evidence-based tools that encourage students to reflect on learning. Moreover, many teachers, educators, and researchers believe that portfolio assessments are much more effective than “traditional” testing methods for measuring academic skills and development and informing pedagogical decisions.

Moving us away from single-occasion testing to samples of work over time, from mere acquisition of knowledge to reflection and metacognition, portfolios are changing how we think about assessment, and they are having a profound effect on learning.

This interactive session will

- question some of our assumptions about assessment
- examine the learning portfolio from both the student's and teacher's perspective
- explore how portfolios can be used in a variety of classroom-based courses, and in documenting experiential learning from internships, co-op placements, and so on.

Eileen Herteis is Director of the Purdy Crawford Teaching Centre at Mount Allison University.

Eileen's work focuses on the scholarship of teaching and learning, teaching improvement, and portfolios—of every kind. The teaching portfolio web site she developed while she was at the University of Saskatchewan (1997 - 2004) has become nationally recognized in Canada and, with its companion site on the Scholarship of Teaching and Learning, receives over 3,000 hits each month. www.usask.ca/tlc/teaching_portfolios/

Eileen has given presentations throughout Canada, in the US and UK. Her recent publications include a chapter on experiential learning portfolios in John Zubizarreta's book, *The Learning Portfolio: Reflective Practice for Improving Student Learning*, Anker Publishing, 2004 (available in the OID Resource Center).

Each session will include a refreshment break.
Registration deadline: Thursday, April 27, 2006

To Register, contact:
The Office of Instructional Development
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