

## Scholarly Teaching: Dimensions, Levels, and Examples\*

\*Examples at each level are neither all required nor an exhaustive list.

- **Evidence-Based Practice**

- This dimension focuses on research and evidence as the foundation for teaching decisions. **A scholarly teacher bases instructional decisions on significant and reliable evidence, research on teaching and learning, and well-reasoned theory.**
- Level 1 Examples
  - Applies research findings from cognitive science (e.g., Ambrose et al, *How Learning Works*) to design effective course materials.
  - Applications of research-supported practices are documented through self-report (e.g., teaching philosophy statement), peer observation, and community partner feedback where appropriate.
  - Applies research-supported practices to a documented pedagogical problem.
- Level 2 Examples
  - Adept at using a variety of research-supported teaching practices (e.g., Just-in-Time Teaching, Evidence-Based Instructional Practices, Peer-Led Team Learning, Problem-Based Learning) and uses them to help students learn in a given context (e.g., unique situational constraints, student needs, class size).
  - Uses student learning outcomes, student feedback (formative assessments, course evaluations), and peer reviews as sources of input. Views them in the context of foundational research to make instructional changes.
  - Disseminates outcomes of applications of research-supported practices with teaching peers, including community partners where applicable.
  - In online course, compensates for lack of face-to-face dynamics (e.g. tone of voice, facial expression) that facilitate relationship building, trust and open sharing, all of which lead to meaningful learning.
- Level 3 Examples
  - Applies research-supported practices in *new* ways to improve student learning, motivation, and persistence.
  - Applies research-supported practices in *new* ways that foster mutually beneficial outcomes among students and community partners.
  - Generates research questions and methods of inquiry that add to existing knowledge of teaching practice and student learning.
  - Observes a teaching or learning issue, generates a scholarly question, collects data, uses appropriate methods to analyze data, disseminates results in a scholarly venue (e.g., peer-reviewed journal or conference).

- **Reflective Practice**

- This dimension views the practice of critical reflection as instrumental to professional identity and career in teaching. **A scholarly teacher engages in a regular and purposeful process of inquiry to discover personal assumptions about teaching and learning and the effects of same on teaching-related decisions.**
- Level 1 Examples
  - Questions the reasons for one's teaching decisions.
  - Identifies own assumptions about teaching and learning.

- Considers feedback from students and colleagues as sources of input for reflection.
    - Level 2 Examples
      - Examines teaching strategies in relation to assumptions about teaching and learning.
      - Discovers origins of assumptions about teaching and learning.
      - Discovers distinctive voice through reflective practice.
    - Level 3 Examples
      - Critically examines assumptions about teaching and learning in order to develop authentic teaching philosophy.
      - Refines and/or changes teaching decisions based on a variety of sources of input (e.g., peer review, research, theory, community partners where appropriate).
- **Curricular/Course Design**
  - This dimension begins with principles of course design and extends them to curricular development and assessment. ***A scholarly teacher selects, shapes, and designs course materials and teaching strategies in ways that link course goals, student learning outcomes, learning activities, and assessment of student learning.***
  - Level 1 Examples
    - Writes clear, relevant, and measurable student learning outcomes for a course and includes them in course materials.
    - Considers student learning outcomes when using or designing teaching strategies and learning activities. [This example can also apply to faculty who are teaching courses that they did not design.]
    - Bases decisions about teaching strategies and learning activities on student characteristics (e.g., readiness, preparation, developmental needs, cultural identity).
    - Uses appropriate measures to assess learning outcomes.
  - Level 2 Examples
    - Regularly adjusts, adapts, and tailors all aspects of course design (i.e., student learning outcomes, learning activities, and assessment methods) in response to varied sources of input (e.g., mid-semester student feedback, student work, peer consultation, newly acquired knowledge on learning science).
    - Uses direct measures of learning (e.g., course work, exams, projects, authentic student work) to a greater extent than indirect measures (e.g., grades, student satisfaction surveys, interviews) to assess learning.
    - Maps course learning outcomes onto program accreditation standards and/or university level goals and learning outcomes.
    - Where appropriate, engages community and clinical partners as sources of complementary and diverse knowledge relevant to student learning.
  - Level 3 Examples
    - Uses student input (e.g., work, feedback) to develop and refine course elements (e.g., student learning outcomes, assignments).
    - Improves course elements (e.g., learning activities, assessment) through intentional study and experimentation.
    - Creates and assesses a signature assignment for multiple sections of a course.

- Connects course goals and outcomes with national standards and relevant scholarship.
  - Shares developing expertise with community of peers, including community collaborators.
  - Disseminates best practices.
- **Ethics and Responsibility**
  - This dimension is grounded in the professional dispositions to behave ethically and responsibly. ***A scholarly teacher demonstrates ethical and responsible teaching practices that are centered on intellectual honesty, the development and empowerment of students, and equity and inclusion.***
  - Level 1 Examples
    - Presents issues in context and according to professional or discipline-based standards; identifies opinion as opinion.
    - Creates clear learning outcomes and rubrics to facilitate learning.
    - Helps entry-level students acclimate to university life.
    - Creates welcoming, safe, and inclusive learning environments, both inside and outside the classroom.
    - Presents material in multiple ways that accommodate learners' individual preferences and abilities.
    - Encourages and/or facilitates student involvement in forms of engaged learning that develop collaborative skills and personal growth.
  - Level 2 Examples
    - Frames all academic work as intellectual inquiry, and models the discipline's ways of thinking with students.
    - Seeks and uses input from learners in order to gauge and maximize inclusive practices.
    - Where appropriate, collaborates with community or clinical partners to create courses and/or learning activities that support equity and inclusion.
  - Level 3 Examples
    - Requires intellectual honesty in all aspects of one's teaching career.
    - Fosters an academic environment that welcomes others' opinions.
    - Examines evidence as to effectiveness of inclusive practices.
    - Requires students to design and implement activities that support equity and inclusion.
- **Subject-Matter Expertise and Pedagogical Knowledge**
  - This dimension assumes that faculty have a high level of content knowledge in their disciplinary area. ***A scholarly teacher maintains a high level of proficiency in subject-matter expertise and pedagogically-related knowledge.***
  - Level 1 Examples
    - Provides students with a clear view of the context and focus of the subject.
    - Invites peer review of the relevant pedagogical expertise (including content and practice standards) in a course or curriculum.
    - Instruction of course content is appropriate to the level of the learner.
  - Level 2 Examples

- Shares effective practices regarding teaching of discipline-based content with colleagues in department or school.
- Participates in formally organized conversations about teaching in the discipline, including issues, assignments, and solutions to commonly encountered problems.
- Level 3 Examples
  - Makes inquiry a central part of all aspects of a course and fosters appreciation of inquiry as a valuable practice.
  - Develops/leads conversations/creates curricula (e.g., journal clubs, faculty learning communities) that explore and/or apply current work in the field.
  - Publishes work in peer reviewed discipline-specific journals related to such topics as the scholarship of teaching and learning, community service learning, technology and learning, and the scholarship of engaged learning.