

# Research Briefs: Enhancing Scholarship of Teaching and Learning through Micro-level Collaboration across Two Disciplines

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## Research Briefs

June 2016

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### Enhancing Scholarship of Teaching and Learning through Micro-level Collaboration across Two Disciplines

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### Abstract

Two professors from two disciplines - education and sociology - analyzed the commonalities, differences, successes, and challenges of conducting cross-disciplinary Scholarship of Teaching and Learning (SoTL) research at the course level (micro-level). This case study of their collaboration resulted in a series of lessons learned which add to the literature base on the process of SoTL collaboration. The results of their professional collaboration at this level provide

a validation for increased communication and alignment during the development and implementation of the projects developed to enhance teaching and learning in their respective courses. This erudition illuminates the potential of increased SoTL collaborations across disciplines at the micro-level.

## Practical Application

Colleagues may benefit from the examination of the (a) commonalities, (b) differences, (c) successes, and (d) challenges of collaborating in cross-disciplinary research with the goal of improving college-level teaching. Five lessons learned from this project are: include time for collaboration, understand differences in each discipline, communicate about and accept differences of opinions and outcomes, and acknowledge the advantages of exchanging ideas about teaching. Additionally, SoTL promotes the idea that teaching can be thought of as a form of scholarship and, thus, may attract future scholars, stimulate active learning by students, engage faculty as both teachers and learners, and maintain a vibrancy of scholarship in professors' work. With a SoTL focus on improving one's teaching and continually creating new knowledge, others can take what is learned by SoTL researchers and make it applicable to their own college-level classroom.

## Citation

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