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The Scholarship of Learning: The Elephant in the Room

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The Scholarship of Learning

The elephant in the room

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Outline

- Introductions
- Academic Support Programming: Defining the Learning Model
- Group Activity
- The Teaching Process
- The Learning Process
- The Scholarship of Teaching
- The Scholarship of Learning
- At the Interface: Learner Conflict
- Bringing it Together: The Scholarship of Teaching and Learning
- Conclusion: The Synchronous Approach
- Questions and Comments?
Defining Academic Support Programming

- Delivery mechanism
- An awareness and understanding of learners, learning, & learning environments
- Based on reflexivity
- Focused on Learner Conflict
What Differentiates Academic Support Programming from Teaching?

- Not academic content remediation
  - Focus on what students would like to learn, achieve, and improve upon (i.e. learner-driven)

- Not counselling based
  - Distances the “something is wrong with me (learner) so I can’t succeed” mentality

- Not attached to power dynamics of marking
  - different relationship, trust, and accountability
  - Program moves away from product and output towards learning and internal process of learner

- Focus on context of learners
  - Takes into consideration the ‘whole’ student: academics, emotions, context, background, etc.
Academic Support Programming at Guelph: Examining the Delivery Model

- Supplemental
  - Generic programming & information awareness

- Integrated
  - Custom-designed in consultation with course instructor

- Embedded
  - In-course, continual programming designed for pedagogical improvements to student learning
The Learning Process: Considering the Learners

- **Group Activity**
  - In groups, identify the components of the scholarship of learning
  - Use chart paper to document your thoughts and understandings
  - You have 5 minutes
  - We will discuss your findings at the end
Our Version of the Teaching Process

- **Teaching/Content Delivery**
  - Technology
  - Multi-Media
  - Online
  - Clickers

- **Student/Receiver**

- **Product (Marks)**

- **Fix my student**

Back to innovations
Understanding the Components of the Teaching Process

- **Content**
  - Pre-determined
  - Based on institutional standards, culture, and approaches

- **Assessment**
  - Based on product and output

- **Learners**
  - Assumed to be ‘undefined’ – input in, output out
  - Focus is not on the processes inside the box

- **Learning**
  - Measured by marks
  - Assessment based on pre-determined content
What This Process Means for Learning

- Entails a ‘selling’ or ‘convincing’ period for learners
  - Why should I take this course? Why should I learn this material?

- Excludes individually-derived goals
  - Subordinates individual goals to institutionally-mandated and created goals

- Default for the student is ‘getting by’
  - Pragmatics, not learning, drive students (i.e. time vs. demand vs. output)
Our Version of the Learning Process

Learning

Learner’s Context

Learner Conflict

Fix Myself
New skills, tools, opportunities, goals, motivation

Research, Reflect, & Report

Research, reflect, & report
Understanding the Components of the Learning Process

- **Content**
  - Based on learner’s goals
  - Curriculum becomes background, not foreground, to student experience

- **Assessment**
  - Marks are no longer measurement of ‘success’
  - Achievement of goals important

- **Learners**
  - No longer ‘undefined’
  - Learner assumes primary importance
  - Drives entire process

- **Learning**
  - Learner-created and defined
  - More personalized
What this Process Means for Learning

- No ‘selling’ or ‘convincing’ period
  - ‘Buy-in’ innate
- Goals are individually-created and derived
  - Motivation is internally driven
  - Goals based on experiences, contexts, histories, strengths, weaknesses, etc.
- Default for student is creativity (not pragmatics)
  - Process is learner directed
  - Learner identifies areas of ‘freedom’ within prescribed academic contexts
Understanding the Scholarship of Teaching

Source: Georgia Southern University Center for Excellence in Teaching: www.issotl.org/tutorial/sotltutorial/u1a/u1a1.html
Understanding the Scholarship of Learning

Adapted from:
www.issotl.org/tutorial/sotltutorial/u1a/u1a1.html
The Scholarship of Teaching & Learning

Adapted from: www.issotl.org/tutorial/sotltutorial/u1a/u1a1.html
What is Learner Conflict?

Learner conflict occurs at a point of rupture -- a rupture of one’s habits, perceptions, skills, patterns, and beliefs about one’s self, one’s learning, and one’s context in the world.
Defining Learner Conflict Cont’d.

This rupture presents a choice:

one can ignore the conflict and choose instead to slip into a self-deprecating paralysis; or one can confront the conflict, and acknowledge, manage, and advance it.
Defining Learner Conflict Cont’d.

In order for transformation to occur,

one must be willing to confront this conflict,
and by engaging in the process of critical self-assessment and re-assessment, act upon it.
Bringing it Together: An Enhanced and Expanded Vision & Version of SoTL

Learner Conflict

Teaching

Scholarly Teaching

Scholarship of Teaching and Learning

Learning

Scholarly Learning
Conclusion: The Synchronous Approach

- Benefits vs. piecemeal occurrences

- Unification of personal and academic goals

- A unification of both approaches in classroom

- Synchronous, synergistic, symbiosis
Thank you!

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Suggested Further Readings