

*Writing and Publishing Articles on Teaching*  
Sponsored by NAU Faculty Development Program  
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Annotated Bibliography

Bernstein, D., Burnett, A. N., Goodburn, A., & Savory, P. (2006). *Making teaching and learning visible: Course portfolios and the peer review of teaching*. Bolton, MA: Anker Publishing.

With higher education's refocus over the last three decades on bringing greater recognition and reward to good teaching, the idea of peer review has gained popularity. One tool for documenting and reflecting on the quality of teaching and student learning is a course portfolio. A course portfolio captures and makes visible the careful, difficult, and intentional scholarly work of planning and teaching a course. Illustrated through examples of course portfolios created during a four-year project on peer review of teaching, this book demonstrates how faculty can integrate well-designed peer review into their daily professional lives, thus improving their teaching by incorporating a means for assessment and collaboration and revealing the student learning that happens with effective teaching within an institutional reward systems. This book offers a model of peer review intended to help faculty document, assess, reflect on, and improve teaching and student learning through the use of a course portfolio. It features a rich collection of materials—including four dozen exhibits to help assemble a portfolio, reviewers' comments, and reflections drawn from more than 200 professors and portfolio authors in various disciplines and institutions—that faculty can use to develop their course portfolios to be used in their peer review of teaching.

McKinney, K. (2007). *Enhancing learning through the scholarship of teaching and learning: The challenges and joys of juggling*. Bolton, MA: Anker Publishing.

There has been growing demand for workshops and materials to help those in higher education conduct and use the scholarship of teaching and learning. This book offers advice on how to do, share, and apply SoTL work to improve student learning and development. Written for college-level faculty members as well as faculty developers, administrators, academic staff, and graduate students, this book will also help undergraduate students collaborating with faculty on SoTL projects. Though targeted at those new to the field of SoTL, more seasoned SoTL researchers and those attempting to support SoTL efforts will find the book valuable. It can be used as an individual reading, a shared reading in SoTL writing circles, a resource in workshops on SoTL, and a text in seminars on teaching. Contents include:

- Defining SoTL
- The functions, value, rewards, and standards for SoTL work
- Working with colleagues, involving students, writing grants, integrating SoTL into your professional life, and finding useful resources
- Practical and ethical issues associated with SoTL work
- Making your SoTL public and documenting your work
- The status of SoTL in disciplinary and institutional contexts
- Applying the goals of SoTL to enhance student learning and development.

Pace, D., & Middendorf, J. (Eds.). (2004). *Decoding the disciplines: Helping students learn disciplinary ways of thinking*. Hoboken, NJ: John Wiley & Sons.

Research in psychology has shown that there are indeed disciplinary differences in the way we think about our subjects. Our position as experts in our fields sometimes blinds us to the fact that students have been trained to think differently. An important first step in socializing students into our discipline is to help them understand how we think. This issue reports the results of an institution-wide project at Indiana University in which faculty used a common model to help uncover for the students the uncommon thinking strategies inherent in each discipline. Using the Decoding the Disciplines model, faculty who are deeply ingrained in their disciplinary research answer a series of questions to understand how students think and learn in their field. The cross-disciplinary nature of the process clarifies the thinking for each discipline. The text also presents a vision in which the kinds of thinking and learning commonly required of students become a regular part of the teaching and scholarship within every discipline.

Savory, P., Burnett, A. N., & Goodburn, A. (2007). *Inquiry into the college classroom: A journey toward scholarly teaching*. Bolton, MA: Anker Publishing.

An essential companion for university faculty interested in conducting scholarly inquiry into their classroom teaching, this practical guide presents a formal model for making visible the careful, difficult, and intentional scholarly work entailed in exploring a teaching question. As a how-to guide, this is an invaluable resource for planning and conducting classroom research. The guide is filled with richly illustrative examples which highlight how university faculty from a range of academic disciplines have performed scholarly inquiries into their teaching and leads faculty on a journey that includes: 1) developing a formal model for structuring the exploration of a classroom inquiry question; 2) providing a practical and useful guide for exploring teaching and learning challenges; 3) detailing faculty experiences in measuring specific changes in student learning or perspectives; 4) demonstrating how to document classroom inquiry in a form to be shared, used, and reviewed by other faculty; 5) sharing useful and practical suggestions for getting started with a classroom inquiry; 6) highlighting different models for disseminating classroom inquiry work; and, 7) linking classroom inquiry to larger conversations about the scholarship of teaching and learning.

Weimer, M. (2006). *Enhancing scholarly work on teaching & learning: Professional literature that makes a difference* (1st ed.). Indianapolis, IN: Jossey-Bass, An Imprint of Wiley.

This is an essential resource for anyone engaged in efforts to improve teaching in higher education. Weimer draws on a wide array of sources to help practitioners build on the foundation laid by existing scholarly work on teaching and learning. Previously published work on teaching and learning is reviewed to better guide those engaged in pedagogical scholarship and to help develop a literature that meets the needs of faculty. Included is an analysis of the practitioner literature on teaching and learning in two main categories--the wisdom of scholarship and research scholarship. The first category uses the lens of experience to analyze instructional issues, and the second category employs more objective frames to assess instructional issues. The book explores four experiential approaches to teaching and learning: 1) personal accounts of change; 2) recommended-practices reports; 3) recommended-content reports; and 4) personal narratives. An analysis of the three most common research methods (quantitative investigation, qualitative studies, and descriptive research) is included.