Centre for Active Learning in Geography, Environment and Related Disciplines (CeAL)

The Scholarship of Teaching and Learning: A selected bibliography

Mick Healey
University of Gloucestershire

For the latest version see: http://resources.glos.ac.uk/ceal/resources/litreview.cfm.

There are separate bibliographies concerned with ‘Pedagogic Research and Development’; ‘Linking research and teaching’ and ‘Active learning and learning styles’ at same URL.

An Invitation: Readers are encouraged to send details of their own favourite references for adding to the list to me at: mhealey@glos.ac.uk. Thanks. Readers new to the scholarship of teaching and learning may find it helpful to start with the references marked with a *


Angelo, T. 2000: Doing academic development as though we value learning most: Transformative guidelines from research and practice. In James, R., Milton, J. and Gabb, R. Research and Development in Higher Education 22, Melbourne, Victoria: HERDSA


Austin, A. E. & McDaniels, M. 2006: Using doctoral education to prepare faculty to work within Boyer’s four domains of scholarship, New Directions for Institutional Research, 129(Spring), 51-65.


February 2009


*Bass, R. 1999: The scholarship of teaching: What’s the problem? Inventio: Creative Thinking about Learning and Teaching* 1(1) [http://www.doit.gmu.edu/Archives/feb98/randybass.htm](http://www.doit.gmu.edu/Archives/feb98/randybass.htm)


Booth, A. 2004: Rethinking the scholarly: developing the scholarship of teaching in history, *Arts and Humanities in Higher Education*, 3(3), 247-266.


Cox, M. D. 2001: Faculty learning communities: change agents for transforming institutions into learning organizations, To Improve the Academy: Resources for faculty, instructional and organizational development.


Griffiths, R. 2004: Knowledge production and the research-teaching nexus: the case of the built

Gunn, V. 2003: Transforming subject boundaries: the interface between higher education teaching and
learning theories and subject-specific knowledge, *Arts and Humanities in Higher Education* 2(3), 265-
280.

Hakim M A 2002: Navigating the Web of discourse on the scholarship of teaching and learning: an
Available at: http://www.ala.org/ala/mgrps/divs/acrl/publications/crlnews/2002/jul/scholarshipsteaching.cfm

http://www.bournemouth.ac.uk/cap/events/seminars/past_seminars/sems0405/gettingpublished.html


Healey, M. 1998: Editorial. Developing and internationalising higher education networks in geography,
*Journal of Geography in Higher Education*, 22 (3), 277-282. Also available at
resources.glos.ac.uk/gdn/jghe/22_3.htm#Healey

Also available at: resources.glos.ac.uk/gdn/confpubl/thes.htm

* Healey, M. 2000b: Developing the scholarship of teaching in higher education: a discipline-based

Healey, M. 2001: Teaching and the RAE: Response of National Subject Centre for Geography, Earth and
Environmental Sciences to HEFCE (2000) *Review of Research* 00/37, Planet 1 (1), 4-6. Also available
at: resources.glos.ac.uk/gdn/res00_37.htm

Healey, M. 2003a: Promoting lifelong professional development in geography education: international
perspectives on developing the scholarship of teaching in higher education in the 21st century, *The
Professional Geographer*, 55 (1), 1-17.


* Healey, M. 2005: Linking research and teaching exploring disciplinary spaces and the role of inquiry-
based learning, in Barnett, R (ed) *Reshaping the university: new relationships between research,

Healey, M 2005: Linking research and teaching to benefit student learning, *Journal of Geography in Higher
Education* 29 (2), 183-201.

Healey, M 2006: SoTL in the UK: Some unsung developments, *The International Commons* 1(1), 1, 8
http://www.issotl.org/newsletter.html

Healey, M 2006: International collaboration as a way of exploring and writing about teaching and learning: a
discipline-based model from Geography, *The International Commons* 1(2), 6-7
http://www.issotl.org/newsletter.html

Healey, M 2008: Discipline-based approaches to SoTL, *The International Commons* 3(1), 2-3
http://www.issotl.org/newsletter.html

Healey, M. & Jenkins, A. 2000: Learning cycles and learning styles: the application of Kolb’s experiential

available at www.exchange.ac.uk/

Healey, M. and Jenkins, A. 2003: Discipline-based educational development, in Macdonald R. and Eggins,
H. (eds.) *The scholarship of academic development*. Buckingham: Open University Press/SRHE, pp.47-
57.

Healey M and Jenkins A 2006: Strengthening the teaching-research linkage in undergraduate courses and
programmes, in Kreber, C (ed) *Exploring research-based teaching*, New Directions in Teaching and
Learning, San Francisco: Jossey Bass/Wiley (forthcoming)

Healey, M, Kneale, P, Bradbeer, J with other members of the INLT Learning Styles and Concepts Group
2005: Learning styles among geography undergraduates: An international comparison, *Area* 37(1), 30-
42.
Healey, M., Jenkins, M. and Roberts, C. 2005: Researching and evaluating inquiry-based learning in CeAL (Centre for Active Learning in Geography, Environment and Related Activities), Discussion Paper for ‘Researching and evaluating research-based learning in CETLs Symposium’, held at C-SAP, University of Birmingham, 15 December http://resources.glos.ac.uk/ceal/resources/cealpresentations/0506.cfm


Higher Education Research and Development 19(2) 2000 Special Issue: Scholarship of Teaching.


Huber, M. 2001: Balancing acts: designing careers around the scholarship of teaching, Change, July/August, 21-29.


Hutchings, P. and Huber, M (eds) 2008: The Scholarship of Teaching and Learning in the Humanities: The Place — and Problem — of Theory, Arts and Humanities in Higher Education (theme issue)


Jenkins, A. 2002: Pedagogic research at Brookes: achievements, opportunities and questions, Teaching Forum, 50 http://www.brookes.ac.uk/virtual/NewTF/50/tf50lead.htm
Jenkins, A. 2004: *A guide to the research evidence on teaching-research relationships*. York: Higher Education Academy. [Link](http://www.heacademy.ac.uk/resources/detail/id383_guide_to_research_evidence_on_teaching_research_relations)


*Pace, D. and Middendorf, J. (eds) 2004: Decoding the disciplines: helping students learn disciplinary ways of thinking, New Directions for Teaching and Learning No 98 San Francisco: Jossey-Bass."


Riordan, T and Roth, J (eds) 2004: *Disciplines as frameworks for student learning: teaching the practice of the disciplines*. Sterling, Virginia: Stylus.


Sander, P. 2004: How should we research our students – Parts I and II, Higher Education Academy Scholarship of Teaching Resource. Available at: http://www.heacademy.ac.uk/resources.asp?section=generic&process=filter_fields&type=all&id=29&history=


Scott, P. 2004: Knowledge work in a knowledge society: rethinking the links between university teaching and research, paper presented to The Higher Education Academy Learning and Teaching Conference 2004: Delivering Excellence, 29 June - 1 July, The University of Hertfordshire. Available at: http://www.brookes.ac.uk/genericlink/!


Theall, M. ed. 1999: *Motivation from within: approaches for encouraging faculty and students to excel*. New Directions for Teaching and Learning No. 78 (Summer).


Witman, P. D. and Richlin, L. 2007: The status of the scholarship of teaching and learning in the disciplines
International Journal for the Scholarship of Teaching and Learning 1(1)
http://www.georgiasouthern.edu/ijsotl


Useful Web Sites

Atherton, J S Three linked sites exploring learning and teaching in college, adult and professional education http://www.learningandteaching.info/
The Australian Learning and Teaching Council http://www.altc.edu.au/carrick/go/home
http://www.dest.gov.au/sectors/higher_education/policy_issues_reviews/key_issues/learning_teaching/national_institute.htm Administers the Learning and Teaching Performance Fund (from 2006) and the Australian Awards for University Teaching
Centres for Excellence in Teaching and Learning (CETL) initiative: 74 centres funded by HEFCE (up to £4.5m each over 5 years) http://www.hefce.ac.uk/learning/TInits/cetl/;
Deliberations on Learning and Teaching in Higher Education For new site see: http://www.londonmet.ac.uk/deliberations/
Geography Discipline Network http://www.glos.ac.uk/gdn
Higher Education Academy http://www.heacademy.ac.uk
Bioscience Subject Centre Getting Published http://heabiowiki.leeds.ac.uk/wiki/index.php/Getting_Published
Linking research and teaching http://www.heacademy.ac.uk/ourwork/research/teaching
National Teaching Fellowship Scheme http://www.heacademy.ac.uk/ourwork/professional/ntfs
Registration and Accreditation http://www.heacademy.ac.uk/ourwork/professional
Research and Evaluation http://www.heacademy.ac.uk/ourwork/research
Research and Teaching Forum [http://www.heacademy.ac.uk/ourwork/research/teaching/forum; for 2007 Colloquium see: [http://portal-live.solent.ac.uk/university/rtconference/rtcolloquium_home.aspx]

Subject Network covers every subject in 24 centres [http://www.heacademy.ac.uk]

Supporting Learning [http://www.heacademy.ac.uk/ourwork/learning]

Supporting New Academic Staff (SNAS) [http://www.heacademy.ac.uk/ourwork/professional/snas]

Hong Kong University Grants Committee Research Assessment Exercises [http://www.ugc.edu.hk/eng/ugc/publication/prog/rae/rae.htm]

Indiana University at Bloomington Library list of SoTL Journals by subject area [http://www.libraries.iub.edu/index.php?pageid=3213]


Illinois State University Scholarship of Teaching and Learning (SoTL) Potential Publishing Outlets [http://www.isltu.edu/~sknaylor/sotl.htm] includes disciplinary and core journals mainly North American

Illinois State University Getting SoTL Articles Published [http://www.sotl.lisltu.edu/resLinks/sotlMats/getPub.shtml]

Indiana University Bloomington and Samuel Thompson A tutorial on the Scholarship of Teaching and Learning [http://www.issotl.org/tutorial/sottutorial/home.html]

International Journal for the Scholarship of Teaching & Learning (IJ-SoTL) [http://www.georgiasouthern.edu/ijsotl/ published by the Center for Excellence in Teaching at Georgia Southern University (Statesboro, Georgia, USA)

International Network for Learning and Teaching Geography in Higher Education (INLT) [http://www.geog.canterbury.ac.nz/inlt/]

International Society for the Scholarship of Teaching and Learning (ISSOTL) [http://www.issotl.org/ for resources see: [http://www.issotl.org/SOTL.html]

ISSOTL Scholarship of Teaching Database [http://www.issotl.org/database.html]

Inventio a journal of the scholarship of teaching from the department of instructional improvement and instructional technology, George Mason University [http://www.doiit.gmu.edu/inventio/]

The Journal of Scholarship of Teaching and Learning (JoSoTL) on-line journal published by Indiana University. Available at: [http://www.iupui.edu/~josotl/]

Linking Teaching and Research in the Disciplines [http://www.brookes.ac.uk/genericlink/]

McMaster University Centre for Leadership in Learning, Inquiry-based learning resources [www.mcmaster.ca/oll/inquiry/inquiry.resources.htm]

MountainRise – an electronic journal dedicated to the scholarship of teaching and learning. Edited from Western Carolina University, USA. [http://mountainrise.wcu.edu]


Periodicals in the Area of the Scholarship of Teaching and Learning [http://www.acu.edu/academics/library/sotl.html] Christian Abilene University (includes a list of mainly American discipline based journals)

Practice and Evidence of Scholarship of Teaching and Learning in Higher Education – an electronic journal from University of Glasgow, UK [www.pesthe.org.uk]

Reinvention Center at University of Miami [http://www.reinventioncenter.miami.edu/index.html]


SEDA [www.seda.ac.uk]

Society for Research into Higher Education (SRHE) [http://www.srhe.ac.uk/]

The Scholarship of Engagement for Politics [http://www2.warwick.ac.uk/fac/soc/pais/ftdpolitics]

Transformative Dialogues: Teaching and Learning Journal [http://kwantlen.ca/TD.html]

Undergraduate Research – Leading, Promoting and Supporting Undergraduate Research in the New University Sector [http://resources.glos.ac.uk/tli/prsi/current/ugresearch/index.cfm]
University of New South Wales Research-Teaching Nexus
http://learningandteaching.unsw.edu.au/content/randI/research_nexus/rtn_resources.cfm?ss=5

University of Strathclyde (2006) Threshold Concepts and Troublesome Knowledge Symposium
http://www.strath.ac.uk/caple/newsandevents/pastevents/symposium%20information/ includes links to some video streamed presentations

University of Sydney, Institute for Teaching and Learning, Research-led teaching and the scholarship of teaching http://www.itl.usyd.edu.au/RLT/

Higher Education Academy Subject Network
- Art, Design and Media
- Bioscience
- Built Environment
- Business Management, Accountancy and Finance
- Economics
- Education (ESCALATE)
- Engineering
- English
- Geography, Earth and Environmental Sciences
- Health Sciences and Practice
- History, Classics and Archaeology
- Hospitality, Leisure, Sport and Tourism
- Information and Computer Sciences
- Languages, Linguistics and Area Studies
- Law (UK Centre for Legal Education)
- Materials (UK Centre for Materials Education)
- Maths, Stats & OR Network
- Medicine, Dentistry and Veterinary Medicine
- PALATINE - Dance, Drama and Music
- Philosophical and Religious Studies
- Physical Sciences
- Psychology
- Sociology, Anthropology and Politics
- Social Policy and Social Work (SWAP)

Higher Education Academy Supporting New Academic Staff (SNAS) www.heacademy.ac.uk/SNAS.htm
Includes short and snappy resource lists of discipline-specific and generic resources to provide a starting point for new academic staff

Higher Education Academy Resources Database on Scholarship of Teaching
http://www.heacademy.ac.uk/resources

Peer Review of Teaching Project www.unl.edu/peerrev/index.html
This is a faculty-driven initiative based at the University of Nebraska at Lincoln and run by Dan Bernstein. It provides faculty with a structured and practical model which combines inquiry into the intellectual work of a course, careful investigation of student understanding and performance, and faculty reflection on their teaching effectiveness. The key objective is to mentor faculty in being able to document, assess, and discuss the intellectual work in their courses and the resulting impact on student learning.
HEFCE-funded Centres for Excellence in Teaching and Learning in Geography and related disciplines

University of Gloucestershire, the Centre for Active Learning in Geography, Environment and Related Disciplines (CeAL): [www.glos.ac.uk/ceal/](http://www.glos.ac.uk/ceal/)

University of Leicester with University College London and the University of Nottingham, Spatial Literacy in Teaching (SPLINT): [www.le.ac.uk/geography/splint](http://www.le.ac.uk/geography/splint)

University of Plymouth Experiential Learning in Environmental and Natural Sciences: [http://www.plymouth.ac.uk/cetl/el](http://www.plymouth.ac.uk/cetl/el)

University of Plymouth Centre for Excellence in Teaching and Learning for Education for Sustainable Development: [http://www.plymouth.ac.uk/cetl/esd](http://www.plymouth.ac.uk/cetl/esd)

UK Centres for Excellence in Teaching and Learning related to inquiry and research-based learning

HEFCE established 74 CETLS in 2005 each of which received up to £2.35m capital and £0.5m recurrent expenditure pa for five years. Several are centrally concerned with aspects of the teaching-research nexus:

1. Sheffield Hallam University, the Centre for Promoting Learner Autonomy [http://extra.shu.ac.uk/cetl/cplahome.html](http://extra.shu.ac.uk/cetl/cplahome.html)

2. University of Gloucestershire, the Centre for Active Learning in Geography, Environment and Related Disciplines [http://resources.glos.ac.uk/ceal/](http://resources.glos.ac.uk/ceal/)

3. University of Manchester, Centre for Excellence in Enquiry-Based Learning [www.manchester.ac.uk/ceebl](http://www.manchester.ac.uk/ceebl)


5. University of Reading Centre for Excellence in Teaching & Learning in Applied Undergraduate Research Skills [http://www.reading.ac.uk/cetl-aurs/](http://www.reading.ac.uk/cetl-aurs/)

6. University of Sheffield, Centre for Inquiry-based Learning in the Arts and Social Sciences (CILASS) [http://www.shef.ac.uk/cilass/](http://www.shef.ac.uk/cilass/)

7. University of Surrey, Surrey Centre for Excellence in Professional Training and Education (SCEPTrE) [http://www.surrey.ac.uk/sceptre/](http://www.surrey.ac.uk/sceptre/)

8. Universities of Warwick and Oxford Brookes, The Reinvention Centre for Undergraduate Research [http://www2.warwick.ac.uk/fac/soc/sociology/research/cetl/](http://www2.warwick.ac.uk/fac/soc/sociology/research/cetl/)

Seven of these have formed the Learning Through Enquiry Alliance (LTEA) [www.ltea.ac.uk](http://www.ltea.ac.uk)


Enhancing Teaching and Learning Environments in Undergraduate Courses [http://www.ed.ac.uk/etl/](http://www.ed.ac.uk/etl/)

Enhancing the Quality and Outcomes of Disabled Students’ Learning in Higher Education [http://resources.glos.ac.uk/faculties/ehs/education/tlrp/index.cfm](http://resources.glos.ac.uk/faculties/ehs/education/tlrp/index.cfm)