



**Exploring new fields through the scholarship of teaching and learning**

## **PROPOSAL**

**Preferred modality:**

(Mark with an X)

x	A . Oral presentation
	B. Poster

**Topic:**

(Mark with an X)

	1. Developing inquiry and research in undergraduate students
	2. Experiences that promote student engagement
	3. Emerging and unpublished experiences that foster significant and deep learning
x	4. The professional approach to teaching and learning as objective in the professional development of academic staff
	5. SoTL and the Sustainable Development Goals (2030 Agenda)

**Title:**

<p><b>Enhancing a collective approach to teaching in the spirit of SoTL</b></p>
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The first author must be the person who presents the oral communication or poster

## Language of choice for the presentation

(Mark with an X)

x	English
	Basque
	Spanish
	French

## ABSTRACT in English

(The abstract should not exceed 350 words)

Developing individual teaching practice can be enhanced when teachers work in communities that provide an arena for discussing teaching and learning and promote an experience of shared responsibility for educational practices (Roxå & Mårtensson, 2015). The presented study explores how to develop collegial communities like this in a multidisciplinary faculty at university level.

As a first step, a pilot project was implemented. Twelve academics participated and worked in pairs to explore peer observation of teaching. Peer observation of teaching is understood as a reciprocal process where colleagues observe each other's teaching and provide feedback, to encourage improvement of practice. The pilot showed that the peer observations enhanced the educational discourse among colleagues and enabled to accentuate teaching as a collective approach (Allern et al. 2017). However, the level of the feedback and the reflection is depended upon the participants' engagement in and knowledge about educational research and theory (Tight, 2015).

Inspired by Shulman (2000) who underlines that scholarship of teaching can be developed when teaching becomes public, peer-reviewed and critiqued, a competition for scholarships for writing and publishing was announced as the next step in the



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project. Additionally, a workshop on *peer observation of teaching* and *peer review of teaching* was organised for developing pedagogical competence and strengthen academics' work with teaching to make it critical, constructive and research based.

Four applicants were granted scholarships and presented their projects at the workshop. In total fourteen academics participated in the workshop. Semi-structured interviews and questioners to participants in the project explore how participation in such projects can make a difference for the individual development as teacher, and also for the collective approach to teaching.

Preliminary findings indicate that the participants at the workshop found the competence building important and inspiring. Those who got the scholarship worked with publishing at different levels, from "going public" by sharing their systematic work among colleagues at the Faculty to writing an article for a peer review journal. The discussion will focus on how peer cooperation can be strengthen through sharing experience and ideas, and whether the project enabled enhancement of a collective approach to teaching.

### References:

Allern M, Sundset MA, Sandvoll R (2017) Peer Observation of Teaching as motivation for educational Development - From teaching as private enterprise to a collective approach. Proceedings from the 2nd EuroSoTL conference, June 8-9 2017: page 23-27

Shulman, L. S. (2000). From Minsk to Pinsk: Why a scholarship of teaching and learning. *Journal of Scholarship of Teaching and Learning*, 1(1), 48-53

Roxå, T. & Mårtensson, K. (2015). Microcultures and informal learning – a heuristic guiding analyses conditions for informal learning in local higher education workplaces. *International Journal for Academic Development*, Vol. 20, No. 2, 193-205.

Tight, M. (2015). Theory application in higher education research: the case of communities of practice. *European Journal of Higher Education*, 5(2), 111-126.

**ABSTRACT** in the language in which the communication will be presented, in the case that it is different from English.

(The abstract should not exceed 350 words)

**Observation:**

Debate and participation will be fostered during the oral presentations. For this purpose, there will be mediators who will facilitate multilingual communication.