The Scholarship of Teaching and Learning

Interactive Journal

Rationale:

The Scholarship of Teaching and Learning explores selected theories from a broad variety of academic disciplines related to the scholarship of teaching: history, science, sociology, psychology, political theory, communication arts, and school law. This exploration is intended to provide insight into the very complex and synergistic nature of teaching and learning, and to establish an understanding of how theoretical constructs are translated into classroom practice. In order to facilitate that insight and understanding, the theories being explored must be reflected upon in the context of the teaching and learning cycle experienced in school classrooms. Maintaining a reading response journal that analyzes and synthesizes the theories being explored in the appropriate context facilitates as well as documents that reflective process.

Procedural Requirements:

Learning colleagues will be assigned various readings from the Internet related to the scholarship of teaching and learning; they will be available at the External Links page of the class’s Blackboard site. Readings will then be summarized and synthesized in journal entries that record the learning colleague’s reflection upon key concepts explored by the readings.

Journal entries should be made on as many of the assigned readings as possible; the project grade will be partially determined by the number of readings reflected upon in the journal. Each entry must clearly indicate the title of the article being discussed. It must also include (1) a brief summary of the theory explored in the article, and (2) a significant and insightful reflection upon that theory.

The journal is not intended to be a series of formal essays, but rather an informal recording of how, and to what extent, course readings are being appropriately synthesized. Journal entries might focus on the relationship between the theory being explored and prior school experiences, discuss effective teaching practices, explore personal career expectations, or even pose future professional development strategies. Entries might also express a personal critique of the theory’s validity, or present an oppositional theory.

Journals must be kept current and brought to each class session. Periodically throughout the quarter journals will be exchanged among class members. During these exchanges, colleagues will read each other’s journal entries and briefly respond to them with written comments and observations of their own.

Evaluation:

Journals must be submitted for evaluation on February 25th. Journals submitted late will not be read by the instructor and will not be eligible to earn credit. Evaluation of the journal will be based upon: 1) the degree to which the journal meets project rationale and procedural requirements; (2) the extent to which all assigned articles are addressed; (3) the degree to which concepts are accurately reflected; and (4) the extent to which theories are adequately synthesized. Grades earned by the reading response journal will constitute 30% of the quarter grade.