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The Scholarship of Learning: The Elephant in the Room

Introduction

While there is rich literature and debate surrounding the Scholarship of Teaching and Learning, very little research examines the Scholarship of Learning as an individual entity – particularly the type of learning that is not attached to formal teaching experiences. We believe that by examining only the learning that is attached to and/or occurs because of formal teaching, a vast and exciting field of academic and human research is being overlooked.

As such, this session will outline a framework of learning that is not attached to formal teaching environments or situations: learning that is non-remedial, non-counseling based, and not attached to the power dynamics of marking. Through this session, we hope to (re)situate the learning that occurs through academic support services in higher education institutes back into the discussions on the Scholarship of Teaching and Learning, and in so doing, expand and enhance current definitions and understandings of the field.

Theoretically, this presentation will be situated within Adult Learning, and will examine issues of transformative learning (following Mezirow), context embeddedness (following Kegan), and conflict pedagogy (following Gadotti). These theoretical constructs will be united and applied to a new conceptualization of the Scholarship of Learning.

Objectives

The objectives of this session are:

1. to present a (new) theory of learning that occurs in informal academic settings
2. to discuss experiences and research in this area of learning
3. to (re)conceptualize a new approach to the learning component of the Scholarship of Teaching and Learning
4. to expand and enhance current definitions and understandings of the Scholarship of Teaching and Learning
5. to learn from participants' experiences in this area

Participant Involvement

Participants will learn about research and experiences within the Scholarship of Learning from the University of Guelph, and will have the opportunity to partake in several learning activities that will serve to enhance and solidify the concepts discussed: role-playing to simulate particular learning environments; break-out groups to discuss and analyze case studies; and large group discussion and debate to encourage the sharing of information and knowledge. The session will be interactive, and audience participation is welcome throughout.

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