

The Process of the Scholarship Learning and Teaching

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To me, the scholarship of teaching and learning is a continual, intricate process of looking at what impacts my teaching, what impacts how students learn and how working with other faculty brings this knowledge into a broader state of questioning. The outcome of a current project resulted in twelve faculty of four programs (one focusing on children, one on adults, and two on older adults) developing four courses that would be core to the four programs. This created more education pathways for all the students and hopefully will lead to opportunities for students to explore a variety of life perspectives in their education. This project also provided faculty with a deeper understanding of the other programs as well as their own.

The development of the core courses was an outcome but that outcome does not reflect the process and what was needed on many levels for the courses came into being and it is the understanding of this process that can and will affect our future endeavours with these four programs. We had a vision based on many variables: student learning outcomes in our programs, instructors' previous attempts to bring classes together for projects, input from advisory committees and the simple need to fill our seats, to name a few influences. As faculty, we had to examine our own belief systems, face our own 'ownership' of courses, and develop a common language so that we could understand each other and find a way to work together. We took the time necessary to listen to each other, to accept the challenges we were in front and to support each other as our perspectives began to shift.

We will lose something very important if we do not reflect and critically review what happened over the past two years - if we do not present what we have found to other colleagues. This is the scholarship of learning and teaching - to make public what we have discovered so that our inquiry can continue and have meaning beyond the immediate.