

## Scholarship of Teaching and Learning

### Council on Academic Programs in Communication Sciences and Disorders

#### Position Paper on the Scholarship of Teaching and Learning in Communication Sciences and Disorders

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### Scholarship of Teaching and Learning in Communication Sciences and Disorders

Audiologist Ernest Boyer (1990) defined four types of scholarship engaged in by university faculty. Three of these represent traditional scholarship conducted historically by college and university faculty: the *scholarship of discovery* (original research which advances the knowledge base of a discipline), the *scholarship of integration* (research which makes connections across disciplines, researchers, and eras), and the *scholarship of application* (research which applies findings from research for practical application). Boyer's fourth type of scholarship was termed the *scholarship of teaching* (later expanded to become the scholarship of teaching and learning) and focused on the effectiveness of teaching as the "highest form of understanding" (Boyer, 1990, p. 23).

The scholarship of teaching and learning (SoTL) is defined as the combination of three components: rigorous study of teaching and/or learning, peer review of these studies, and public dissemination of findings to advance pedagogical practice (Shulman, 2004). To this end, SoTL places the focus of education on the learner, investigating the effectiveness of pedagogical approaches to support the transfer of discipline-specific knowledge. McKinney (2007) indicated that SoTL should not be mistaken for high quality teaching (teaching which promotes student learning) or scholarly teaching (teaching using a scholarly approach). Rather, SoTL should be limited to include work encompassing a systematic study of questions important to both teaching and learning.

Within CSD, graduate training programs promote evidence-based practice (EBP) as the gold standard of clinical practice (American Speech-Language-Hearing Association, 2004). Just as EBP enhances clinical work, evidence-based education (EBE) should enhance teaching in the college and university classroom (Ginsberg, Friberg, & Visconti, 2013). SoTL is the vehicle for the formation of EBE, allowing effective, evidence-based educational practices to

be disseminated to a wide audience of faculty who then engage in scholarly teaching to enhance their students' learning. Thus, the value of SoTL for CSD programs is that discoveries from SoTL-based inquiries produce knowledge enhancing the preparation of future speech-language pathologists and audiologists, allowing optimal professional preparation in both academic and clinical settings.

Understanding that individual colleges and universities have the capacity to interpret scholarly productivity to align with their own unique mission and vision statements, CAPCSD recognizes each of the above types of scholarship, including SoTL, as providing a substantive contribution to the evidence-base for both clinical and educational practices in CSD. As such, CAPCSD would encourage recognition of each of these research types when assessing the scholarly productivity of CSD faculty.

### **References**

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