

Pat Hutchings, CARNEGIE FOUNDATION, hutchings@carnegiefoundation.org
Paola Borin, RYERSON UNIVERSITY, borin@ryerson.ca
Linda Keesing-Styles, UNITEC INSTITUTE OF TECHNOLOGY, lkeesing-styles@unitec.ac.nz
Lynn Martin, MCMASTER UNIVERSITY, Martl@mcmaster.ca
Renee Michael, ROCKHURST UNIVERSITY, renee.michael@rockhurst.edu
Lauren Scharff, UNITED STATES AIR FORCE ACADEMY, Lauren.Scharff@usafa.edu
Scott Simkins, NORTH CAROLINA A&T STATE UNIVERSITY, simkinss@ncat.edu
Ahmed Ismail, MCMASTER UNIVERSITY, ismailae@mcmaster.ca

The Scholarship of Teaching and Learning in an Age of Accountability: Building Bridges

ABSTRACT

In recent years, as pressures for accountability have increased in higher education, some members of the Scholarship of Teaching and Learning (SoTL) community may worry that the inquiry-based, improvement-focused practices they advocate could be put at risk by easy-to-administer, one-size-fits-all forms of assessment, quality assurance, and administrative control. But while acknowledging both real and perceived tensions between these two movements, we also examine some of the ways and settings in which they are converging, featuring a number of international examples in which external quality and assessment mandates have been employed to support SoTL-like work. We look, too, at the roles that scholars of teaching and learning can play as mediators and brokers between the two movements, helping to translate accountability requirements into opportunities for improvement. In short we argue that these two movements present opportunities for each other. SoTL can contribute to what is, or should be, the central goal of accountability: ensuring and improving the quality of student learning. The accountability movement, for its part, can provide a new context for integrating and valuing SoTL as a force for positive change on campuses and beyond. Taken together, the two approaches can make meaningful contributions to higher learning today. The paper concludes with recommendations to the SoTL community for building bridges between the two movements.

KEYWORDS

higher education, scholarship of teaching and learning, accountability, quality, improvement

With pressures for accountability on the rise in higher education around the globe, scholars of teaching and learning may well be concerned that the inquiry-based, improvement-focused research they favor will be put at risk by easy-to-administer, one-size-fits-all forms of assessment, quality assurance mandates, and administrative control.

Teaching College In An Age Of Accountability

**Christopher McCarthy, Richard
Lambert, Annette Ullrich**



Teaching College In An Age Of Accountability:

Teaching College in an Age of Accountability Richard E. Lyons, Meggin McIntosh, Marcella L. Kysilka, 2003 This book provides professors with the insights and tools necessary to achieve higher levels on accountability assessment outcomes while preparing students for enhancing their own career success in a more complex future In recent years many initiatives have been implemented by a number of state legislatures and boards of trustees to increase institutional effectiveness These measures have made colleges and universities aware that practices once accepted as sacrosanct within the culture will from this time forward be assessed regularly for their contribution to achieving more accountable outcomes This book equips professors to address outcome goals in a proactive manner

Learning To Teach in an Age of Accountability Arthur T. Costigan, Karen Kepler Zumwalt, Margaret Smith Crocco, 2004-09-10 This book documents the brave new world of teacher administrator school and student accountability that has swept across the United States in recent years Its particular vantage point is the perspective of dozens of new teachers trying to make their way through their first months and years working in schools in the New York City metropolitan area The issues they grapple with are not however unique to this context but common problems found today in urban suburban and rural schools across the United States The stories in this book offer a compelling portrait of these teachers encounters with the new culture of accountability and the strategies they develop for coping even succeeding within such demanding settings Learning to Teach in an Age of Accountability introduces research on teaching and engages the big ideas concerning teacher research highlighting what we know and where that leads us offers a rich set of teacher narratives that are organized to widen the angle of vision from biography to classrooms schools and society and includes questions and activities to encourage discussion and further research about the ideas raised and addresses the possibilities for best practice and curricular decision making in light of the issues and ideas presented in the book This volume unique in its portrayal of new teachers encounters with issues of accountability makes a singular contribution to the educational literature on new teachers It is relevant to everyone interested in the contemporary world of teaching and is particularly appropriate as a text for preservice and in service students All readers who believe that the key to a good school lies in attracting and keeping good teachers will find the issues presented here both personally engaging and deeply troubling

The Wiley Handbook of Educational Supervision Sally J. Zepeda, Judith A. Ponticell, 2018-09-11 An authoritative guide to educational supervision in today s complex environment The Wiley Handbook of Educational Supervision offers a comprehensive resource that explores the evolution of supervision through contributions from a panel of noted experts The text explores a wealth of topics including recent and dramatic changes in the complex context of today s schools This important resource Describes supervision in a historical context Includes a review of adult learning and professional community Reviews new teacher preparation and comprehensive induction systems Contains perspectives on administrative feedback peer coaching and collaboration Presents information on professional development and job

embedding learning Examines policy and implementation challenges in teacher evaluation Written for researchers policy analysts school administrators and supervisors The Wiley Handbook of Educational Supervision draws on concepts theories and research from other closely related fields of study to enhance and challenge our understanding of educational supervision **Handbook of Classroom Management** Edward J. Sabornie, Dorothy L. Espelage, 2022-09-22 The Handbook of Classroom Management Third Edition is an authoritative treatment of the latest science and development in the study of classroom management in schools Evidence based classroom management practices and programs are essential to enhancing students academic behavioral social emotional and motivational outcomes across grade levels This comprehensive volume collects scholarship and cutting edge research for graduate students and faculty of psychology teacher education curriculum and instruction special education and beyond The book has been thoroughly revised and expanded with updated coverage of foundational topics such as effective instruction preventative strategies positive behavior intervention and supports family school relationships legal issues and other related topics while also giving new attention to social justice students on the autism spectrum and adaptations across urban rural and virtual contexts **Urban Education** Karen Symms Gallagher, Rodney Goodyear, Dominic Brewer, Robert Rueda, 2013-03-19 Many factors complicate the education of urban students Among them have been issues related to population density racial ethnic cultural and linguistic diversity poverty racism individual and institutional and funding levels Although urban educators have been addressing these issues for decades placing them under the umbrella of urban education and treating them as a specific area of practice and inquiry is relatively recent Despite the wide adoption of the term a consensus about its meaning exists at only the broadest of levels In short urban education remains an ill defined concept This comprehensive volume addresses this definitional challenge and provides a 3 part conceptual model in which the achievement of equity for all regardless of race gender or ethnicity is an ideal that is central to urban education The model also posits that effective urban education requires attention to the three central issues that confronts all education systems a accountability of individuals and the institutions in which they work b leadership which occurs in multiple ways and at multiple levels and c learning which is the raison d tre of education Just as a three legged stool would fall if any one leg were weak or missing each of these areas is essential to effective urban education and affects the others **International Perspectives on Teacher Stress** Christopher McCarthy, Richard Lambert, Annette Ullrich, 2012-10-01 This book is the latest volume in the Research on Stress and Coping in Education series The authors present original research and current theory regarding the realities of coping with the stresses of teaching The chapters highlight working conditions for teachers around the globe and the processes and strategies that teachers use to survive and thrive in their daily work with students families and educational administrators Both stress researchers and educational policy makers will find the chapters offer insights into sources of stress for teachers strategies for stress prevention and coping and the negative consequences that stress can have on teacher retention Researchers from Norway Turkey Greece

the United States the Netherlands Germany Russia Italy and China illustrate through a variety of research methods both the centrality of cultural context and the commonalities of teacher experiences around the world Research in Education, 1974

International Encyclopedia of Education, 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range of social sciences and humanities disciplines and this new edition comprehensively matches this diversity The diverse background and multidisciplinary subject coverage of the Editorial Board ensure a balanced and objective academic framework with 1 500 contributors representing over 100 countries capturing a complete portrait of this evolving field A totally new work revamped with a wholly new editorial board structure and brand new list of meta sections and articles Developed by an international panel of editors and authors drawn from senior academia Web enhanced with supplementary multimedia audio and video files hotlinked to relevant references and sources for further study Incorporates ca 1 350 articles with timely coverage of such topics as technology and learning demography and social change globalization and adult learning to name a few Offers two content delivery options print and online the latter of which provides anytime anywhere access for multiple users and superior search functionality via ScienceDirect as well as multimedia content including audio and video files

Human Communication: the Basic Course Joseph A. DeVito, 2006

Wise Social Studies in an Age of High-Stakes Testing Elizabeth Anne Yeager, O. L. Davis, 2005-08-01 The chapters in this volume illustrate how teachers are bringing creativity higher order thinking and meaningful learning activities into particular school settings despite pressures of standards and testing We chose the word wise for the title of this book and we use it frequently to describe the pedagogical practices we have identified The words powerful and ambitious are used as well The larger point as Keith C Barton makes in his chapter is that there is no necessary connection between content standards and high stakes tests on the one hand and lowlevel rote instruction on the other He reminds us as Thornton 1991 and Wiggins 1987 previously have argued that teachers play a crucial role in mediating educational policy and their intentions and interpretations have at least as much influence on classroom practice as does the content of standards and highstakes tests Barton also asserts that this makes it all the more crucial to identify the wisdom of practice that enables teachers to engage students in powerful educational experiences

Intro Group Work Practice Im+Tst Bnk Sup Toseland, Rivas, 2004-05

Resources in Education, 2001-10

Bibliographic Guide to Education 2003 GK Hall, 2004-10 The Bibliographic Guide to Education lists recent publications cataloged during the past year by Teachers

College Columbia University supplemented by publications in the field of education cataloged by The Research Libraries of The New York Public Library selected on the basis of subject headings Non book materials including theses are included in this Guide with the exception of serials All aspects and levels of education are represented in this Guide including such areas as American elementary and secondary education higher and adult education early childhood education history and philosophy of education applied pedagogy international and comparative education educational administration education of the culturally disadvantaged and physically handicapped nursing education and education of minorities and women Also well covered are the administrative reports of departments of education for various countries and for U S states and large cities The Teachers College collection covers over 200 distinct educational systems Works in all languages are included The Bibliographic Guide to Education serves in part as an annual supplement to the Dictionary Catalog of the Teachers College Library Columbia University G K Hall Second Supplement 1973 Third Supplement 1977 Standards-Based Reform and the Poverty Gap Adam Gamoran, 2008-04-01 The No Child Left Behind Act NCLB is the latest in more than two decades of federal efforts to raise educational standards and an even longer stream of initiatives to improve education for poor children What lessons can we draw from these earlier efforts to help NCLB achieve its goals In Standards Based Reform and the Poverty Gap leading scholars in sociology economics psychology and education policy take on this critical question Armed with the latest data and up to date research syntheses the authors show that standards based reform has had some positive effects particularly in the area of teacher quality Moreover some of the critics greatest fears have not been realized for example retention rates have not shot upward Yet the overall pace of improvement has been slow owing in part to poor implementation Based on these findings the contributors offer recommendations for the implementation and impending reauthorization of NCLB These proposals such as national testing and a rethinking of achievement targets are sure to be at the center of the upcoming debate Contributors include Thomas Dee Laura Desimone George Farkas Barbara Foorman Brian Jacob Robert M Hauser Paul Hill Tom Loveless Meredith Phillips Andrew C Porter and Thomas Smith **14-19 Education and Skills** Ruth Kelly, Great Britain. Department for Education and Skills, 2005 This White Paper details the Government's 10 year reform programme for secondary and post secondary education for 14-19 year olds and sets out its response to the recommendations of the Tomlinson report Working Group on 14-19 Reform final report available at www.14-19reform.gov.uk published in October 2004 Proposals include i retention of GCSEs and A levels as the cornerstones of the education system rather than adopting a universal baccalaureate style qualification but making improvements such as ensuring it is impossible to get a GCSE grade C or above without functional numeracy and literacy skills promoting science GCSEs allowing the most able A level students to take HE modules in the sixth form and reducing the assessment burden at A level ii introducing new specialised Diplomas covering both academic and vocational subjects as well as work experience at three levels equivalent to foundation GCSE and advanced level The first four Diplomas will be available by 2008 for information and communication

technology ICT engineering health and social care creative and media subjects iii developing a pilot programme for 14 16 year olds by 2007 08 based on the post 16 Entry to Employment programme which will give pupils intensive personal guidance and support involve significant work based learning lead to a level 1 Diploma with a range of further options including apprenticeships iv other proposals including introducing models of moderated teacher assessment in compulsory subjects to help raise standards across the curriculum and introducing a pupil profile for all 14 year old to record their cross curricula achievements

Teaching History in a Neoliberal Age Mary Woolley, 2019-09-04 This book explores changing practice in history classrooms from the autonomy of the 1980s through the introduction of GCSEs and the National Curriculum to the prescription of the National Strategies and the pervasive influence of league tables in the first decade of the twenty first century It uses individual narratives from history teachers to shed light on a changing profession Showcasing research that is crucial reading for leaders in education it uses oral accounts from 13 experienced teachers to provide a rich testimony of the constraints and affordances acting on history teachers The book offers a unique perspective to show how teachers experienced steady but substantial changes in policy and autonomy and how this affected their practice this detail enhances an analysis of policy and curricular documents across three decades The findings are crucial for educational settings today facing crises of teacher recruitment and teacher retention This book will be of great interest to academics and higher degree research students in history education history of education and education policy It will also be of interest to beginning history teachers and senior school leaders responsible for teacher development and curriculum

Critical Approaches to Education Policy Analysis Michelle D. Young, Sarah Diem, 2016-11-18 This volume informs the growing number of educational policy scholars on the use of critical theoretical frameworks in their analyses It offers insights on which theories are appropriate within the area of critical educational policy research and how theory and method interact and are applied in critical policy analyses Highlighting how different critical theoretical frameworks are used in educational policy research to reshape and redefine the way scholars approach the field the volume offers work by emerging and senior scholars in the field of educational policy who apply critical frameworks to their research The chapters examine a wide range of current educational policy topics through different critical theoretical lenses including critical race theory critical discourse analysis postmodernism feminist poststructuralism critical theories related to LGBTQ issues and advocacy approaches

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