

Subject Index

A

- Academic leaders, advice for:
 advancing agenda, 197–204;
 agenda setting, 193–197;
 evaluation issues, 204–209
- Academy of Management Learning and Education, The*, 27, 29, 33, 35, 36, 211
- Action research, 160, 161
- Advice, good instructional, 75–77
- Advice for academic leaders. *See* Academic leaders, advice for
- Advice for faculty: advocating pedagogical scholarship, 191–192; commitment to writing, 187–188; fears about publishing, 176–181; goal-setting, 185–186; handling rejection, 190–191; motivation, 169–176; practical first steps, 181–183; pushing the envelope, 188–189; questions to explore, 170; reasons that should motivate, 169–174; scholarship aspirations, 184–185; writing support groups, 186–187, 203–204
- Advice-giving literature, 71–74
- Advocates for pedagogical scholarship, 191–192
- American Association of Higher Education (AAHE), 4
- Analysis, areas of, 44–46
- Answers to pedagogical problems, 175, 200–202
- Applied literature, pedagogical literature as, 142–144
- Approaches: analysis of, 44–46; classification system for, 39–40, 46–51; research scholarship, 42–43; wisdom-of-practice scholarship, 40–42. *See also* Research scholarship; Wisdom-of-practice scholarship
- Articles: circulating, 199; excellent examples of, 44–45; hybrids, 125–126; innovative

Articles, *continued*
 approaches of, 127; three
 types of, 124–125; in unusual
 formats, 127–129

Aspirations, scholarship,
 184–185

Associations: and journals, 25;
 online resources from, 138

Audience for pedagogical
 periodicals, 26–28

Audience for this book, xiv–xvii

Authors, potential, xv–xvi. *See*
also Advice for faculty

Availability of pedagogical
 literature, 198–199

B

“Book of the year” programs,
 199

Books, innovative, 131–134

C

Carnegie Academy for the
 Scholarship of Teaching and
 Learning (CASTL), 4

Categorization: benefits of,
 46–48; caveats, 48–51

Changes needed in pedagogical
 literature, 157–167

Cited half-life, 35

Classification of approaches:
 basis for, 39–40; research
 scholarship, 42–44; wisdom-
 of-practice scholarship, 40–42

Classroom assessment, 159–160

Classroom research, 159–160,
 161

Colleagues: conversations with,
 173–174; respect from, 176

College Teaching, 7, 29, 32, 74,
 75, 85, 215

Collegiality across disciplines,
 165

Columns, monthly, 26

Commitment to writing,
 187–188

Content covered in pedagogical
 periodicals, 28–31

Courage to Teach, The (Palmer),
 84

Course materials and online
 work, 137–139

Course releases, 202–203

Credible pedagogical
 scholarship, 3, 5–7, 150–151

Cross-disciplinary pedagogical
 journals, 7, 22, 215

D

Definition of pedagogical
 scholarship, 2, 19–21

Descriptive research:
 contribution of, 116–120;
 critical assessment of,
 111–112; defined, 43, 92;
 description of, 109–111;
 exemplars, 112–114;
 standards for, 114–116

Disciplinary differentiation, as
 defining feature, 146–149

Disciplinary pedagogical
 literature, relevance of, 13–17

Discipline-based pedagogical
 periodicals: for all levels of

- education, 21, 213–214;
audience for, 26–28; editorial
policies of, 24–25; as faculty's
first choice, 23–24; for higher
education, 21, 211–213; kinds
of articles in, 26; organizat-
ional arrangements of, 25
- Disciplines: looking across,
13–17; relationship between
pedagogical scholarship and,
164–166
- Diverse literature, pedagogical
literature as, 144–145
- E**
- Editorial policies and practices,
24–25
- Educational research versus
pedagogical scholarship, 2,
20–21
- Evaluation issues, 204–209. *See*
also Quality issues
- Exemplars, reasons for reading,
44–45
- Existing pedagogical literature:
as applied literature, 142–144;
coexisting experience and
research in, 144; disciplinary
differentiation in, 146–149; as
diverse literature, 144–145;
and holistic treatment,
145–146; lessons from,
141–142
- Experience-based knowledge,
how we regard, 161–163
- Experience-based (wisdom-of-
practice) scholarship:
conclusions on, 89–90;
defined, 40; as knowledge in
action, 54; personal accounts
of change, 40–41, 55, 56–69;
personal narratives, 42, 55,
80–89; recommended-content
reports, 41, 55, 79–80;
recommended-practices
reports, 41, 55, 69–79;
relevance of, 54–55; versus
research scholarship, 50
- Expertise, access to pedagogical,
203
- Extra credit, descriptive studies
on, 117–118
- F**
- Faculty: as advocates of
pedagogical scholarship,
191–192; and commitment
to writing, 187–188; fears of,
176–181; goal-setting for,
185–186; motivation for, 169–
176; as potential authors,
xv–xvi; practical first steps for,
181–183; questions that
interest, 170; reading habits
of, 7–9; reasons that motivate,
169–174; scholarship
aspirations for, 184–185; and
views on learning, 10; writing
support groups for, 186–187,
203–204
- Failure, confrontations with,
127
- Fear of not getting published,
180–181

Fear of rejection, 190–191
 Flaws in pedagogical literature,
 12. *See also* Quality issues
 Future of pedagogical literature,
 33–36

G

Goal-setting, 185–186
 Good advice on teaching,
 75–77
 Guest speakers, impact of, 119

H

High-maintenance students,
 article about, 29
 History of pedagogical
 periodicals, 31–33
 Holistic feature of pedagogical
 literature, 145–146

I

Impact factor, 34
 Innovative books, 131–134
Innovative Higher Education,
 127, 215
 Instructional awareness,
 developing, 170–171
 Integration and application,
 scholarships of, 163–164
 Interest in scholarship of
 teaching, 3–5

J

Journal of Chemical Education,
 16, 17, 27, 28, 32, 37, 62, 64,
 214

*Journal of College Science
 Teaching*, 22, 25, 27, 74, 215
Journal of Engineering Education,
 30, 33–34, 35, 62, 64, 65, 75,
 106, 212

*Journal of Geography in Higher
 Education*, 29, 32, 34–35, 60,
 212

*Journal of Management
 Education*, 16, 29, 32, 33, 60,
 64, 85, 86, 113, 212

Journal of Nursing Education,
 36–37, 88, 107, 212

Journals, pedagogical: content
 of, 28–31; defined, 2, 19–21;
 features of, 24–28; future of,
 33–36; history of, 31–33; how
 to look at, 11–18; lists of,
 21–24, 211–216; reasons for
 looking at, 3–11, 17–18;
 sections from, 36–38; special
 features of, 129–131

L

Location of pedagogical
 scholarship, 21–24

M

Motivation to do pedagogical
 scholarship, 169–176

N

*New Directions for Teaching and
 Learning*, 133–134

Newsletters: audience for,
 xi–xii; potential of, 134–137

O

- Online course materials, 137–139
- Open mind, importance of, 11–13
- Overlap between approaches, 49

P

- Pedagogical scholarship:
 - content of, 28–31; defined, 2, 19–21; features of, 24–28;
 - future of, 33–36; history of, 31–33; how to look at, 11–18;
 - location of, 21–24; reasons for looking at, 3–11, 17–18;
 - selected periodicals, 36–38
- Pedagogical writing support groups, 186–187, 203–204
- Periodicals, pedagogical:
 - audience for, 26–28; editorial policies of, 24–25; future of, 33–36; history of, 31–33;
 - kinds of articles in, 26; lists of, 21–24, 211–216; organiza-tional arrangements of, 25;
 - sections from, 36–38; topics covered in, 28–31
- Personal accounts of change:
 - contribution of, 67–69;
 - critical assessment of, 59–63;
 - defined, 40–41, 55;
 - description of, 56–58;
 - exemplars, 63–65; standards for, 65–67
- Personal narratives:
 - contribution of, 88–89;

- critical assessment of, 83–85;
- defined, 42, 55; description of, 80–83; exemplars, 85–86;
- standards for, 86–88

- Positive pedagogical scholarship agenda, 196–197
- Prejudice against teaching, 11–12
- Professional associations and journals, 25

Q

- Qualitative studies:
 - contribution of, 108–109;
 - critical assessment of, 105–106; defined, 43, 92;
 - description of, 103–105;
 - exemplars, 106–107;
 - standards for, 107–108
- Quality issues: areas of analysis, 44–46; sensible stance on, 12–13; standards for journal articles, 33–35
- Quantitative investigations:
 - contribution of, 101–103;
 - critical assessment of, 94–98;
 - defined, 43, 92; description of, 93–94; exemplars, 98–99;
 - standards for, 99–101
- Questions that interest you, 170

R

- Reading habits of professors, 7–9
- Recommended-content reports, 41, 55, 79–80

- Recommended-practices reports: contribution of, 77–79; critical assessment of, 71–74; defined, 41, 55; description of, 69–71; exemplars, 74–75; standards for, 75–77
- Re-doing completed pedagogical scholarship, 184
- References, absence of, 61–63, 73
- Reflexive inquiry, 160, 161
- Rejection, handling, 180–181, 190–191
- Rejection rates, 25, 33
- Research, how we think about, 158–161
- Research scholarship: categories of, 43; conclusions on, 120–121; defined, 40, 42–43; descriptive research, 43, 92, 109–120; qualitative studies, 43, 92, 103–109; quantitative investigations, 43, 92, 93–103; teaching quality and, 169–174; versus wisdom-of-practice, 50
- Respect from colleagues, 176
- Reviewing previously published literature: applied literature, 142–144; areas of analysis for, 44–46; categorization for, 39–44, 46–51; coexisting experience and research, 144; disciplinary differentiation, 146–149; diverse literature, 144–145; exemplars, 44–45; holistic treatment, 145–146; lessons from, 141–142
- S**
- Sabbaticals, 202–203
- Scholarship, pedagogical: content of, 28–31; defined, 2, 19–21; features of, 24–28; future of, 33–36; history of, 31–33; how to look at, 11–18; location of, 21–24; reasons for looking at, 3–11, 17–18; selected periodicals, 36–38
- Scholarship, research. *See* Research scholarship
- Scholarship, wisdom-of-practice. *See* Wisdom-of-practice scholarship
- Scholarship aspirations, 184–185
- Scholarships of integration and application, 163–164
- Students, article about high-maintenance, 29
- Success, celebrating, 204
- Support groups, writing, 186–187, 203–204
- Surveys in descriptive research, 110–111
- Syllabi, online, 138
- T**
- Teaching of Psychology*, 9, 14, 16, 27, 28, 29, 32, 33, 37, 98, 114, 214
- Teaching Professor* newsletter, xi–xii, 135, 136

Teaching quality and
pedagogical scholarship,
169–174
Teaching Sociology, 34, 59, 62,
75, 113, 114, 213
Teaching talk, 199–200
Tenure and pedagogical
scholarship, 6, 176, 207
Time to pursue pedagogical
scholarship, 179–180
Timeliness of pedagogical
scholarship, 3–5
Teaching Tips (McKeachie), 78,
131
Topical pedagogical journals,
22, 216
Topics covered in journals,
28–31

V

Viable pedagogical scholarship,
3, 7–11, 151–155

Visible Learning Project at
Georgetown University, 139

W

Wisdom of practice, how we
think about, 161–163
Wisdom-of-practice scholarship:
conclusions on, 89–90; de-
fined, 40; as knowledge in
action, 54; personal accounts
of change, 40–41, 55, 56–69;
personal narratives, 42, 55,
80–89; recommended-content
reports, 41, 55, 79–80;
recommended-practices
reports, 41, 55, 69–79;
relevance of, 54–55; versus
research scholarship, 50
Writing, commitment to, 187–
188. *See also* Advice for faculty
Writing support groups,
186–187, 203–204

