

Affecting SOTL Development in Higher Education of Mainland China: A Study of Multi-dimensional Strategies

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- ❑ Now replaced education mission of the university of academic pursuit, but should not discriminate between the two (Harry R. Lewis, *Excellence Without a Soul*) .
 - ❑ Balances between Research and teaching, disciplinary research and educational research are and will be the major problems in higher education for a long time.
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1. Definitions of SoTL

- We have four jobs: discovery, integration, application, and teaching. At least in the sciences, most faculty jobs only reward the first and the last. (Ernest L. Boyer “Scholarship Reconsidered: Priorities of The Professorate”, 1990)
 - Ernest L. Boyer is the first people to propose “the Scholarship of teaching ”.
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Definitions of SoTL

- ❑ Scholarism refers to a systematic specialized knowledge, methods ,dedicated activities, results and their applications.
 - ❑ It is made public, can be reviewed critically by members of the appropriate community, and can be built upon by others to advance the field (2001, Lee Shulman) .
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Definitions of SoTL

- “problem posing about an issue of teaching or learning, study of the problem through methods appropriate to the disciplinary epistemologies, applications of results to practice, communication of results, self-reflection, and peer review” (Cambridge, 2001).
 - **A four-dimension model:**
knowledge, reflection, communication and idea, etc. (Keith Trigwel, 2000.
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Knowledge of SoTL

- ❑ general knowledge of the teaching
 - ❑ curriculum knowledge
 - ❑ pedagogical content knowledge
 - ❑ knowledge about students and their characteristics
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Research Activities about SoTL

- There are mainly curriculum developments, instructional designs and curriculum evaluations. (a systematic reflection on teaching and learning)
 - Base on students' learning and curriculum objective, renew some methods to cultivate students' ability and evaluation of the courses effects, etc.
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Ability of SoTL

- **It includes disciplinary research ability, educational research ability and teaching ability.**

A university teacher should be a good academic researcher. At the same time, he must keep thinking about the nature of curriculum, teaching and learning. He should also understand the good teaching, innovative teaching methods and technology.

- **So, academic ability is different from teaching ability.**
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Ability of SoTL

- Good teaching must be of high academic level and the result of the SoTL.
 - Scholarly teachers are those who integrate the knowledge, research and teaching ability all together in practice.
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2. Development of SoTL

- First, university teachers should broaden their knowledge of teaching. Viewing teaching as a profession rather than stumbling blocks in the research.
 - In the second stage, university teachers should keep thinking of their teaching and discussing it with colleagues, holding the role of leadership in teaching, namely, to integrate knowledge of disciplines with knowledge of teaching.
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development of SoTL

- **In the third stage**, teachers are willing to share teaching expertise with others, engaging in research activities to develop the SoTL, publishing results of teaching and research, making important contributions to their institutions and fields, thus becoming scholars who are good at teaching.
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3 . The reality of SoTL in mainland china

- ❑ Teachers of high degrees have low recognition on teaching, while teachers of low degrees have the high recognition on teaching.
 - ❑ Teachers who teach more than 20 years have relatively higher recognition on teaching, while those who teach less than 20 years have lower recognition on teaching.
 - ❑ Female teachers have higher recognition on teaching than male teachers.
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Activities about SoTL

- ❑ little interest in **SoTL**
 - ❑ full of theoretical research instead of empirical and applied research
 - ❑ published some paper but are not useful for teaching in practice.
 - ❑ very few training of scholarship of teaching
 - ❑ lack of communication between teachers
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Pre-employment and employment training in Hainan

Year	Pre-employment	Network course	Excellent Course
2010	805	0	50
2011	801	33	78
2012	722	23	18
2013	896	29	16

Course of Pre-employment Training

- ❑ Higher Educational Psychology
 - ❑ University Teachers' Professional Morality
 - ❑ Higher Pedagogy
 - ❑ Higher Educational Laws and Regulations
 - ❑ How to Engage in Scientific Research
 - ❑ Training Time Is Actually Only Eight Days
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Employment in Hainan Normal University

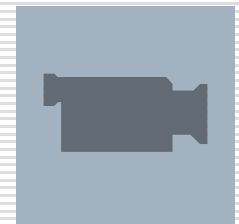
Year		Network course	Excellence
2010		0	0
2011		18	0
2012		0	0
2013		0	0

A teacher's opinions about SoTL

- ❑ University teachers waste most of the time on the so-called scientific research.
 - ❑ Teachers spend a lot of time getting more research projects.
 - ❑ To finish some research targets, teachers spend a large amount of time writing papers, while putting less efforts in teaching.
 - ❑ Enhancing the teaching ability relies mainly on the teachers' own experience and their spontaneous improvement.
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4. Affecting SoTL Development in Higher Education of Mainland China

- **Outside the university:** Evaluation of university emphasis on the facilities, academic influence, PhD and master programs, research projects and research paper.
- **Inside the university:** A lot of attention is paid on teaching superficially, but the great importance are attached to research projects and papers in fact.



Affecting SoTL Development in Higher Education of Mainland China

□ **In cultural conception**

SoTL is put outside the academic field, or regarded as an inferior academy.

If someone is excellent in study, he will be thought to excel at everything. Then, he may follow an official career.

Teachers who are good at teaching also think they are not as good as scholars.

Students also value teachers' scientific research but not teaching.

5. The System Construction of the SoTL

- ❑ To evaluate the universities by different standards.
 - ❑ To establish national standards for university teachers, dividing into three stages - induction stage , professional stage and expert teacher stage. It has definite requirements of teachers' teaching concept, theoretical knowledge and teaching performance.
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5. The system construction of the SoTL

- ❑ Attach importance to scholarly teaching and its results.
 - ❑ To set up teachers' professional development school.
 - ❑ To built the new teachers' admittance system. The qualification of teacher in higher education institution is required.
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- To set the young teacher's training courses and credits required, all teachers must finish some training in 3 to 5 years and get the credits required.
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Thank You For
Listening!
