

SoTL-Asia Conference 2017

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Invited speaker:

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Title of Talk:

The Role of Meso-Level Dialogue in Facilitating SoTL

Abstract

Trowler, Saunders and Bamber (2009) have argued that in the contemporary research-intensive university there is a compelling need for 'purposeful attempts to change constellations of practices for the better'. It is commonly believed that the Scholarship of Teaching and Learning (SoTL) contributes significantly to the achievement of such enhanced constellations of practices. This presentation considers how SoTL has been encouraged and facilitated at institutional level at the University of Hong Kong through a modified 'community of practice' approach (Wenger-Traynor et al, 2015), whereby practice-related dialogue has been fostered among a range of teaching and learning stakeholders, particularly at the meso level. Trowler et al (2005) state that this is the level where 'students and lecturers engage together in teaching and learning practices' and where 'changes actually take place' (p.435). Through constructive and scaffolded dialogue at the meso level, Bilbow et al (2017) tentatively conclude that teachers who are not as familiar with the scholarship of teaching and learning as they are with their own disciplinary research can be encouraged to surface and share their own good teaching practices, and thereby helped to develop an enhanced level of self awareness as teachers.

References

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