# UNDERSTANDING THE INGREDIENTS OF SCHOLARSHIP OF TEACHING AND LEARNING (SoTL)

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# ABSTRACT

Teaching and learning in higher education are inextricably linked, so the scholarship of teaching is as much about learning as it is about teaching (Schulman, 1999; Healey, 2000). Although the processes of teaching and learning are quite complicated, the aim of teaching, according to Ramsden (1992:5), is simple: it is to make student learning possible. While the aim of scholarly teaching is: to make transparent how we have made learning possible (Martin, Prosser, Conrad, Trigwell, & Benjamin, 1998). Teaching is used here, in its broadest sense, to include the aims of the curriculum, the methods of transmitting the knowledge those aims embody, the assessment of students, and the evaluation of the effectiveness of the instruction with which they are provided (Ramsden, 1992; Healey, 2000). Recent research shows that: just as students experience learning in different ways, university teachers experience teaching in different ways. Their perceptions of their teaching context, the way they approach their teaching, and the outcomes of those approaches vary between individuals in the same context, as well as between contexts (Prosser & Trigwell, 1999:7). Improvements in learning and teaching depend upon the development of the scholarship of teaching (Menges, Weimer, & Associates, 1996; Healey, 2000). In this paper the researcher sought to examine the ingredients of scholarship of learning and teaching (SOLT). Scholarship of teaching and learning as a concept was expounded in detail as well as how it enhances teaching and learning in higher education. The researcher further discussed the origin of SOLT and also went on to discuss its benefits and pitfalls. In the paper, critical aspects of SoTL such as active learning, collaborative learning and problem based learning were interrogated in an endeavour to determine how they promote SoTL.

**Keywords:** SoTL, active learning, problem based learning, collaborative learning, higher education