Template for Engaging with Literature of Teaching and Learning

This is a general template that you may find useful when engaging with an article, paper, chapter or book. The template emphasises an action learning approach to engagement and reflection by prompting you to consider ways in which the article has, might or will influence your teaching practice, design and/or philosophy.

The scholarly approach to teaching and learning this template promotes could also support you in conceptualising an application for funding for a teaching and learning project. Visit the Teaching and Learning Website for more information about funding for projects:


Guidelines

1) Record below your complete reference for the relevant journal article / paper / book chapter / book / website along with any key scholarly information about the source (e.g. whether it is peer-reviewed, whether it has been influential, whether it is aimed at tertiary, secondary, teacher or student audiences).

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2) Identify important concepts / ideas / quotes that are important for you. The aim here is to create a record of what has sparked your interest in the article. It may be a key quote or two, the way a concept is defined, or an abstract idea.

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Prepared by Ben Miller for the Faculty of Arts Teaching and Learning Committee,
The University of Sydney, May 2010
3) Interpret the concepts / ideas / quotes recorded above. Explore why you found these concepts / ideas / quotes interesting. Specifically, what connection do you see between the source and your own teaching and learning (e.g. experiences in design or practice, or your teaching philosophy)?

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4) Record any questions / queries / uncertainties that you have about the article. These dilemmas might be phrased as questions about a concept from the article, criticisms of the argument, or counter arguments.

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5) How might you respond to or act on the dilemma/s you have identified? For example, do you need to conduct further reading to understand a concept or to see whether your criticism is new or accepted, or does the article itself prompt you to seek feedback, experiment with a teaching method, or ask someone to review your lesson plan?

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6) After reviewing everything you have recorded above, you should plan any changes or alterations you will actually make to your teaching (design, practice, philosophy) as a result of engaging with the article. A change or alteration may be further research on a particular topic, gathering specific feedback, drafting a concept into your teaching philosophy, or adding a section to your Unit of Study Outline. No matter how large or small the alteration, include here specific details of how you will go about enacting it (e.g. timeline for implementation, any actions you need to undertake, specific journals you will research, courses/classes you will enroll in) and how you might measure the success of these actions.

Where relevant and feasible, and if your engagement with the literature leads to innovative design, you could consider applying for funding to support the further development of your plans – for piloting, implementing or evaluating new approaches to teaching and learning.