

# Scholarship of Learning and Teaching (SoLT) Network

Semester 1, 2011 program

**Tues 8 March**

**Ideas session: What's the difference between higher education research and the scholarship of learning and teaching? A roundtable discussion**

*Dr Jan Schapper (Law & Management); Dr Linda Pannan (Health Sciences) and Dr AnaMaria Ducasse (Humanities & Social Sciences)*

This year's opening session takes as its starting point, [a piece on the scholarship of learning and teaching by Mike Prosser](#) [PDF 101 KB]. In the piece, Prosser makes a distinction between research designed to advance the discipline of higher education, and research focused on the scholarship of learning and teaching which he argues, is about improving student learning. This roundtable discussion brings together three La Trobe colleagues to engage with the challenges and implications of Prosser's argument, and to offer a view on how we might grow an institutional conversation about the scholarship of teaching and learning.

**Tuesday 12 April**

**Feedback session: Writing groups for doctoral students**

*Dr Jeannie Daniels, CTLC/Law & Management*

Jeannie will lead a session inviting feedback on a piece of research she will present at an international conference in June. The piece explores the benefits of writing groups for doctoral students and how they might be used as a pedagogical tool for addressing some of the challenges faced by international doctoral students.

**Tuesday 10 May**

**Ideas session: Authoring the Self: Scholarly identity in writing**

*Dr Julie White, Faculty of Education*

Scholarly identity involves a complex process of 'becoming' and while we are positioned by others in academia, we also position ourselves. We author ourselves in many different ways and judiciously select and emphasise some aspects, while ignoring others as part of this process. We often model our way of presenting ourselves on the ways used by more experienced others and there is a gender perspective to this. We work to create an image of ourselves through our offices and even through the way we dress and present ourselves. This session will begin with a light-hearted view of scholarly identity creation, move to consideration of the relationship between identity and subjectivity and then focus on specific issues involved in scholarly identity and writing.

**Tuesday 14 June**

**Feedback session: Locating the creative force in higher education**

*Suzanne Fegan, CTLC/Law & Management*

Creativity in the Higher Education sector has long been considered a 'good thing' and an important quality to develop in graduates. Graduate capabilities, attributes and qualities from many institutions frequently include the development of creativity in some form – for example La Trobe University aims to 'tackle problems creatively'. However, with the exception of applied arts subjects such as creative writing, this creativity appears to be largely rhetorical in nature as the development of creativity is rarely an explicit political or pedagogical aim. Yet the development of creative activity has much to offer the neoliberal university, particularly in view of impending global environmental and resource crises, whose solutions are likely to require sustained creative input. This session will discuss how creativity is conceptualised in the university environment, some factors that inhibit its growth, and how we might make it a more vital part of the system.

**Contact**

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