Roundtable Objectives

- Recognize and discuss elements of TPC.
- Use TPC as a lens for self-analysis and for analyzing the literature related to SoTL across the disciplines.
- Document the details of TPC elements related to instructional strategies for teaching and learning a subject-matter either in the literature or from personal practice in a shareable artifact for reference, study, and discussion.
- Propose or initiate a self-study or group professional development activity based on analyzing the SoTL literature within or across disciplines for TPC related to teaching a topic at their departments or institutions.

Background

Shannon Carter (2008) argues that literacy is not a “bundle of skills” (p. 15) but social practices situated in lived contexts and informed by exploring the relevant literature. Maclellan (2008) defined pedagogical literacy as the ability “to read, understand and criticize the documents that make up the professional knowledge base of teaching and learning” (p. 3). Boyer’s (1990) concept of the Scholarship of Teaching and Learning (SoTL), infers this idea of pedagogical literacy. At the same time, it is generally observed that the majority of those who teach in postsecondary institutions are unexposed or minimally exposed to “formal” SoTL and its accompanying teaching and learning professional knowledge base (Cranton & King; Rose, Jeris, & Smith; Steiner; Wilson). To problematize this situation calls for identifying methods that invite this majority to expose themselves to the elements that make up the actions of instruction (pedagogy) relevant to their discipline and field.

A theoretical lens for viewing the elements that form pedagogy is found in Hashweh’s (2005) refinement of his ideas about pedagogical content knowledge (PCK) that includes teacher pedagogical constructs (TPC) as the building blocks of teacher pedagogical knowledge (TPK). Teachers create contextual and subject-matter-driven TPC from the scripting and narrative memory process of their individual experiences. Thus, TPC are an integral feature of the rich landscape of adult teaching and learning practices. That makes informal TPC and PCK as arguably the main sources for the professional knowledge base in the U.S. postsecondary education culture. Hashweh (2005) observed that because of the personal and private nature of PCK knowledge, it is documented by observation of individual practice and subsequent interview, which includes auto-ethnographies, case studies, and similar methods. Sharing this documentation makes TPC available for public study and reflection. I believe that an additional method for documenting and celebrating these elements of our rich and varied disciplinary landscapes is available through analyzing and transcribing the TPC elements presented in SoTL literature.

In that regard, I have adopted and adapted Hashweh’s (2005) TPC model as a method to document the pedagogical construct elements related to teaching a subject and created a template for analyzing and transcribing the TPC elements within the literature or one’s own practice.
Agenda

- Exploring TCP elements to foster professional development
- Examining a proposed TCP template method for facilitating cross-disciplinary SoTL professional development
- Brainstorming for improvement, suitability, and implementation

Materials/Handouts

- Elements of TCP/PCK
- A TCP Analysis Template
- Sample Analysis of a journal article

References


