



The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact (Jossey-Bass/Carnegie Foundation for the Advancement of Teaching)

Pat Hutchings, Mary Taylor Huber, Anthony Ciccone

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Praise for *The Scholarship of Teaching and Learning Reconsidered*

"A worthy capstone that pulls together two decades of Carnegie Foundation projects on the scholarship of teaching and learning. The authors review the genesis of these ideas and envision a future of continued integration of a culture of evidence in the world's universities and colleges. Projects end but the work continues."

—**Lee S. Shulman**, president emeritus, The Carnegie Foundation for the Advancement of Teaching, and Charles E. Ducommun Professor of Education emeritus, Stanford University

"This book captures the most important lessons from a decade of thoughtful experimentation with methods to improve the learning outcomes of American college students. The authors have deep experience in institutionalizing various approaches that have been devised and endorsed by faculty in many kinds of higher education settings. It will be a manual for those seeking to improve their own teaching and learning outcomes."

—**Katharine Lyall**, president emerita, University of Wisconsin System

"The authors recount the history of research into one's own teaching, further develop its conceptualization, and make recommendations for how to bring it into the mainstream. Collectively, they have been at the center of the movement and have written, spoken, strategized, and organized conversations and scholarly work on the topic for many years. They present rich examples from many different environments and an unwavering vision of the benefits of the scholarship of teaching and learning and its potential."

—**Nancy Chism**, Indiana University School of Education, Indianapolis

"This book reframes the literature on the scholarship of teaching and learning, faculty development, assessment, and the future of higher education. The writing sparkles with fresh analysis on teaching, learning, academic culture, and the possibilities for change. This book will help both individual faculty and entire institutions to enhance scholarly teaching and to deepen student learning."

—**Peter Felten**, assistant provost and director, Center for the Advancement of Teaching and Learning, and associate professor of history, Elon University

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