

***Interpreting Student Learning:
Scholarship of Teaching and Learning in the Arts and Humanities***

As Mary Taylor Huber and Sherwyn Morreale make clear in *Disciplinary Styles in Scholarship of Teaching and Learning*, research on student learning should reflect the scholarly practices and intellectual cultures of the disciplines in which both researchers and students are grounded. At the same time, methods based in the social sciences have come to dominate the practice of scholarship of teaching and learning in the United States. Despite that trend, those who teach the history and practice of arts and humanities have developed strategies for analyzing student learning that are rooted in their fields' diverse methods and approaches. In all of these fields, disciplinary research involves interpretation based on reading texts (in the broadest sense), theorizing, and exploring meaning; when applied to the texts and performances of student learning, they can offer insight not only to those who teach in the arts and humanities but for instructors across the disciplines.

We propose to edit a collection of exemplary SoTL work based in the arts and humanities, *The Interpretation of Learning*. We are soliciting unpublished articles of two kinds: 1) essays on how the theories and methods in the arts and humanities can be adapted to SoTL and 2) analyses of students' learning in these disciplines that self-consciously demonstrate such approaches.

The book will serve two primary purposes. First, it will offer, through both commentary and example, an articulation of the issues, challenges, and qualities of problems involved in using arts and humanities approaches to analyze student learning. Second, it will advance conversations among scholars in these fields about the nature and process of student learning in disciplines where learning often focuses on new ways of thinking rather than on expanded bodies of content knowledge. By pursuing these two goals, the book will accomplish yet another outcome: it will make a case for the value of arts-and-humanities approaches to the scholarship of teaching and learning.

Please send proposals (up to 750 words) for this volume to Stephen Bloch-Schulman, sschulman@elon.edu, by September 30, 2012, for articles to be completed by March 29, 2013. The final articles should be no more than 7000 words.

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Stephen Bloch-Schulman is Associate Professor of Philosophy at Elon University. The coordinator of the inaugural Elon Research Seminar on Engaged Undergraduate Learning and former board member of the American Association of Philosophy Teachers, he has authored and co-authored pieces in numerous journals and collected volumes, is a consulting editor for *College Teaching*, and presents and co-presents regularly at local, national and international SoTL conferences.