

Editorial

Psychology plays a unique role in our understanding of learning processes. Once upon a time, using ‘psychology’ and ‘learning’ in the same sentence would primarily be followed by reports of salivating dogs, pecking pigeons, or Bobo dolls. Indeed, classical conditioning, operant conditioning, and observational learning is the stuff of psychological legend; for educators everywhere, ‘learning’ includes and transcends these classic topics and now includes what students are doing in the classroom (both brick-and-mortar and online varieties). For many years, instructors have applied similar scientific rigor used in psychology labs to the study of teaching and learning in our courses.

The focus on theoretical underpinnings of how we learn, the intentional, systematic, modifications of pedagogy, and assessments of resulting changes in learning, have collectively been defined as the scholarship of teaching and learning (SoTL). Practiced across disciplines in different forms, SoTL rose to the national stage with the work of Boyer (1990) and SoTL has been hailed as valid, effective practice with benefits to students, instructors, and institutions (Huber, Hutchings, & Ciconne, 2011). Psychology is an influential player in SoTL on the national and international stage. Cognitive psychology, educational psychology, social psychology, developmental psychology, and experimental psychology are just some of the major subdisciplines of the field that continue to substantially contribute to SoTL. Whereas the majority of this work was once restricted to psychologists explicitly trained in areas related to learning (e.g., cognitive or educational psychologists), psychology educators are widely influenced by SoTL work. Instructors tap into the existing research on learning, memory, and instruction, make changes to their class designs and pedagogy, and then assess the results of the changes made, hopefully aspiring to the scientist-educator model (Bernstein, et al., 2010). Until now, there have only been a small handful of outlets for such work (e.g., *Teaching of Psychology*, *Psychology of Learning and Teaching*). The volume of work currently conducted in the classroom and the potential for psychology to make even greater contributions led to the launch of *Scholarship of Teaching and Learning in Psychology* (STLP). We welcome you to the introduction to this new journal.

STLP provides a venue for articles highlighting SoTL research spanning a wide educational spectrum. In addition to traditional empirical reports of class-based innovations and interventions, we also feature three additional article-types explicitly written to be pragmatic and evidence-based to advance our cumulative understanding of teaching and learning. Teacher-ready theoretical reviews showcase contemporary theories and teacher-ready research reviews draw attention to empirical research, that is, evidence-based instructional practices (EBIPs). Both types of articles are designed to stimulate readers to consider systematic intentional changes to improve teaching and learning outcomes and serve as heuristics for pedagogical researchers. Cross-fertilization updates are intentionally designed to provide the connective tissue between subdisciplines within psychology as well as across disciplines to seek wider perspectives about what we can garner from colleagues in and out of psychology. Our mission is to leverage psychological science to provide resources that integrate research, theory, and practice to benefit high school, community college, college, and university educators and their students.

We hope this new outlet helps catalyze intentional and systematic studies of teaching and learning. A strong cadre of consulting editors, international experts in cognitive psychology, education, and SoTL, have graciously agreed to contribute their time and passion to make this effort a success. Now all we need are your submissions. You will find full descriptions of each of the sections of this journal (research articles, teacher-ready research reviews, teacher-ready theory reviews, and cross-fertilization updates) in the pages ahead. If you have questions about a potential manuscript or are eager to submit, please feel free to email either Editor. We look forward to working with you.

—Regan A. R. Gurung and R. Eric Landrum, Co-Editors, *Scholarship of Teaching and Learning in Psychology*
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