

Call for Papers

SCHOLE: A JOURNAL OF LEISURE STUDIES AND RECREATION EDUCATION

Scholarship on Teaching and Learning in Leisure Studies and Recreation Education: Measuring Student Learning Outcomes

Guest Editors

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A special issue of *Scholarship on Teaching and Learning in Leisure Studies and Recreation Education* will be published in February 2014. Researchers are invited to submit manuscripts that explore the measurement of student learning outcomes in leisure studies, recreation, parks, tourism and related programs.

Submission Deadline is Friday, August 23, 2013

Reliable and valid measurement of student learning outcomes is of particular relevance in leisure studies and recreation education today due to recent changes in accreditation requirements at both the university/college and program level (e.g., Council on Accreditation of Parks, Recreation, Tourism and Related Programs, Committee on Accreditation of Recreation Therapy Education, Council on Higher Education Accreditation, and regional accrediting bodies). Evaluating student learning outcomes is still a relatively new process for many leisure studies and recreation education programs, and departments will benefit greatly by the sharing of scholarly information on this topic. As with any disciplinary research, the scholarship of teaching and learning (SoTL) should be held to the same rigor and systematic observation criteria utilized for all peer-reviewed scholarly papers.

After an extensive review of literature, beginning with Boyer's (1990) publication of *Scholarship Reconsidered*, Potter and Kustra (2011) recently defined SoTL as:

The systematic study of teaching and learning, using established or validated criteria of scholarship, to understand how teaching (beliefs, behaviours, attitudes, and values) can maximize learning, and/or develop a more accurate understanding of learning, resulting in products that are publicly shared for critique and use by an appropriate community [leisure studies, recreation, parks, tourism, and related programs]. (p. 2)

The purpose of this special issue is to provide a forum for authors to share empirical studies or scholarly conceptual papers that explore the measurement of student learning outcomes. Topics could range from the development of reliable and valid instruments for measuring student learning, to methods used to assess student learning related to particular learning outcomes. Thus, each empirical SoTL manuscript will describe the author(s) systematic observation of a framed problem related to student learning by addressing the following sections: (a) introduction, (b) review of literature, (c) methodology, (d) results, and (e) discussion (i.e., limitations, implications, recommendations for future research). Scholarly conceptual papers will be judged by the same standards but the headings may differ somewhat.

Reviews must be received by August 23, 2013.

Specific questions and submissions should be addressed to:

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