



Teaching and Learning Research (TLR) In Action

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Abstract

This short article outlines the philosophy and activities of the Teaching and Learning Research (TLR) In Action (tlraction.com) not-for-profit organisation.

Keywords

scholarship, learning, teaching, education research

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At Teaching and Learning Research (TLR) In Action (tlraction.com), we believe that better teaching translates into better learning, and that this benefits our learners, our communities, and our societies, because knowledge enables us to be effective and productive, and to grow as individuals. For this reason, we believe that the way we teach and the effort we put into learning should be based on effective evidence-based practices.

TLR In Action is a non-profit research organization and our mission is two-fold:

- (1) we conduct research on effective teaching and learning practices; and
- (2) we share these findings publicly.

All of our research is motivated by our mission to investigate sound teaching and learning practices and spans across disciplines, including the sciences, the humanities and the fine arts. In addition to disseminating the results of our research through traditional academic platforms, such as peer-reviewed journals and conferences, we also make a point of sharing our research using more popular and mainstream platforms, including animated videos, informational placards, and informal seminars open to the general public.

We strive to make information about effective teaching and learning practices common knowledge, we often find ourselves endorsing new viewpoints, different perspectives, and emerging practices, which have the potential to disrupt disciplines and decentre educators; but they also have the potential to shape our teaching and learning practices so we can provide students with the means to comprehend, absorb, apply, and share ideas - for the betterment of their lives, their communities, and society in general.

Recent work

Farrugia, L., Robinson, D., Kim, A.S.N. (2021, Feb). Partnership in an Interdisciplinary Capstone Classroom: how to balance student, partner, and professor needs and expectations to optimize. *International Society for the Scholarship of Teaching and Learning Connect 2021 Virtual Event*. <https://youtu.be/NPw8IpotNfk>

Khan, S.A., Carolli, A., Park, L., Kim, A.S.N. (2021, Feb). Student Reflections on Emergency Remote Learning during COVID-19. *International Society for the Scholarship of Teaching and Learning Connect 2021 Virtual Event*. <https://youtu.be/u7vYKHy3W80>

Kim, A. S., Khan, S. A., Carolli, A., & Park, L. (2021, Feb). Investigating teaching and learning during the coronavirus disease 2019 pandemic. *Scholarship of Teaching and Learning in Psychology*. <http://dx.doi.org/10.1037/stl0000296>

Kim, A.S.N., Khan, S.A., Park, L. (2020, July-Aug). Teaching during the COVID-19 pandemic: Active learning keeps students engaged in distance learning. *Canadian Psychological Association Virtual Series*.

Robinson, D., Carolli, A., Popovic, C., Kim, A.S.N. (2021, Feb). It takes a village: what works in an interdisciplinary, project-based capstone course? *International Society for the Scholarship of Teaching and Learning Connect 2021 Virtual Event*. <https://youtu.be/JsE2vQylo9I>

Stevenson, C.R., Park, L., Kim, A.S.N. (2021, Feb). Homework, in-class assignments, and midterm exams: Investigating the predictive utility of formative and summative assessments for academic success. *International Society for the Scholarship of Teaching and Learning Connect 2021 Virtual Event*. <https://youtu.be/FkQHvqkoHVk>