

Patrícia Albergaria Almeida

Researcher on Higher Education at the Research Centre for Didactics and Technology in Teacher Education (CIDTFF)

University of Aveiro in Portugal.

Patrícia Albergaria Almeida is currently a Researcher on Higher Education at the Research Centre for Didactics and Technology in Teacher Education (CIDTFF), at the University of Aveiro in Portugal. A graduate in Teaching of Biology and Geology (1999), she proceeded to conclude her Ph.D. in Science Education at the University of Aveiro (2007). Her main research interests are classroom based, looking at how questions promote creativity, active learning, critical thinking, and the understanding of students' learning process in science. Currently she is also interested on learning styles, new learning and teaching approaches and linking teaching and research in Higher Education. She is the author of papers and book chapters in the field of questioning, learning styles and science education.



Enhancing the Scholarship of Teaching through Action Research

Abstract: The scholarship of teaching emerged in the last decades as a fundamental concept to the development of good teaching practices in Higher Education and, consequently, to the enhancement of the quality of student learning. Considering that scholarship comprehends a process as well as an outcome, research on teaching and learning should be viewed as one important aspect of the scholarship of teaching. The goal of this essay is to illustrate how the scholarship of teaching can be enhanced through the development of action research projects, conceived and implemented by both university teachers and education researchers.