The Editors of Volume 1 of *Collected Essays on Learning and Teaching (CELT)* are very pleased to present the inaugural edition of this innovative electronic publication associated with the annual conference of the Society for Teaching and Learning in Higher Education (STLHE). Volume 1 features 25 peer-reviewed essays which appear after an extensive process of submission, review, re-writes, edit, and composition. The idea for *CELT* dates back to the STLHE conference hosted by the University of Prince Edward Island in 2005. The plan was to capture some of the best elements from workshops, concurrent, and round table as well as poster sessions, and to ask the facilitators of those sessions to develop short essays suitable for the *CELT* collection. Even though many of our active learning conference sessions do not lend themselves to the subsequent writing of peer-reviewed essays for publication, those promoting the *CELT* concept felt the time was ripe for an initiative to link conference sessions with a tangible Society-sponsored publication featuring essays in the Scholarship of Teaching and Learning (SoTL) genre. It took some time to develop the *CELT* structure and format, but a few months prior to the 2007 STLHE conference at the University of Alberta the invitation to contribute to *CELT* went out to presenters and facilitators. The response was some thirty-five submissions meeting the deadline in September, 2007.

The theme for this, the inaugural edition of *CELT*, is *evolving scholarship*. This theme was actually chosen by the organizing committee for the June 2007 STLHE Annual Conference at the University of Alberta. Registrants and presenters were asked to submit articles that captured the various perspectives of the scholarship of teaching including:

- inquiry around teaching and learning;
- integrating teaching, learning, and research;
- administrative structures that recognize, support, and reward scholarship in the area of teaching and learning;
- formal programs designed to enhance teaching and learning;
- the infrastructure that supports teaching and learning; and
- experiential teaching and learning.

*Evolving scholarship* is a theme that captures the current national focus on the scholarship of teaching and learning. The theme appeals to all STLHE supporters including faculty, 3M Teaching Fellows, educational developers, administrators, graduate students, and undergraduate students.

The collection loosely traces three steps in the teaching process: preparing to teach; the experience in the classroom, and assessment. Section I looks at engaging sessional instructors and at “serial” team teaching; at changing expectations and at documenting the scholarship of teaching and learning; at curricular structures for first-year students and at curricular alignment; and at exploiting the power of the arts. In Section II, the experience of the classroom (broadly defined) is deepened through ritual, laughter, and medicine wheels; expanded through clickers, service learning, inquiry learning; and clarified by attending to the student voice, to cultural diversity, and to the observation of peers. And finally, in Section III, the essays explore a variety of ways of assessing learning: participation grades, marks for professionalism, carefully constructed multiple choice exams, e-portfolios, and a variety of writing-across-the-curriculum assignments. Together, the three
sections take us through a complete teaching cycle, from consulting the scholarship of teaching and learning, to curriculum planning, to assessment of learning and teaching, and finally to the kind of evaluation that leads again to inquiry into the learning process.

The Editors thank the authors, the many reviewers, and the staff of the Centre for Teaching and Learning at the University of Windsor for their contributions to the success of the first volume of CELT. We look forward to celebrating “A World of Learning” through the publication of Volume II before the 29th Annual Conference of the STLHE to be held at the University of New Brunswick in June of 2009.

Alan Wright, Shannon Murray, & Margaret Wilson
Editors