

# The Scholarship of Teaching and Learning: an intro

Jane MacKenzie

# Overview

- What is the Scholarship of Teaching and Learning (SoTL)?
- A SoTL framework
- Explore and Discuss:
  - Is your PTAS work SoTL?
  - How could you enhance the quality of your PTAS work using a SoTL framework?
  - Enhancing your SoTL work – SoTL network

# University of Glasgow c2002

*“At the outset it was clear that ‘teaching only’ appointments were unacceptable. Given the research intensive nature of the University, the view from within the institution was that ‘teaching only’ appointments would imply that these staff would not be exposed to research, far less engaged in any kind of scholarly activity and that this would lead to a significant diminution of the learning experience of students.”*

(Matthew 2009)

- 2003 I was appointed as a University Teacher at University of Glasgow (required to do scholarship)
- Scholarship ill-defined so focus on SoTL

# SoTL support at Glasgow

- SoTL symposia
- Faculty Learning Community around SoTL
- Membership of the Carnegie Academy's Leadership programme
- beSoTLed – online resource and course  
<http://v.ht/BpYS>
- Practice and Evidence of SoTL in HE (PESTLHE) – online journal <http://v.ht/yJ6W>
- Engaging in SoTL – 10 credit course on PGCAP

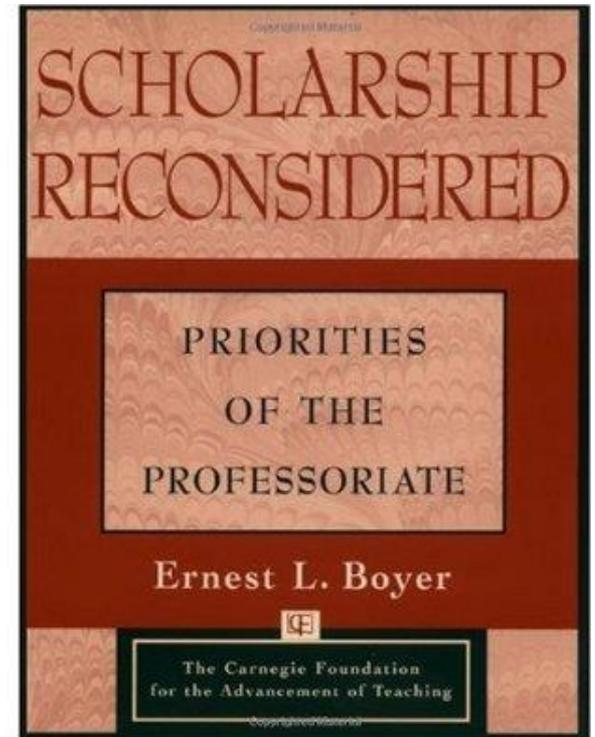


# Scholarship Reconsidered

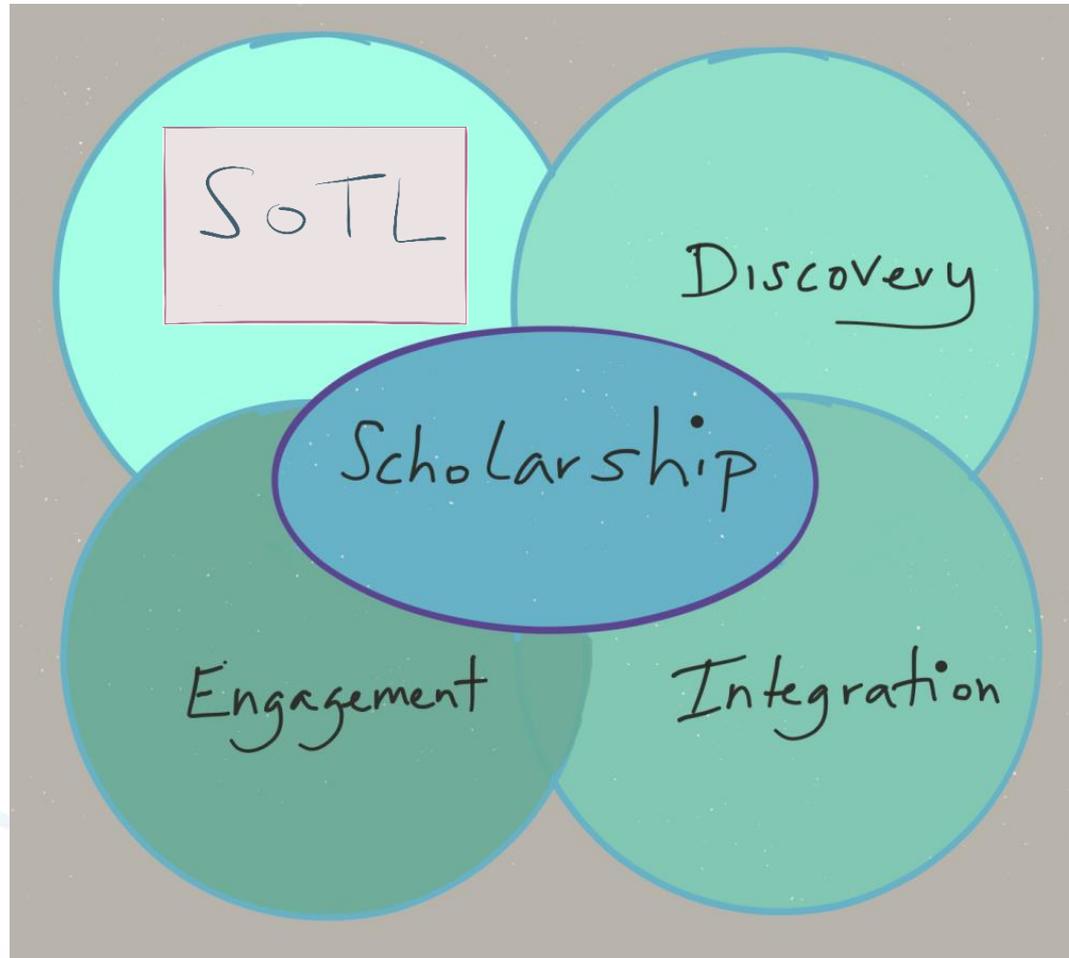
## **Ernest Boyer's *Scholarship Reconsidered* (1990)**

*identified four different and overlapping scholarships*

Boyer was US Commissioner of Education and Carnegie Foundation for the Advancement of Teaching president.



# Boyer's Four Scholarships



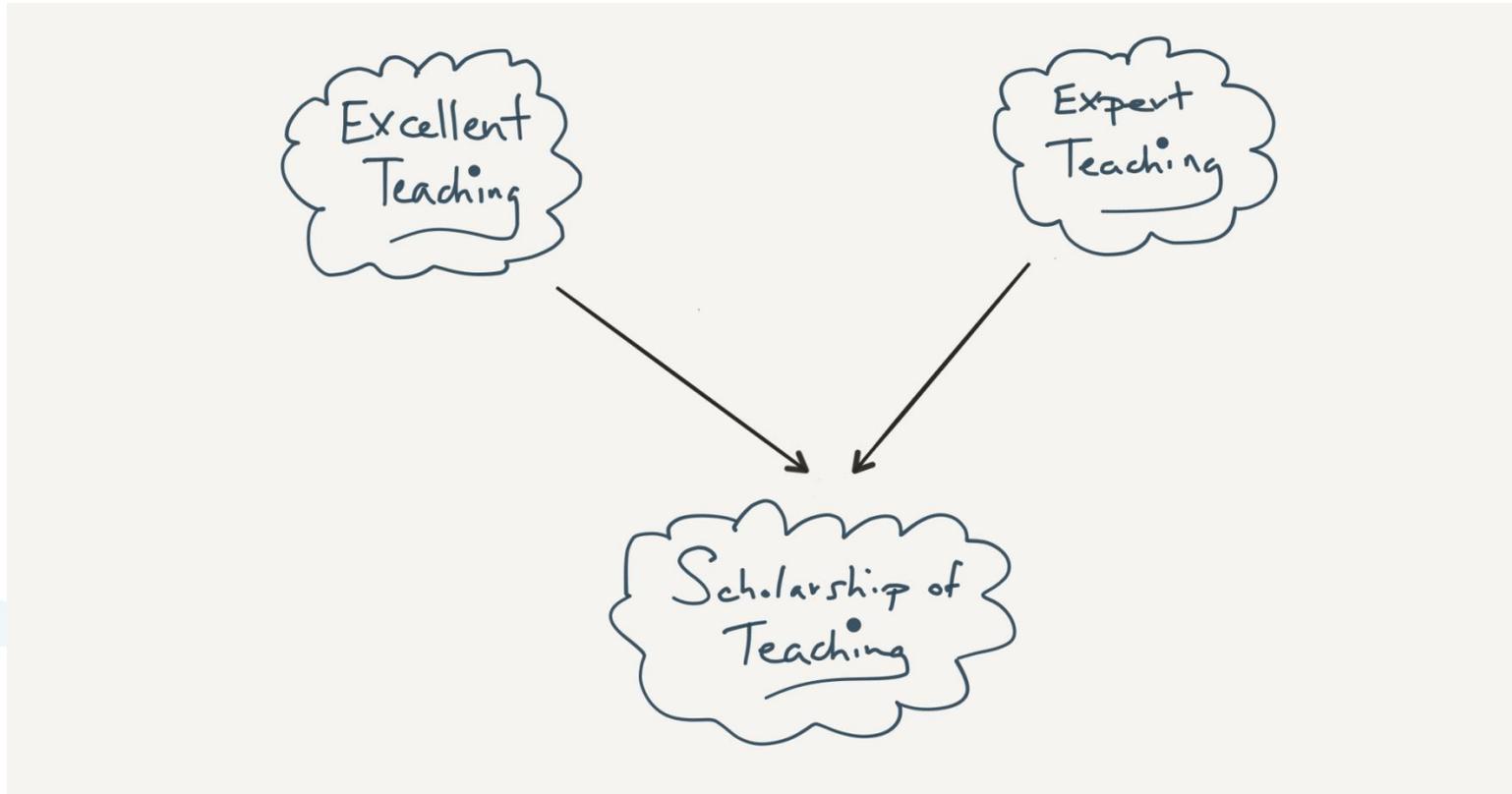
# SoTL has been described as:

- A process
- An outcome or output
- A revolution
- A movement
- Something akin to a cult – SoTL *followers*

(Boshier & Huang 2008, Fanghanel et al. 2015)

Has become a normal form of activity rewarded through tenure and promotion (at least in some HEIs)

# Increasingly, SoTL is being used as a measure/proxy of teaching excellence



# Teaching as Community Property

*Scholarship [including SoTL] entails an artefact, a product, some form of community property that can be shared, discussed, critiqued, exchanged, built upon.*

Lee Schulman (1993)

# SoTL – what is it?

Most agree that SoTL is distinct from excellent teaching and involves enquiry that includes:

- **Engaging with the literature** on L&T as well as discipline
- **Reflecting** on teaching and the outcomes of evaluations
- **Disseminating** outcomes

With a view to enhancing student learning (Trigwell and Shale 2004)

# In 2s or 3s

Which of the 3 activities are most challenging?

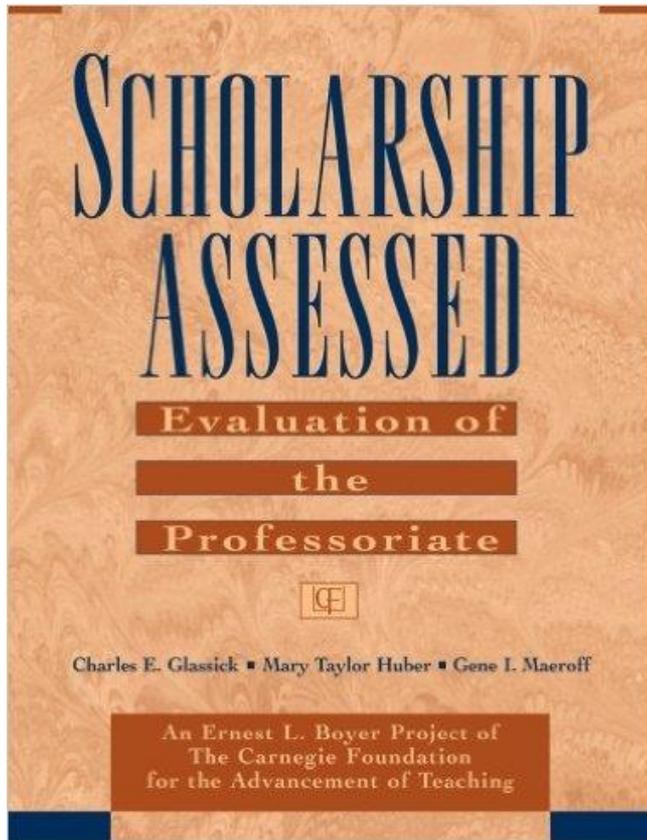
What support might help?

- **Engaging with the literature** on L&T as well as discipline
- **Reflecting** on teaching and the outcomes of evaluations
- **Disseminating** outcomes



# A couple of issues

- SoTL  $\neq$  Research
- SoTL outputs are more than just articles, books, conference papers etc.



**Clear goals**

**Adequate  
preparation**

**Appropriate  
methods**

**Significant results**

**Reflective critique**

**Effective  
dissemination**

**Clear goals – clear articulation of purpose**

**Adequate preparation – grounded in literature**

**Appropriate methods – aligned with goals**

**Significant results – evidence to address goals**

**Reflective critique – implications for future practice**

**Effective dissemination – open to peer review and to influence others**

# SoTL ≠ Research?

	Threshold	Advanced	Exemplary
Goals of the project	Well-articulated and intentional	Move well beyond existing work in the field and represent innovations	Articulates new goals that will advance the work of other scholars
Preparation for scholar's work	Based upon prior scholarship in its area	Includes broad synthesis of prior work	Scholar acquires new knowledge and skills that enhance quality of the work
Methods used to conduct work	Follows conventions of scholarly efforts within its domain	Takes full advantage of methods available to make its impact	Generates new methods that enable others to enhance their scholarship
Evidence gathered to demonstrate impact of work	Evidence appropriate to the scholar's field to evaluate proposed practices or ideas	Evidence suggests that the scholar's ideas or practices are worth implementing	Evidence suggests practices or ideas have had great impact on other scholars
Reflection on work	Scholar has articulated lessons learned	Scholar has made adjustments in practice based on reflection	Scholar can report enhanced achievement of goals resulting from lessons learned
Communication of results to others	Work is publicly accessible for others to use, build upon, and review critically	Scholar's reflective work has been cited by others	Work has had broad impact on practices and inquiry of many others interested in the same questions

Available from [www.gov.hk](http://www.gov.hk)

# For me

- SoTL should focus on your practice, your experience and experiences, with a view to enhancing the learning of your students
- If it goes further than that/is more abstract....

# Again in 2s and 3s

What motivates you to do this type of work?

What are the Barriers to doing this type of work?



# A couple of issues

- SoTL  $\neq$  Research
- SoTL outputs are more than just articles, books, conference papers etc.

# SoTL outputs

## Traditional SoTL outputs

- Conference presentations or seminars
- Books or chapters about the outcomes of SoTL work
- Journal articles

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## ISSOTL Conferences

### UPCOMING



## ISSOTL 2017

"Reaching New Heights" in Calgary, Canada, October 1

## FUTURE ISSOTL CONFERENCES

2018 - "Toward a Learning Culture" - Bergen, Norway

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Cultures, Transitions  
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June 20 – 23, 2017 | Halifax, NS  
(<http://stlhe2017sapes.ca>)

## EuroSoTL 2017

LUND UNIVERSITY



### Start/General Information

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## EuroSoTL 2017

– TRANSFORMING PATTERNS THROUGH THE SCHOLARSHIP OF TEACHING AND LEARNING

Human behavior, thinking, and interaction have a tendency to become institutionalised in traditions, recurrent practices, and routines. This tendency may save energy, appear efficient and predictive but it also risks limiting learning and personal development.

Ever since the start, SoTL has had an agenda to change and improve higher education, and this conference adheres to this call. The conference is about how SoTL can impact people and practices (or how SoTL has attempted this but failed).

The conference will address the general theme in a variety of formats – papers, workshops, symposia, roundtables, and posters. We welcome submissions of emerging, ongoing, and finalised inquiries on how SoTL contributes to transformed patterns of learning and behavior in and between

- students,
- teaching and teachers,
- collegial communities,
- departments and institutions,
- leaders and managers, and
- society

### TIMELINE

- June 1, 2016**  
Call for Papers available
- October 15, 2016**  
Submission of proposals opens
- January 15, 2017**  
Last day to submit proposals and Registration opens
- March 8, 2017**  
Notification of accepted proposals
- March 15, 2017**  
Last day for Early Bird registration
- April 23, 2017**  
Last day for final text to proceedings for accepted proposals
- May 15, 2017**  
Last day for registration
- June 8-9, 2017**  
Conference!
- [Call for papers \(PDF 2.2 MB\)](#)

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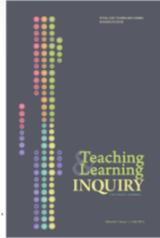
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**Mission**

*Teaching & Learning Inquiry (TLI)* publishes insightful research, theory, commentary, and other scholarly works that document or facilitate investigations of teaching and learning in higher education. *TLI* values quality and variety in its vision of the scholarship of teaching and learning. Its pages will showcase the breadth of the interdisciplinary field of SoTL in its explicit methodological pluralism, its call for traditional and new genres, and its international authorship from across career stages.



# JOSOTL

THE SCHOLARSHIP OF TEACHING AND LEARNING

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## Practice and Evidence of the Scholarship of Teaching and Learning in Higher Education

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### Practice and Evidence of the Scholarship of Teaching and Learning in Higher Education

This journal offers an opportunity for those involved in University learning and teaching to disseminate their practice. It aims to publish accounts of scholarly practice that report on small-scale practitioner research and case studies of practice in a way that is not just descriptive but involves reflection, critique and implications for future practice and are informed by relevant literature. This publication thus offers a forum to develop and share scholarly informed practice in higher Education through either works in progress or more detailed accounts of scholarly practice. There will be opportunities for discussions/comments regarding works in progress to be shared with journal readers on the journal site. The journal is published twice a year.

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international journal  
SCHOLARSHIP of TEACHING and LEARNING

# SoTL outputs

The literature about SoTL is clear: there are other non-traditional routes to dissemination and peer review:

- Evaluated teaching materials, software, videotapes, workbooks
- Books or chapters about teaching in your discipline
- Scholarly blog posts
- Presenting to University committees/working groups on the outcomes of your work
- Websites that support learning of students or colleagues
- Leading/initiating networks for teachers in the discipline
- Others?

# Teaching and Learning in Higher Education

Disciplinary Approaches to Educational Enquiry

Elizabeth Cleaver, Maxine Lintern and Mike McLinden



# Researching Learning in Higher Education

An Introduction to Contemporary Methods and Approaches



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