

SoTL 101

Getting Started with the Scholarship of Teaching & Learning (SoTL)



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Part 1: What is SOTL?



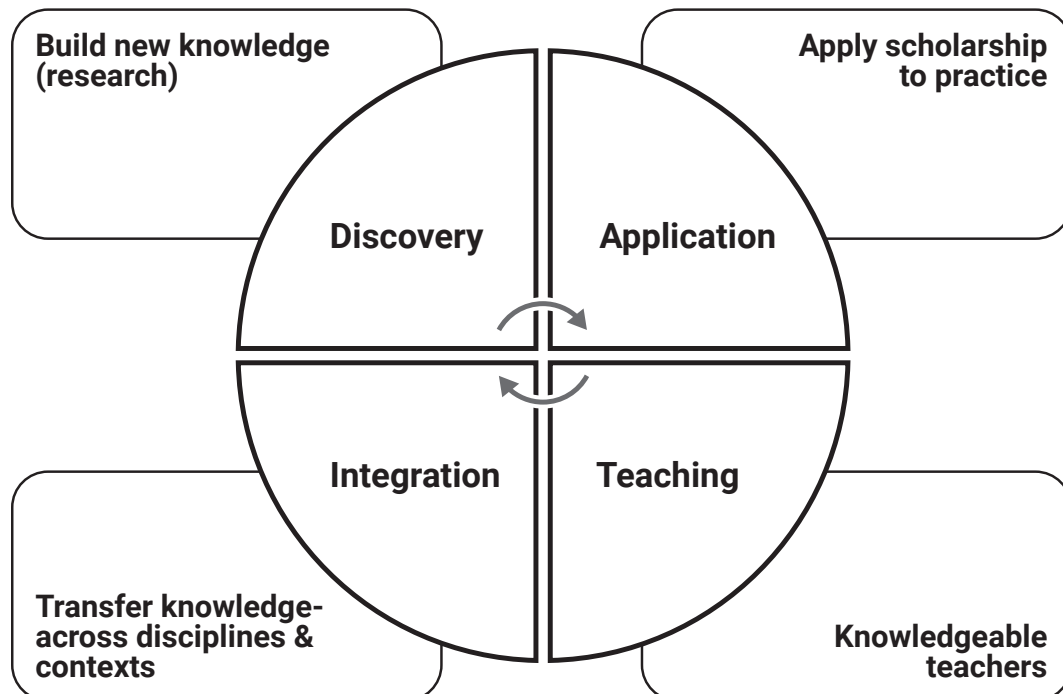
...a **scholarly approach to teaching** entails being familiar with the latest ideas in one's subject and also being informed by current ideas for teaching that subject. A scholarly approach also involves evaluating and reflecting on one's teaching practice and the student learning which follows.



The **scholarship of teaching** shares these characteristics of excellent and scholarly teaching, but, in addition, involves communicating and disseminating about the teaching and learning practices of one's subject. It also entails investigating questions related to how students learn within a discipline.

Source: Healy (2000)

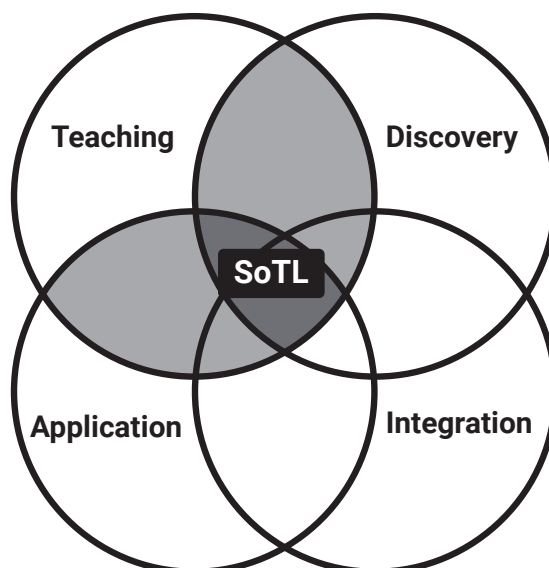
Scholarship of learning and teaching



Source: Boyer (1990)

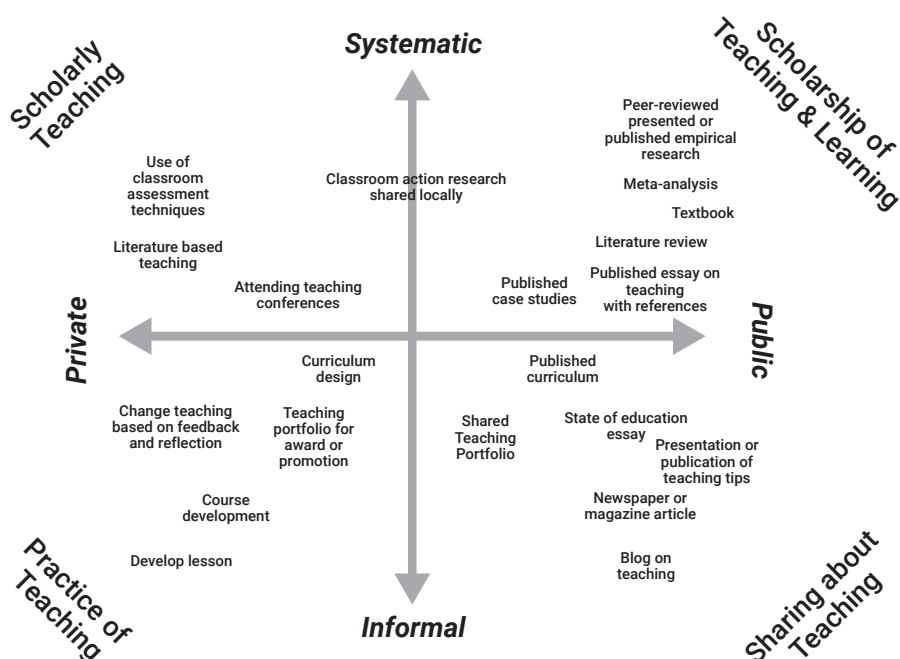
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Incorporating SOTL into the Boyer model



Source: Kern et al. (2015)

Dimensions of Activities Related to Teaching (DART)



Source: Kern et al. (2015)

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TEQSA Higher Education Standards Framework (2015)

- TEQSA defines scholarship as an activity concerned with gaining new or improved understanding, appreciation and insights into a field of knowledge, and engaging with and keeping up to date with advances in the field.
- Engagement in scholarship can be viewed at:
 - the level of **individual activity** (e.g. as part of an individual's personal professional development, teaching, research or professional practice), or
 - **across a provider as a whole** (e.g. policy frameworks, resource allocation, cultural expectations, staff development).

Section 3.2 specifies the requirements for teachers to be engaged with scholarship concerning their field of study and to be skilled in teaching, learning and assessment practices appropriate to their discipline.



TEQSA guidance note: [Scholarship | Tertiary Education Quality and Standards Agency](#)

Types of scholarly outputs (TEQSA)

Scholarly publication/communication
Scholarly reviews
Original research
Leadership of advanced professional development activities
Contributions to professional bodies/communities of practice
Activities of scholarly academic societies
Higher level qualifications that lead to scholarly outputs
Individual or collaborative activities
Advanced specialised practice or scholarly secondments



TEQSA guidance note: [Scholarship | Tertiary Education Quality and Standards Agency](#)

Evaluation can be SOTL

- Evaluation is different from research but can be published
- Examples of areas which can be evaluated: practice, partnerships, programs, student/staff experience, student performance
- Evaluation can focus on outcomes, impact, process
- Evaluation can be disseminated in less formal ways
- Considerations – surveying students, internal processes related to data collection, ethics




Activity 1: Poll

→ What types of SOTL are you currently doing?

- Evaluation projects
- Original research
- Literature reviews
- Conference presentations
- Publishing peer reviewed papers
- Member of editorial board
- Member of professional association/CoP


Part 2: Identifying SOTL topics

Case example: Identifying current research and hot topics in WIL



AUSTRALIAN COLLABORATIVE EDUCATION NETWORK (ACEN)

- Australian
- 2021 book publication on WIL in Australia
- 2022 Grant Themes



WORLD ASSOCIATION OF COOPERATIVE LEARNING (WACE)

- International
- 2022-23 due to publish 3rd edition of the International Handbook of WIL



INTERNATIONAL JOURNAL OF WORK-INTEGRATED LEARNING

- Commenced as Asia-Pacific focus
- International focus since 2018



Activity 2: Find a journal

- In the chat, name an educational journal specific to your disciplinary context
- Use [Google](#) or [Scimago](#)
- Use search terms such as 'discipline' x 'education' x 'journal'

Publication & Dissemination 1: Original research

Discipline specific education journals	Journal of Engineering Education
	Medical Education
	International Journal of Educational Management
Specialist Education	Assessment & Evaluation in Higher Education
	International Journal in Work-integrated Learning
	Journal of Teaching & Learning for Graduate Employability
Higher Education journals	Higher Education Research & Development
	Journal of University Teaching & Learning Practice
	Teaching in Higher Education

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Publication and Dissemination 2: Original research

Conference Publications	HERDSA
	ACEN
	ASCILLITE
Edited Volumes / Books	A Handbook for Teaching and Learning in Higher Education
	International Handbook of Work integrated Learning

Publication & Dissemination 3: Other types of SOTL

For Other SOTL	Project reports*
	Project websites*
	Specialist education or discipline-specific conference presentations & posters*
	T&L conferences
	Awards
	Webinars
Particularly good for	New tools/approaches
	Good Practice
	Evaluation and benchmarking e.g. within discipline or university

**internal and/or external*



Check out the websites of professional associations e.g. HERDSA, ACEN etc.

Hints and Tips: Starting your SOTL journey

Avoid topics already extensively covered – unless you have expertise, it will be unlikely to be published

Beware “Here's how I do it” approach unless your practice example is well situated in literature, evaluated and has clear application in other situations – low likelihood of getting published

Apply the same rigor to SOTL as you would to your discipline scholarship – would you write a journal article with no evidence?

Think beyond your course/university/discipline – aim for collaboration

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Hints and Tips: Starting a literature review

Where to start	Handbooks; review papers
	Last 5 years of journals
	Conference proceedings
	Educational Journals (JUTLP, HERD, relevant topic)
	Professional association websites (see examples below)

Professional associations

Professional association	Affiliated journal
<u>ISSOTL</u>	Teaching & Learning Inquiry
<u>HERDSA</u>	Higher Education Research & Development
<u>AARE</u>	Australian Educational Researcher
<u>ACEN</u>	International Journal of Work-integrated Learning
<u>ASCILITE</u>	Australasian Journal of Education Technology
<u>EduCause</u>	
<u>AdvanceHE</u>	
<u>NCSEHE</u>	

Hints and Tips: Publishing

Be careful with statistics	Helpful when done well, useless when not
	Don't over-split small samples
	Make sure the stats support your conclusion
	Beware significant figures – can your data really support 3+ decimal places? (Despite what SPSS spits out!)
Considerations for qualitative analysis	Describe method in detail (don't just say you did a thematic analysis)
	Ensure analysis is rigorous – don't code themes from interview questions
Be across the relevant literature	Inside and out of your discipline and country
	Terminology, main ideas, what already done



Activity 3: Identifying and documenting your SOTL contributions

- Identify your specific contributions to SOTL
- Share your examples via the chat in the chat, or raise your hand
- After the session: make a list of your contributions and keep on file for promotions, awards applications etc.

Support within UNSW for SOTL



UNSW self-paced professional development module: [Scholarly teaching](#)



Identify colleagues with experience in evaluation or educational research



Find an [academic mentor](#)



Upcoming [professional development events](#) (to attend or present at)



Contact: [Anna Rowe](#)

References

Healey, M. (2000). Developing the scholarship of teaching in higher education: A discipline-based approach. *Higher Education Research & Development*, 19(2), 169-189. <https://doi.org/10.1080/072943600445637>

Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Carnegie Foundation for the Advancement of Teaching.

Kern, B., Mettetal, G., Dixon, M., & Morgan, R. K. (2015). The role of SoTL in the academy: Upon the 25th anniversary of Boyer's scholarship reconsidered. *Journal of the Scholarship of Teaching and Learning*, 15(3), 1-14. <https://doi.org/10.14434/josotl.v15i3.13623>

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