



UNIVERSITY OF
TORONTO
MISSISSAUGA

Scholarship of Teaching and Learning (SoTL) Series 1:

What is SoTL?

Where to Begin with Developing SoTL Research Questions

ROBERT
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Land Acknowledgement



Art by Christi Belcourt

<https://www.instagram.com/p/Cia4T9euYUu/>

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island, and we are grateful to have the opportunity to work on this land.

Access Check

Encourage you to check, identify, and question your learning environment for any of the following and welcome comments if there are elements that we can support to reduce barriers.

- Technology
- Resources
- Pace
- Sound



Learning Outcomes

After this session, participants will:

- Explore the history of SoTL, and develop an awareness of the kinds of research questions that can be pursued in a SoTL project
- Reflect on their teaching experiences, and note opportunities that they would like to explore systematically through a SoTL project



Timeline of the SoTL Series



SoTL Research
Questions

Today

SoTL Research
Paradigms

*February 20th
1:00-2:30 pm
MS Teams*

SoTL Research
Ethics

*March 27th
12:00 - 2:00 pm
MS Teams*

Quantitative
Research
Methods

*April 14th
11:00-1:00 pm
MS Teams*

Qualitative
Research
Methods

*May 14th
11:00 - 1:00 pm
MS Teams*

Feel free to type in chat or unmute:

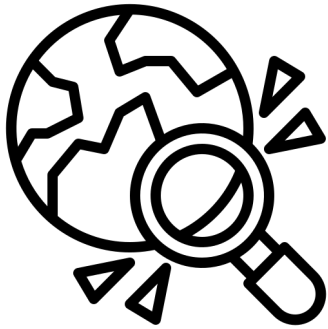
1. What are you curious about as you think about your students, their learning, or their experiences as learners?
2. What puzzles you when you teach a specific course, concept, or skill?
3. What new ideas about teaching and learning have you encountered that have stuck with you?

When you hear “Scholarship of Teaching and Learning”, what do you think of?

What is *The Scholarship of Teaching and Learning?*

SoTL can be understood as *“inquiry into teaching and learning in context and contributing to what we know about teaching and learning in support of the broader aims of higher education”* (p. 10, [The SoTL Guide](#))

Boyer's (1990) Scholarship Reconsidered: Priorities of the Professoriate



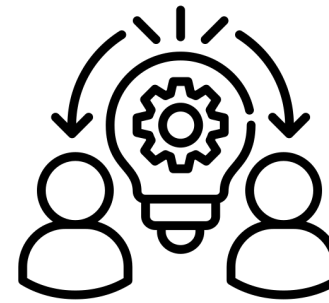
*Scholarship
of Discovery*

"contributes not only to the stock of human knowledge but also to the intellectual climate of a college or university" (p. 17)



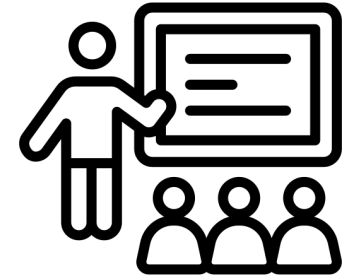
*Scholarship
of Integration*

"give meaning to isolated facts, putting them in perspective," synthesis, cross-disciplinary conversation (p. 18)



*Scholarship of
Application*

"moves toward engagement", applying knowledge to "consequential problems" (p. 21)



*Scholarship of
Teaching*

"...good teaching means that faculty, as scholars, are also learners"; *learning* later added (p. 24)

The Scholarship of Teaching: What's the Problem? (Bass, 1999)

"In scholarship and research, having a 'problem' is at the heart of the investigative process; it is the compound of the generative questions around which all creative and productive activity revolves. But in one's teaching, a 'problem' is [usually seen as] something you don't want to have...Changing the status of the *problem* in teaching from terminal remediation to ongoing investigation is precisely what the movement for a scholarship of teaching is all about." (p. 1, Bass, 1999)

Scholarly Teaching vs. Scholarship of Teaching and Learning

Using pedagogical literature to improve your teaching practice; consumers of SoTL

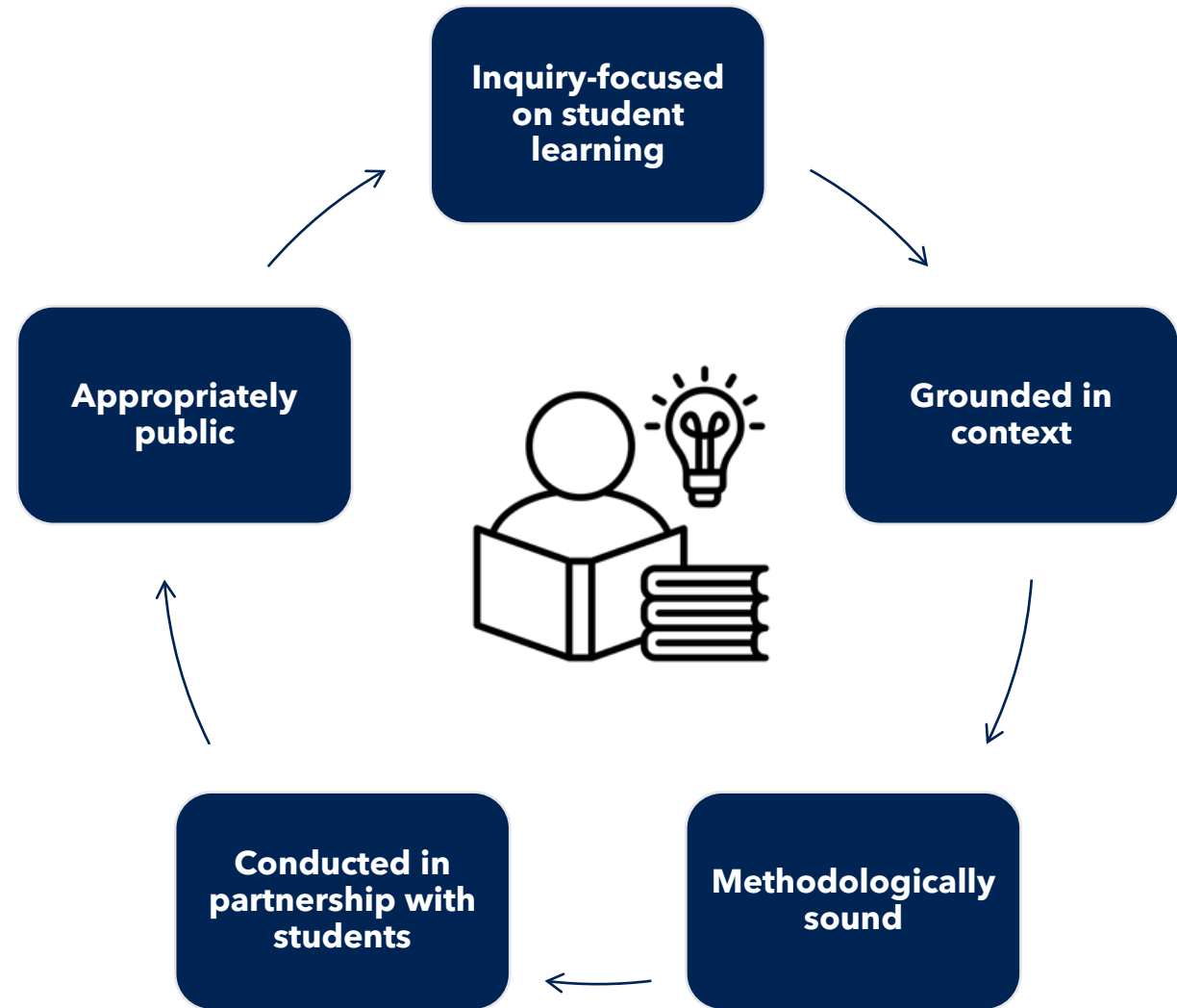
Scholarly Teaching

Scholarship of Teaching and Learning

Systematic inquiry into teaching and learning made public; produces of SoTL



Felten's
(2013)
Principles
of Good
Practice in
SoTL



Current Debates in SoTL

What does
"methodologically"
sound mean in SoTL?



What does "appropriately
public" mean in SoTL?



What's the difference
between SoTL and
Education Research?



The Grand Challenges for SoTL

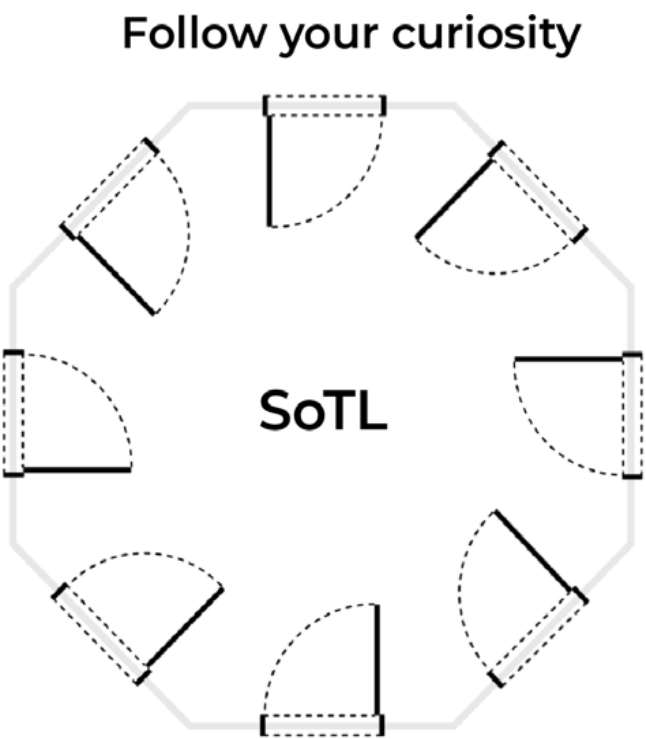
In 2018, members of the International Society for the Scholarship of Teaching and Learning (ISSOTL) solicited feedback from SoTL experts globally, to identify the 5 grand challenges of the SoTL community. The grand challenges were revealed in 2023.



Grand Challenge 1	Grand Challenge 2	Grand Challenge 3	Grand Challenge 4	Grand Challenge 5
How to develop critical and creative thinkers.	How to encourage students to be engaged in learning.	How to understand the complex process of learning.	How identities affect both teaching and learning.	How to grow the practice and use of SoTL.

Scharff, Lauren, Holly Capocchiano, Nancy Chick, Michelle Eady, Jen Friberg, Diana Gregory, Kara Loy, and Trent Maurer. "Grand Challenges for SoTL." International Society for the Scholarship of Teaching and Learning, November 2023. <https://issotl.com/grand-challenges-for-sotl/>

8 entry points for beginning a SoTL Inquiry



Follow your curiosity

What are you curious about as you think about your students, their learning, or their experiences as learners?

Figure 3.1., pg. 45, *The SoTL Guide*.

8 entry points for beginning a SoTL Inquiry

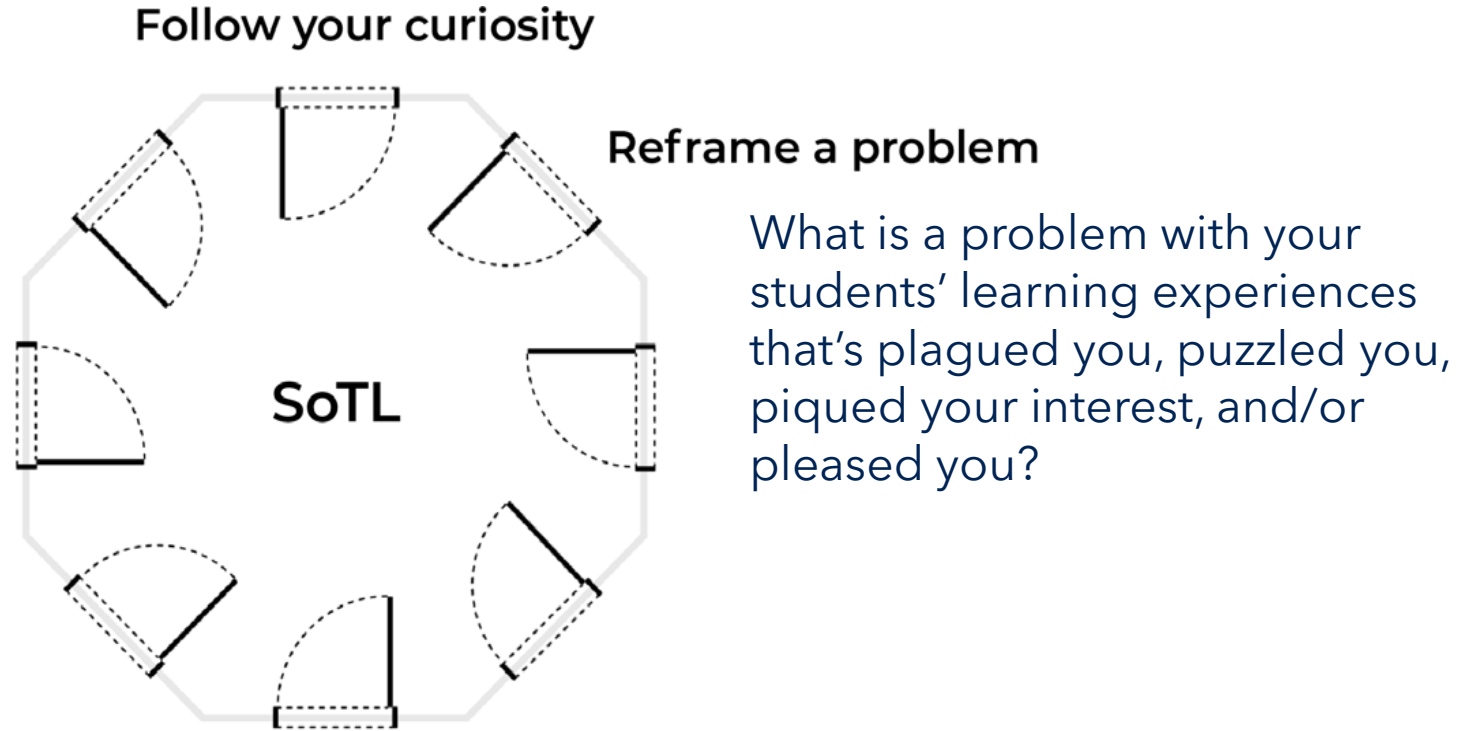


Figure 3.1., pg. 45, *The SoTL Guide*.

8 entry points for beginning a SoTL Inquiry

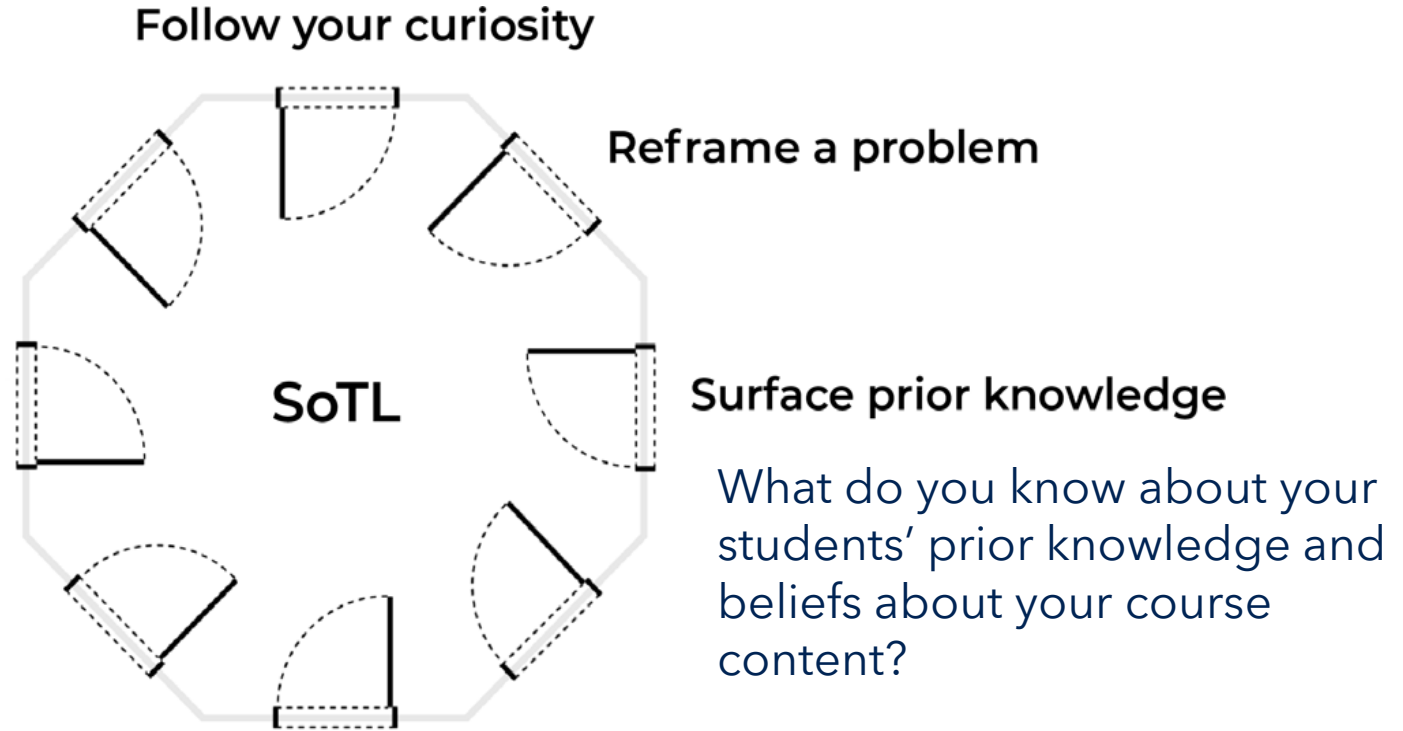
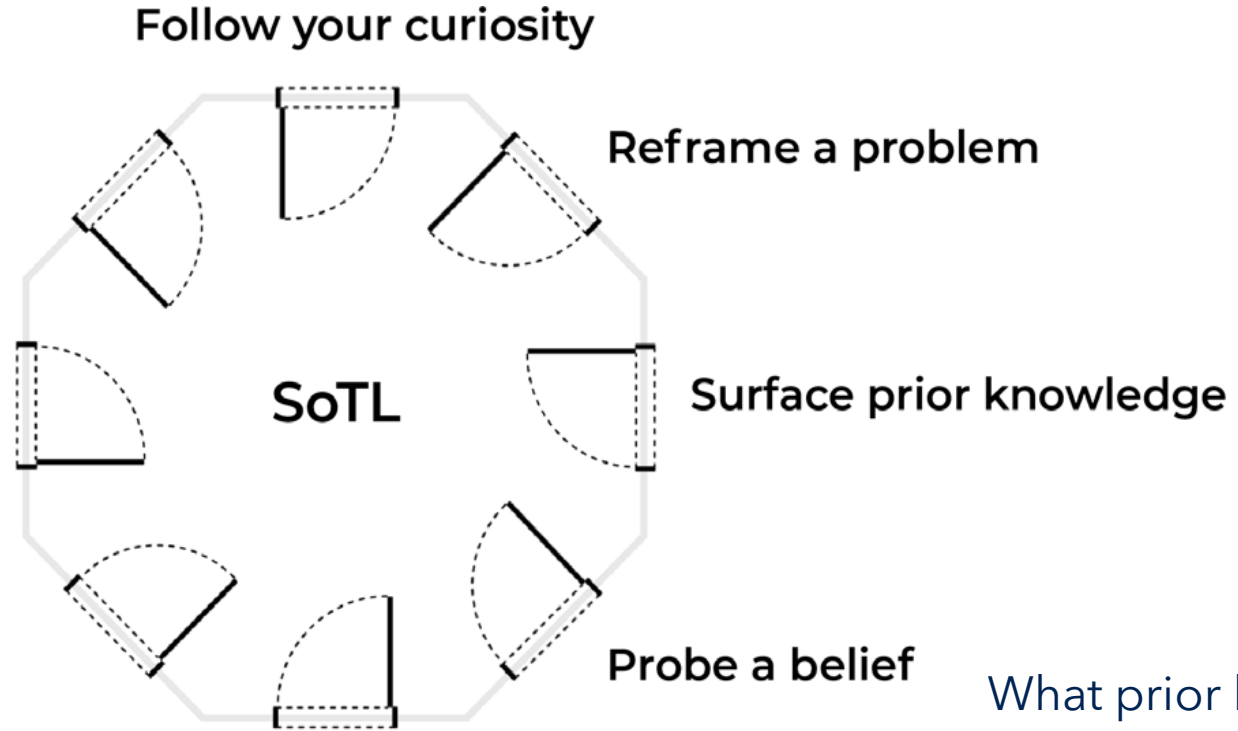


Figure 3.1., pg. 45, *The SoTL Guide*.

8 entry points for beginning a SoTL Inquiry



What prior beliefs do you have about your learners that you can rethink and reflect on? How might this change your teaching?

Figure 3.1., pg. 45, *The SoTL Guide*.

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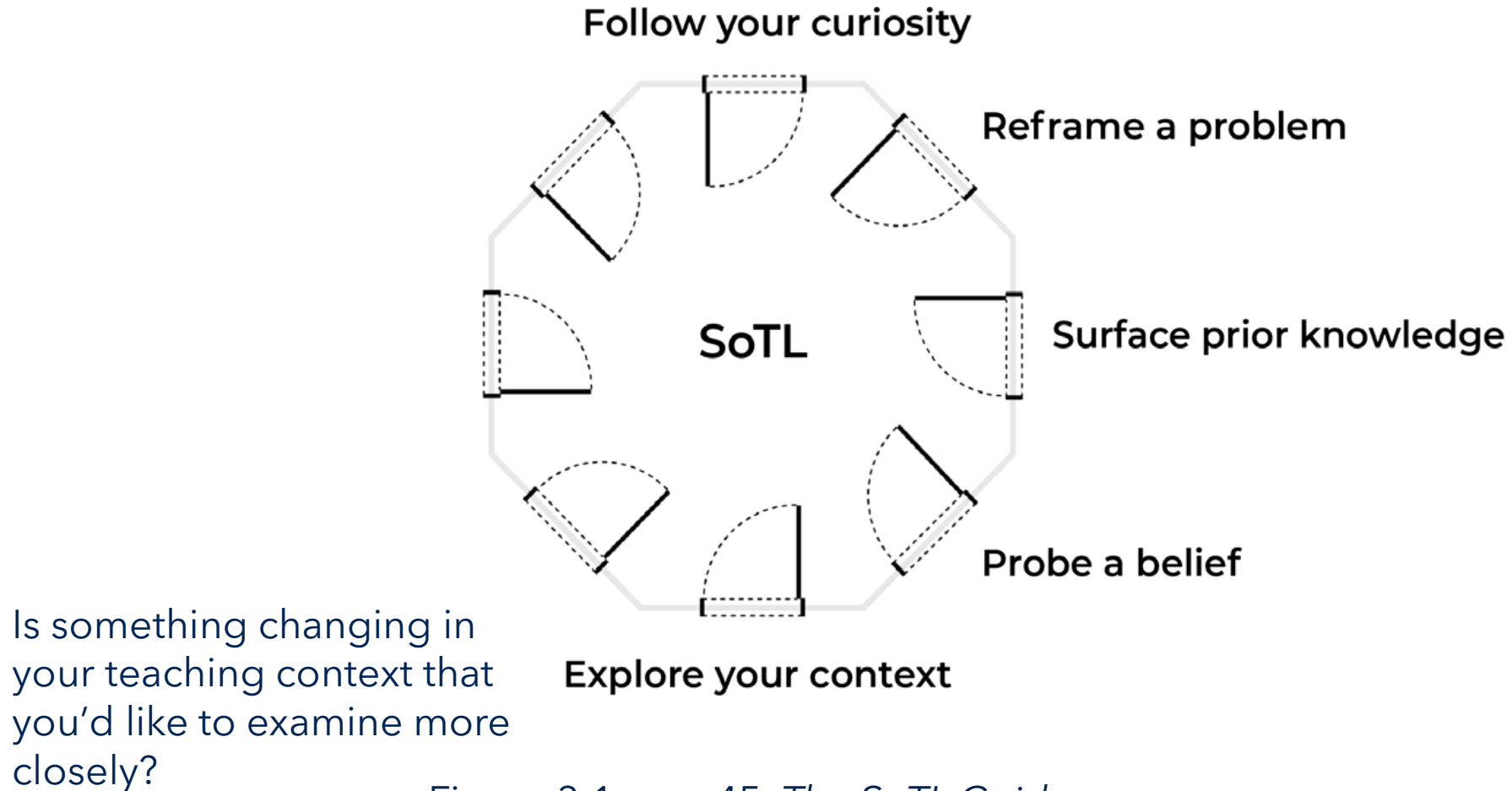
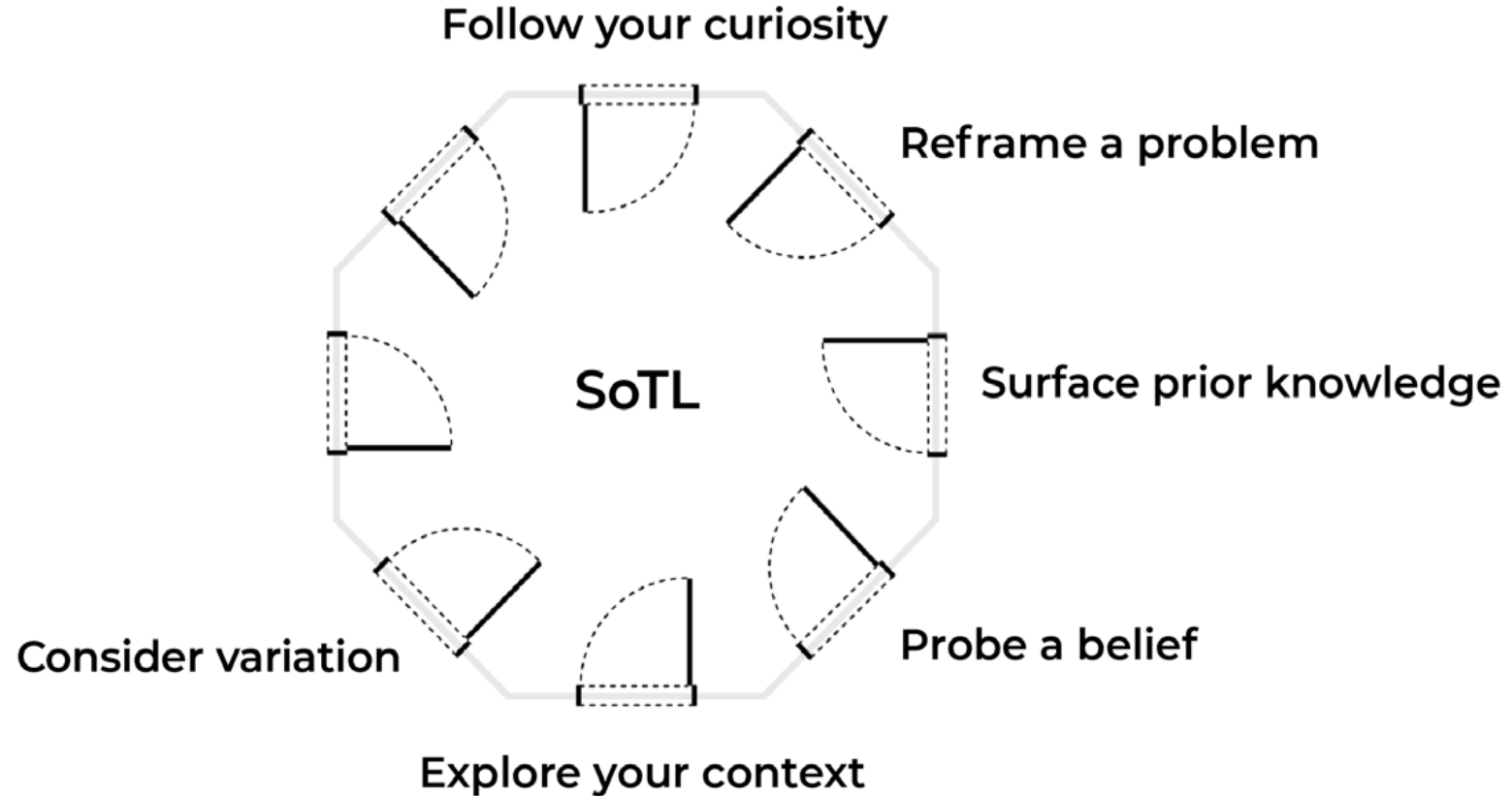


Figure 3.1., pg. 45, *The SoTL Guide*.

8 entry points for beginning a SoTL Inquiry



How might different students experience your course, and what can you learn from them?

Figure 3.1., pg. 45, *The SoTL Guide*.

8 entry points for beginning a SoTL Inquiry

What gaps currently exist for you and perhaps the teaching and learning community that you could explore?

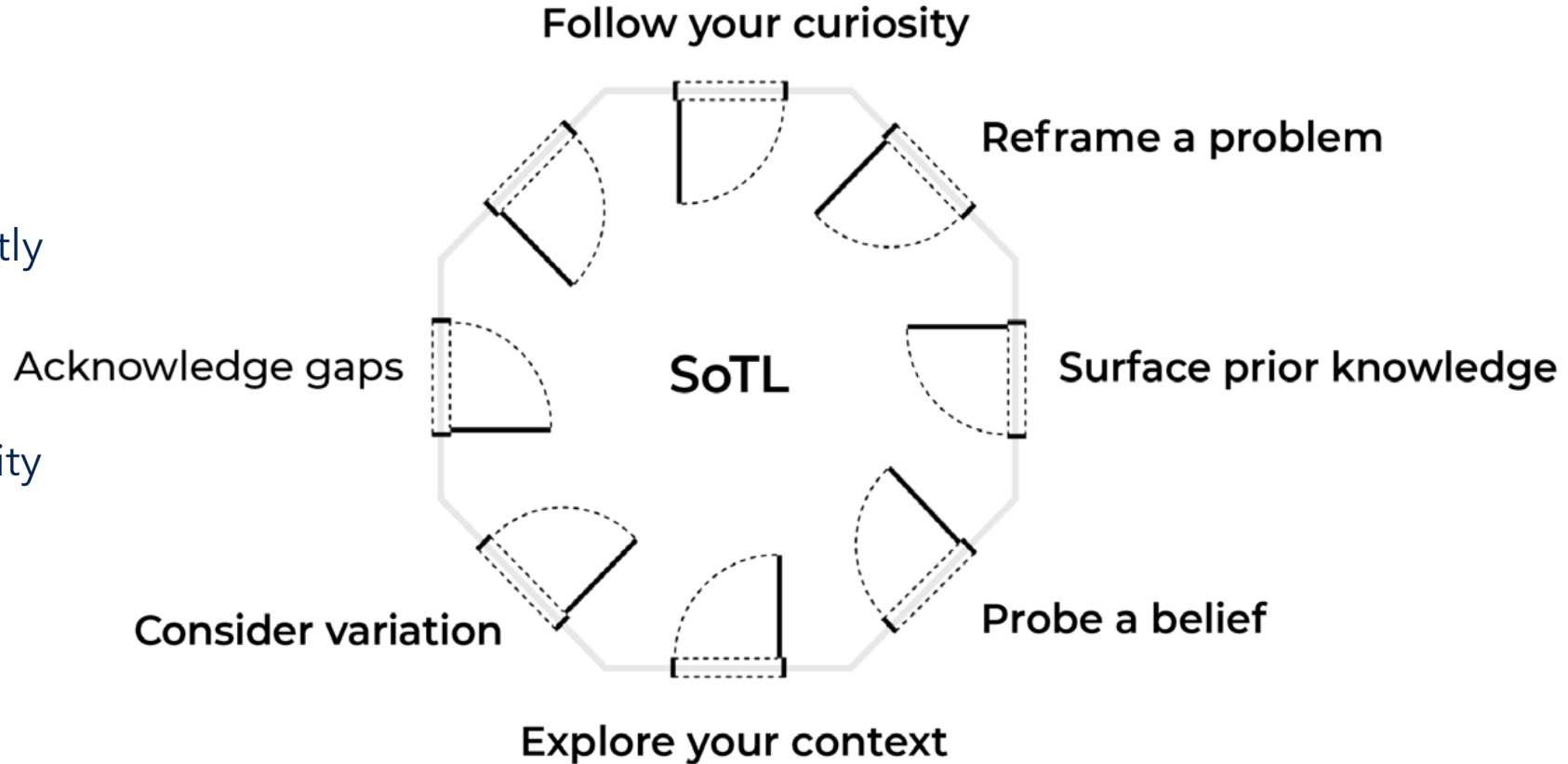


Figure 3.1., pg. 45, *The SoTL Guide*.

8 entry points for beginning a SoTL Inquiry

What are you committed to as an educator?
How do you bring those values into your teaching?

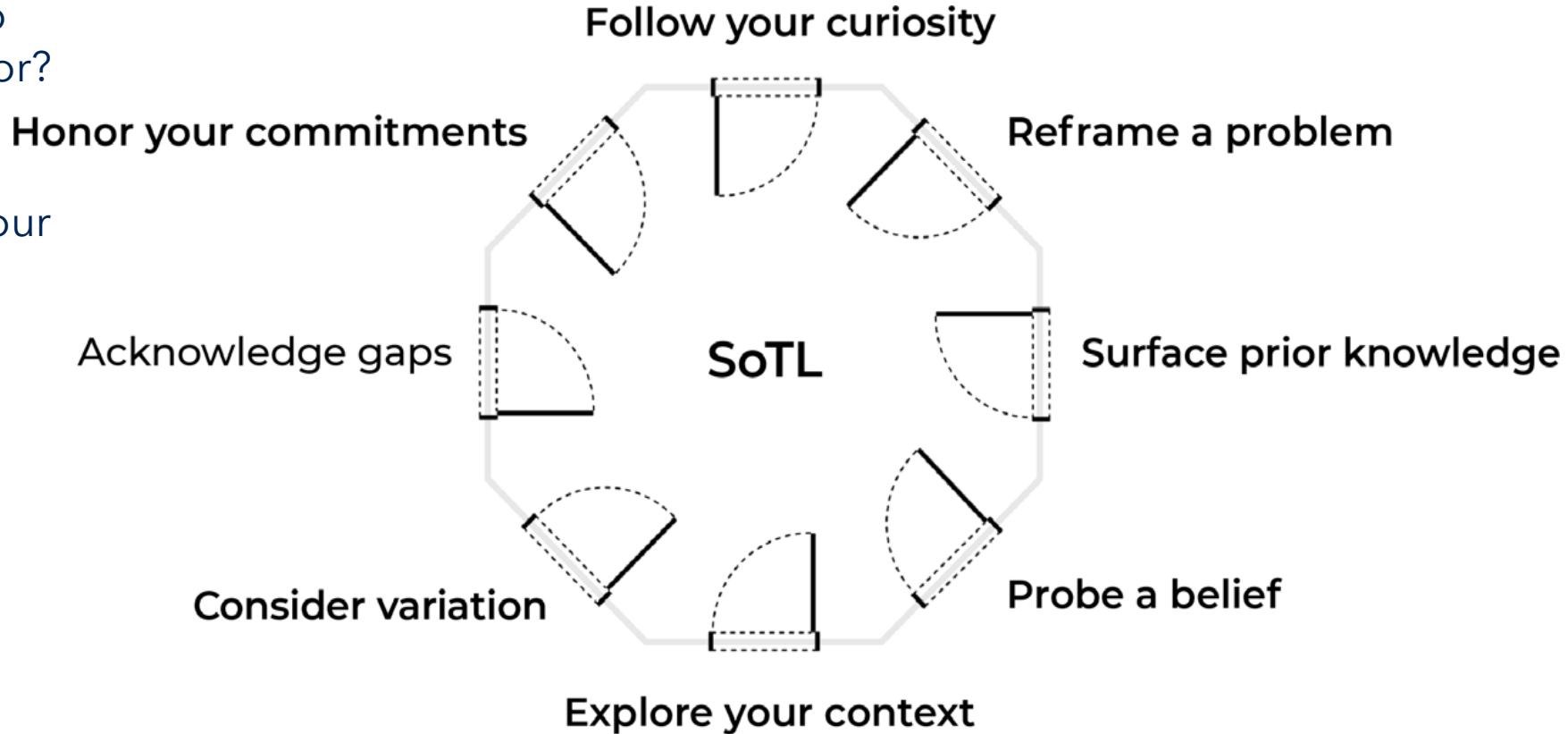






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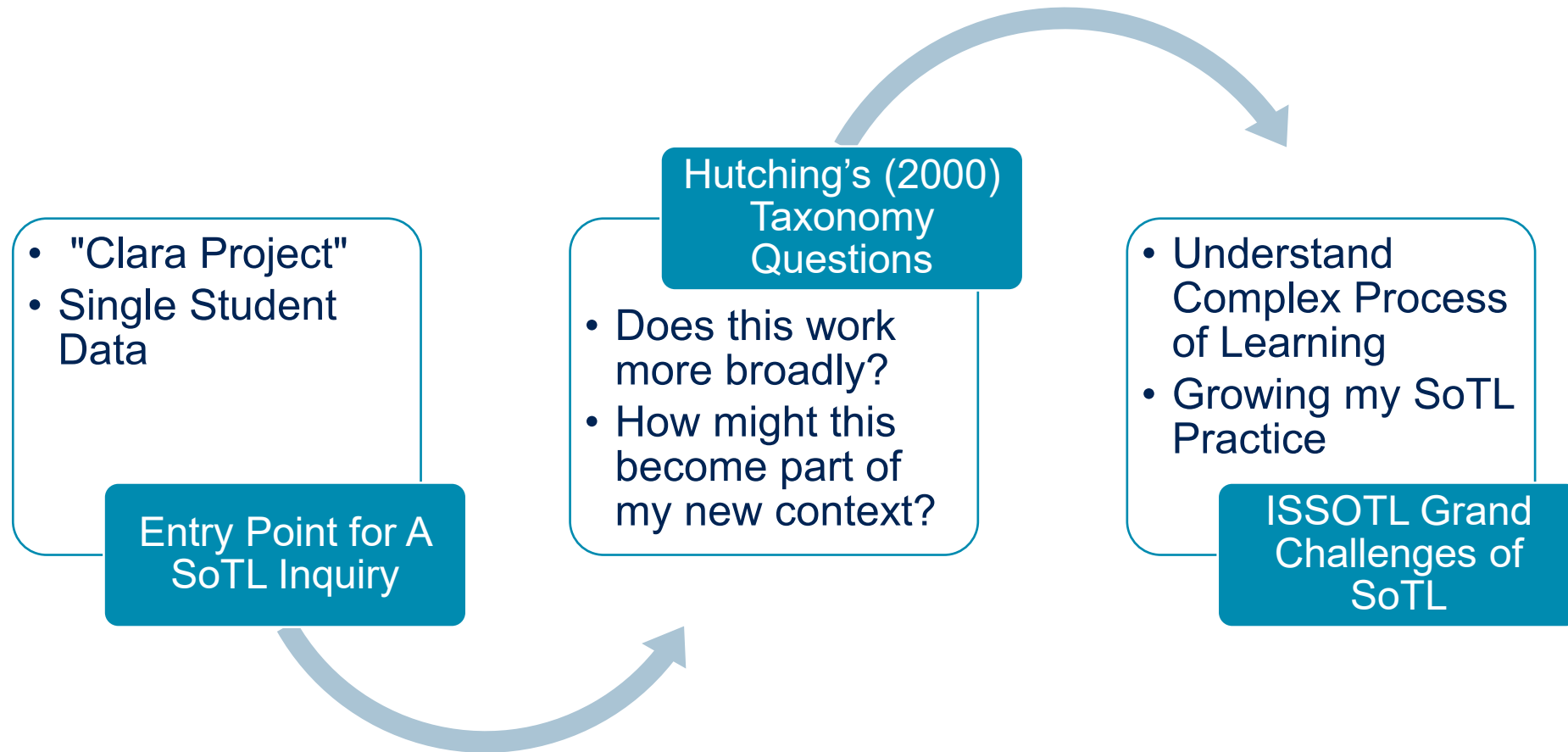
1. Which of these entry points resonate the most with you?
2. Which entry point can you see yourself exploring in more depth?

A Taxonomy of SoTL Questions

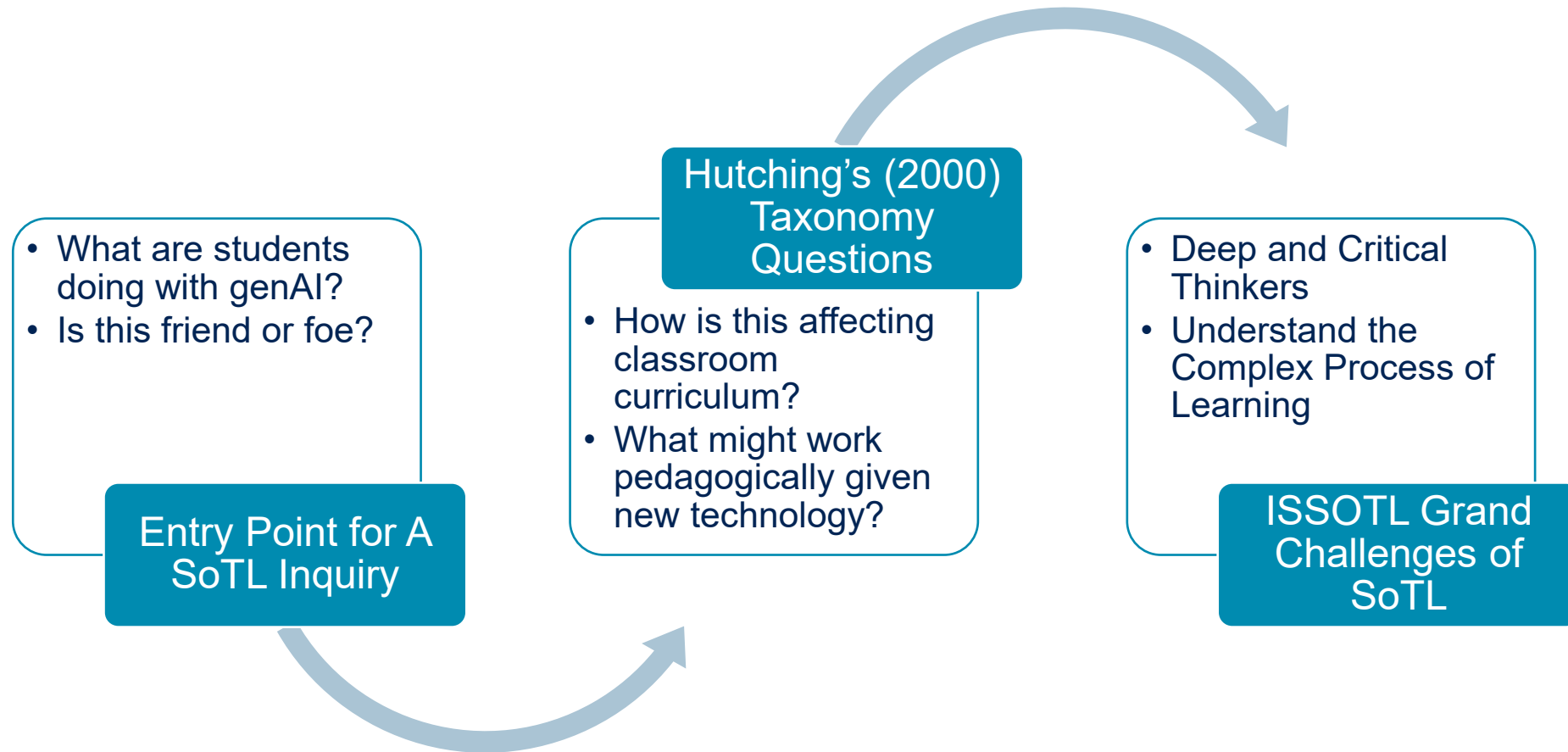
[Hutchings](#) (2000) suggests four basic categories of “inquiry questions” that could provide a starting point for SoTL research:

-  What works? (Effectiveness of teaching practices)
-  What is? (Descriptive Inquiry)
-  What is possible? (Inquiry focused on what might be)
-  What new frameworks are needed? (Models, theories)

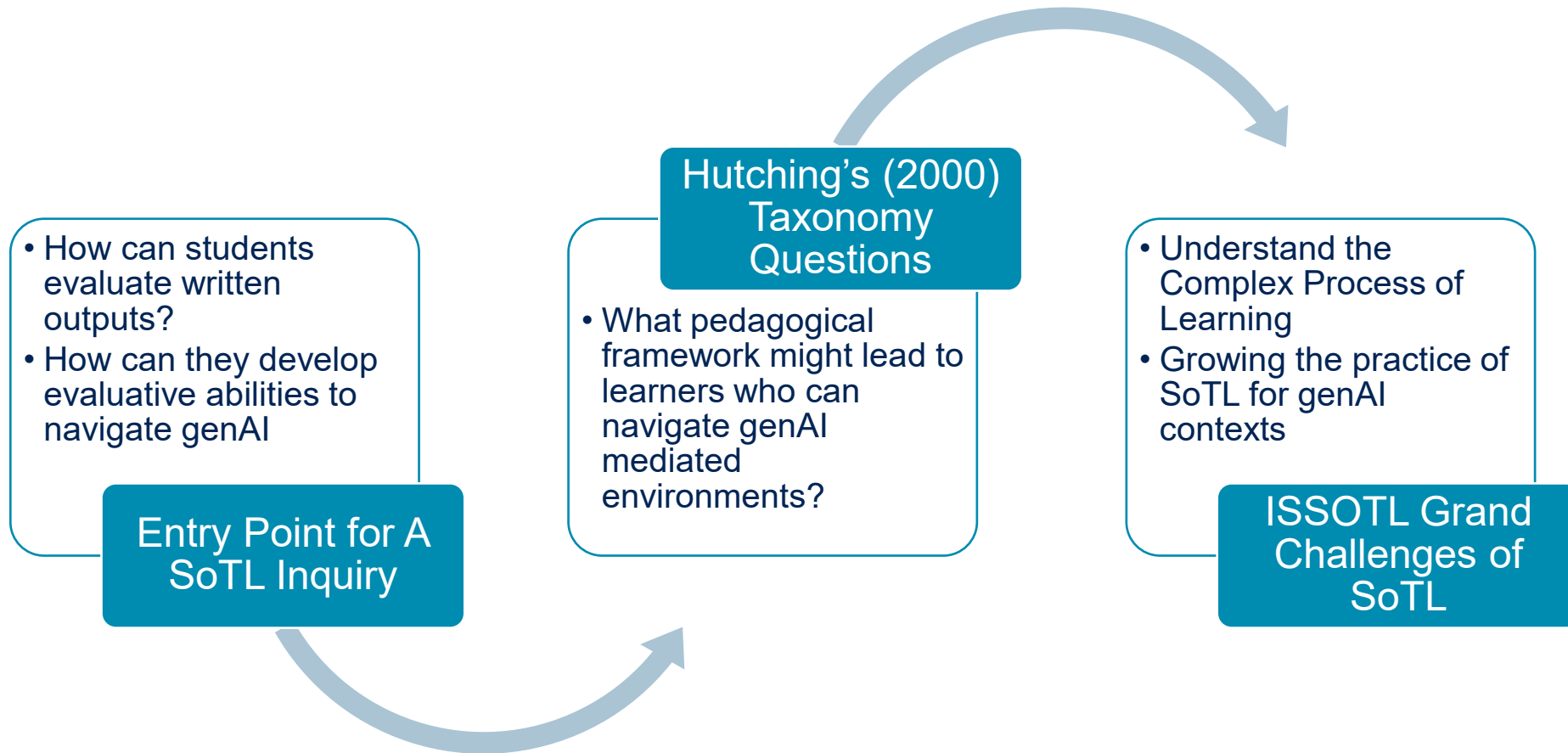
Prof. Chris Eaton's SoTL Projects



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Prof. Chris Eaton's SoTL Projects



Q & A: Any questions or comments?

Next Session:

- Situating SoTL: An Overview of Research Paradigms for Studying Teaching and Learning
 - Faculty Co-facilitator: Prof. Mark Blaauw-Hara, Assistant Professor, Teaching Stream, Institute for the Study of University Pedagogy, UTM



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Thank you!

Please feel free to connect with me at:

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Or eddev.utm@utoronto.ca

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