



Ready
Set
Teach



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3.1: Transforming your Pedagogical Curiosities into SoTL Research Questions.

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Land Acknowledgement



Art by Christi Belcourt
<https://www.instagram.com/p/Cia4T9euYUu/>

As we discuss ideas on teaching and learning research in our workshop, I'd encourage us to keep in mind two of the Anishinaabe Seven Grandfather Teachings: **Humility** and **Wisdom**.

Humility in being curious about our teaching experiences, pedagogical practices, and our students' learning experiences.

Wisdom in the accumulated knowledge that comes with systematic inquiry into our teaching and learning contexts, and in being community with our SoTL colleagues.

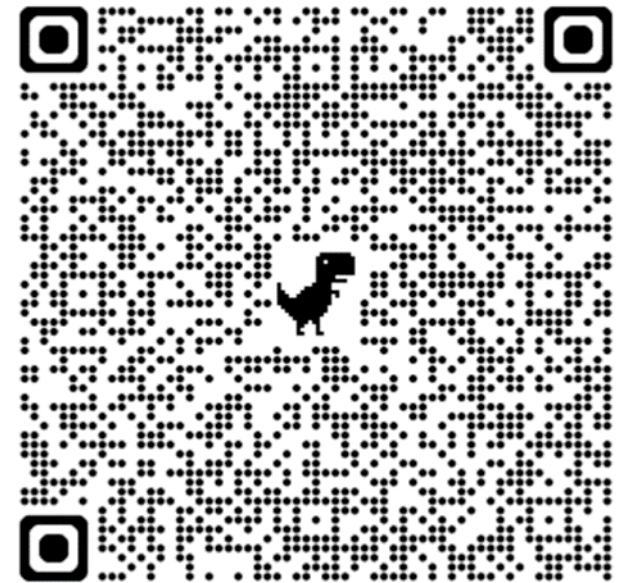
[Seven Grandfather Teachings - Seven Generations Education Institute](#)

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

Use this QR code to
access the slides.



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



Agenda

Introductions

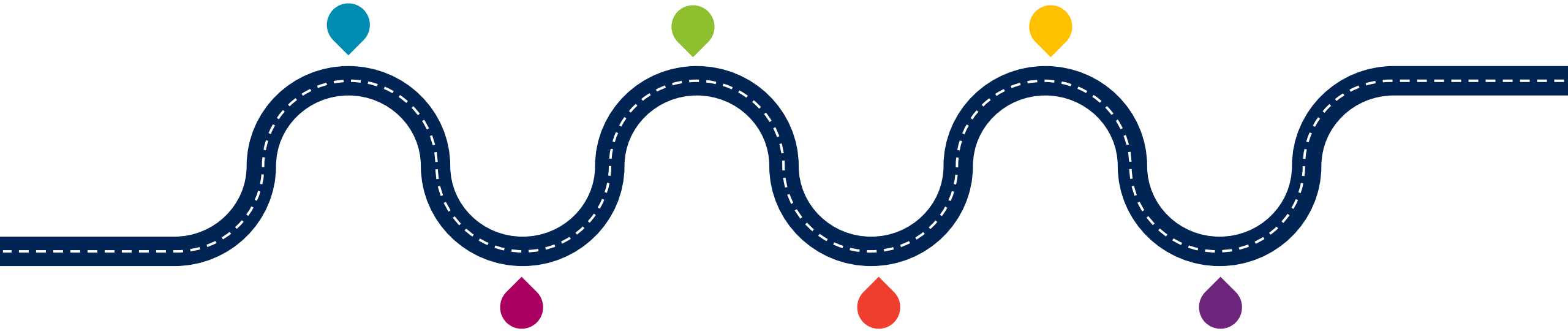
The Grand
Challenges for
SoTL

Post-it Parade:
Pedagogical
Curiosities

A Brief History
of SoTL

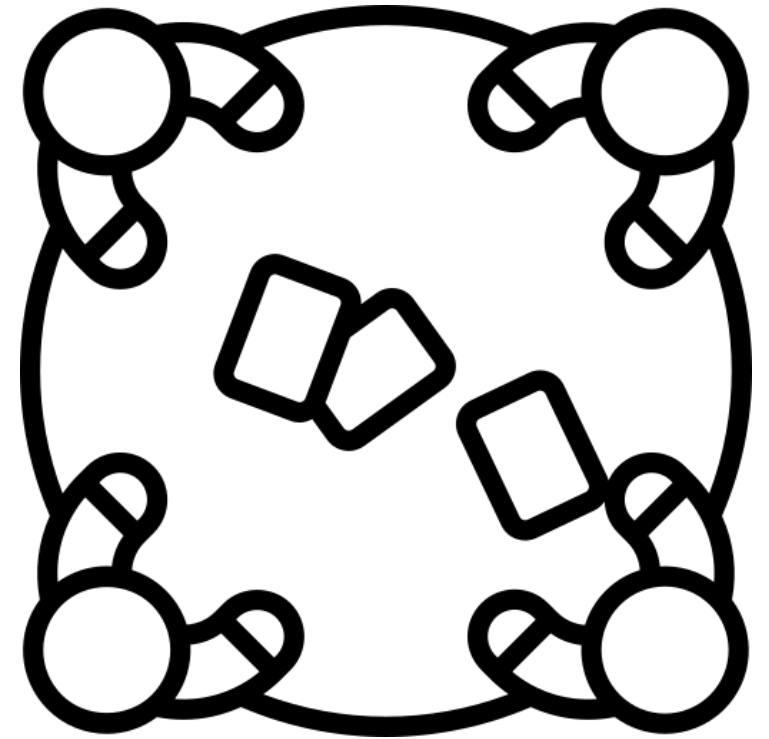
8 entry points
for SoTL

Group
Discussion



At your tables, introduce yourselves!

1. Note your name, your discipline, and your teaching context (e.g. 1st year large class, 4th year seminar class; in-person, online, etc.)
2. What are you curious about as you think about your students, and their learning?

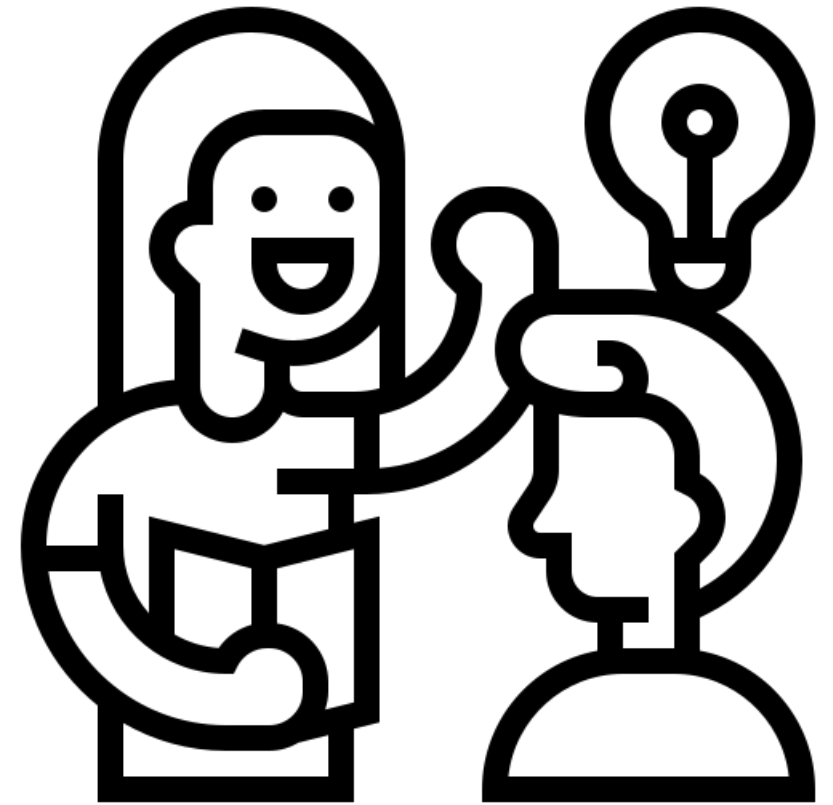


**When you hear
“The Scholarship
of Teaching and Learning”,
what do you think of?**

What is ***The Scholarship of Teaching and Learning?***

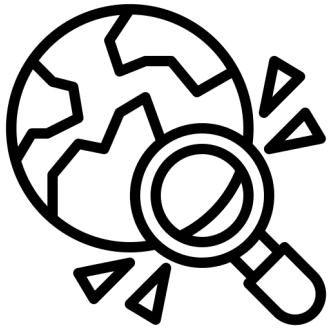
SoTL can be understood as *“inquiry into teaching and learning in context and contributing to what we know about teaching and learning in support of the broader aims of higher education”*

(p. 10, The SoTL Guide)



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

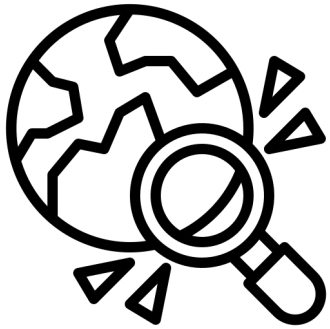
Boyer's (1990) *Scholarship Reconsidered: Priorities of the Professoriate*



*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)

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



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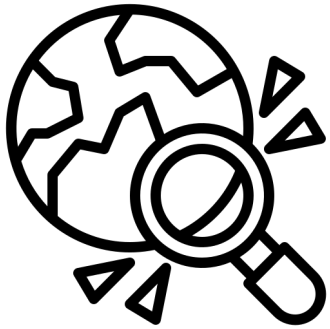
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"give meaning to isolated facts, putting them in perspective," synthesis, cross-disciplinary conversation (p. 18)

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



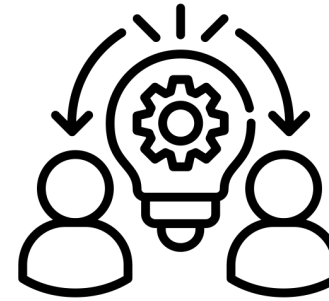
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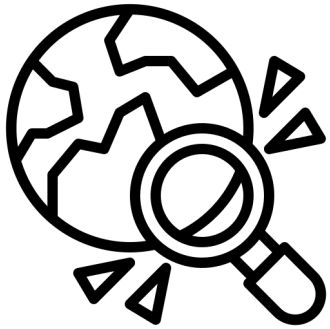
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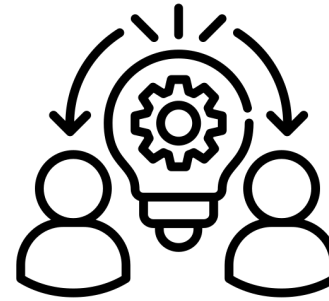
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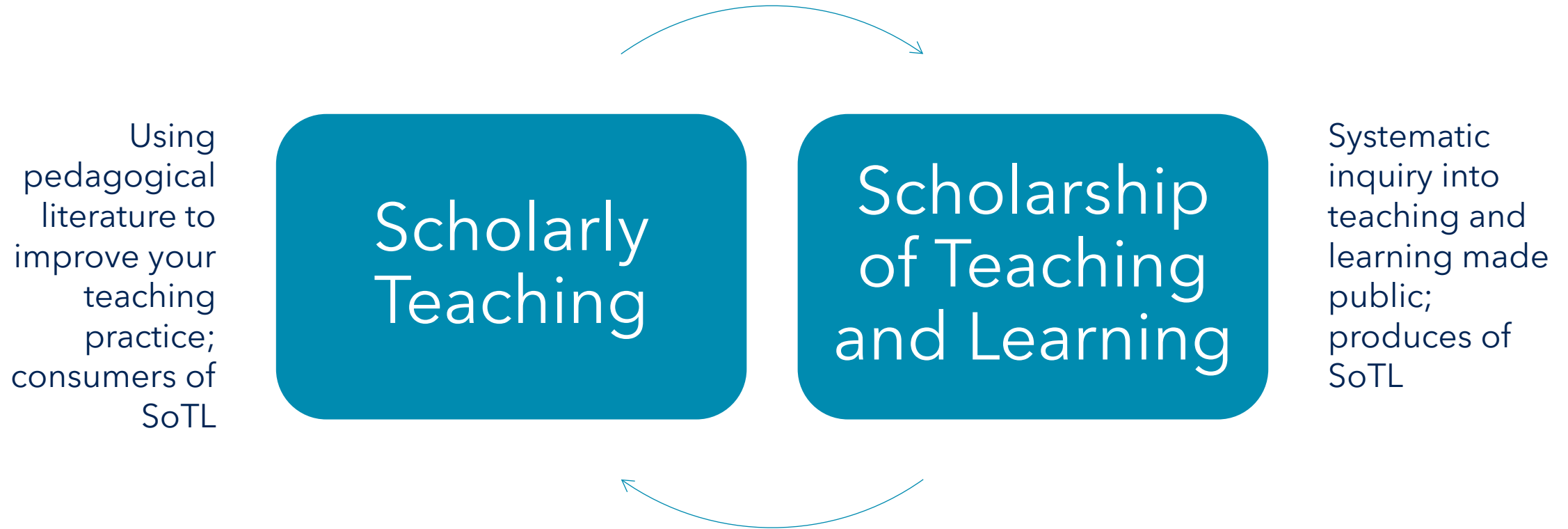
Scholarship of Teaching

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

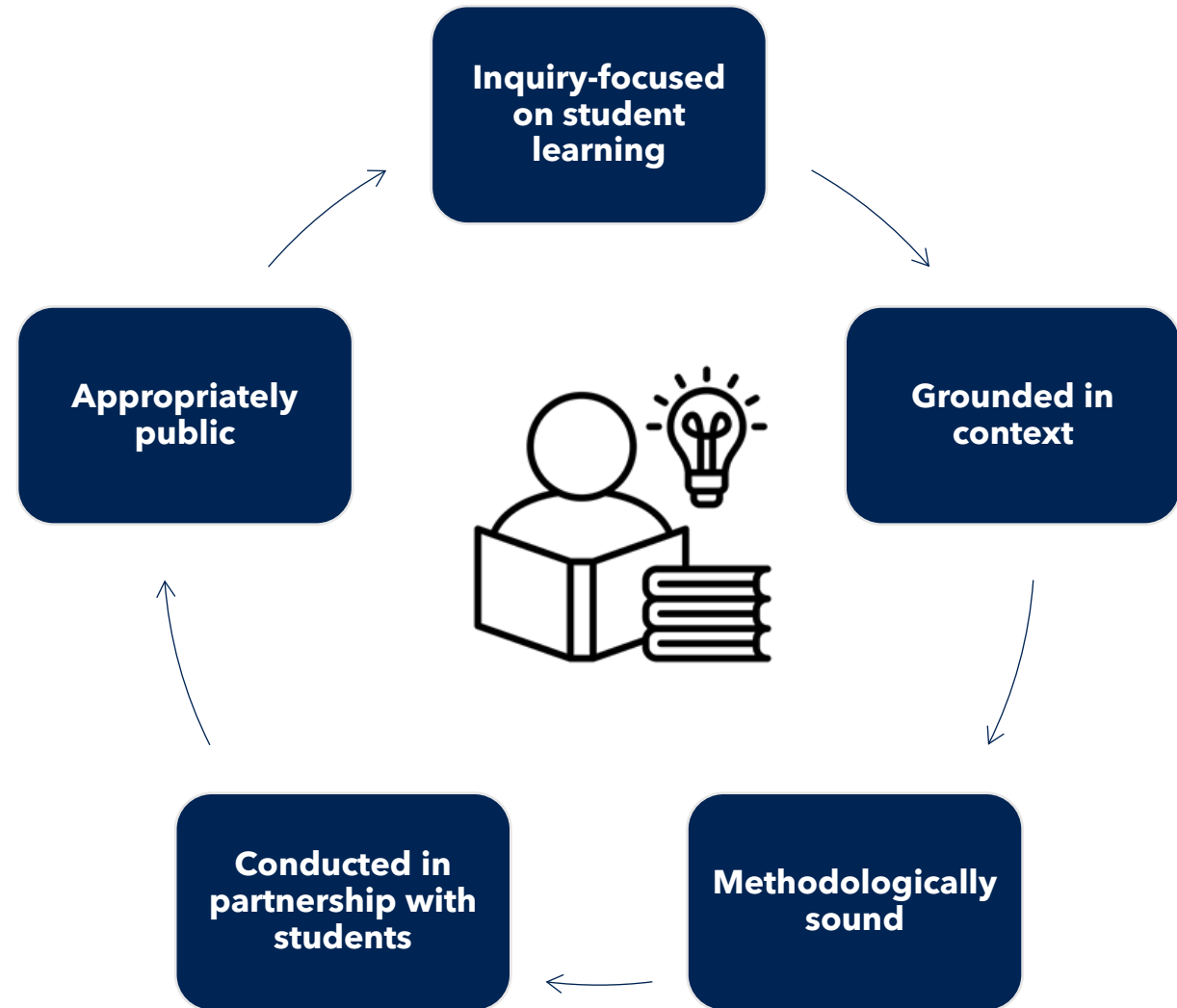
The Scholarship of Teaching: What's the Problem? (Bass, 1999)

"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



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.

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/>

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Grand Challenge 1

How to develop
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creative thinkers.

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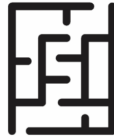


Grand Challenge 1	Grand Challenge 2
How to develop critical and creative thinkers.	How to encourage students to be engaged in learning.

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/>

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Grand Challenge 1	Grand Challenge 2	Grand Challenge 3
How to develop critical and creative thinkers.	How to encourage students to be engaged in learning.	How to understand the complex process of learning.

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/>

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Grand Challenge 1	Grand Challenge 2	Grand Challenge 3	Grand Challenge 4
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.

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/>

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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

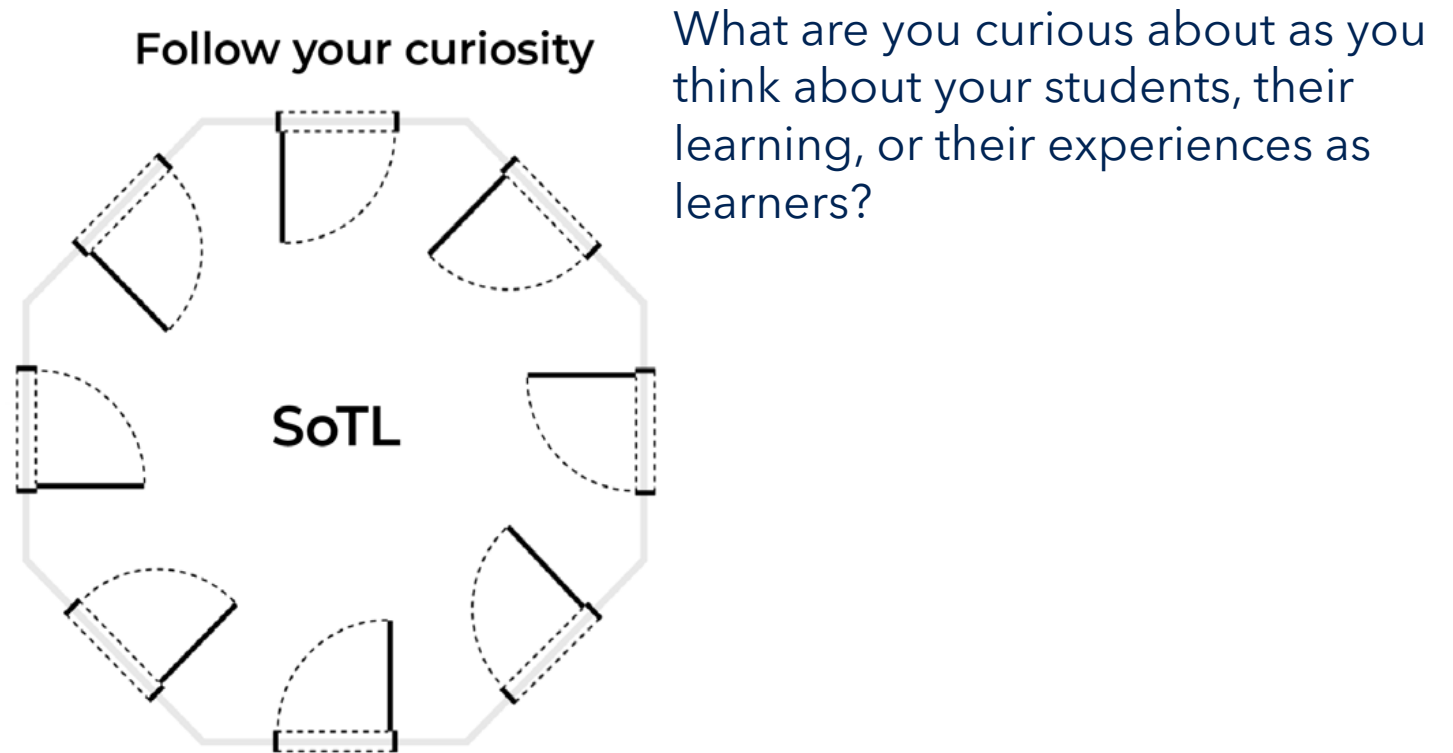


Figure 3.1., pg. 45, *The SoTL Guide*.

8 entry points for beginning a SoTL Inquiry

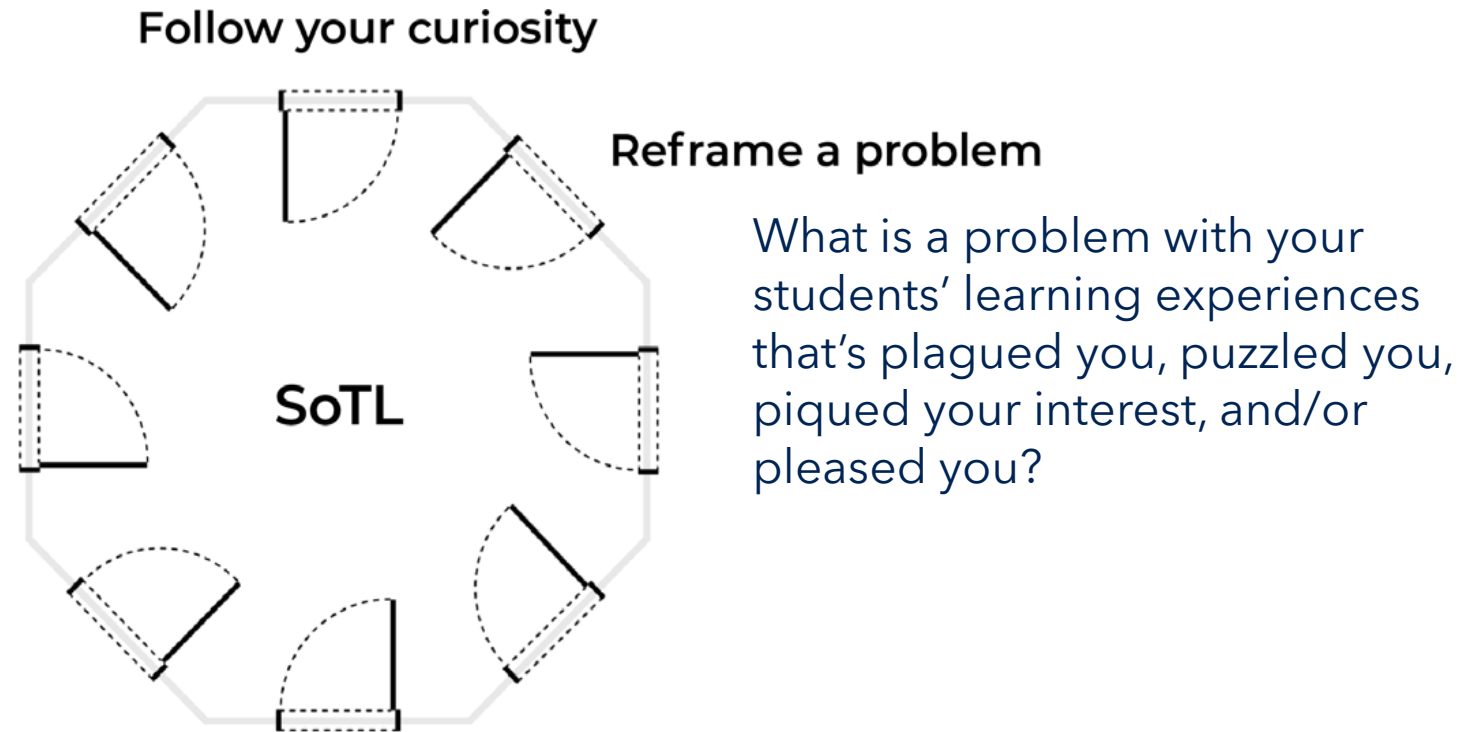


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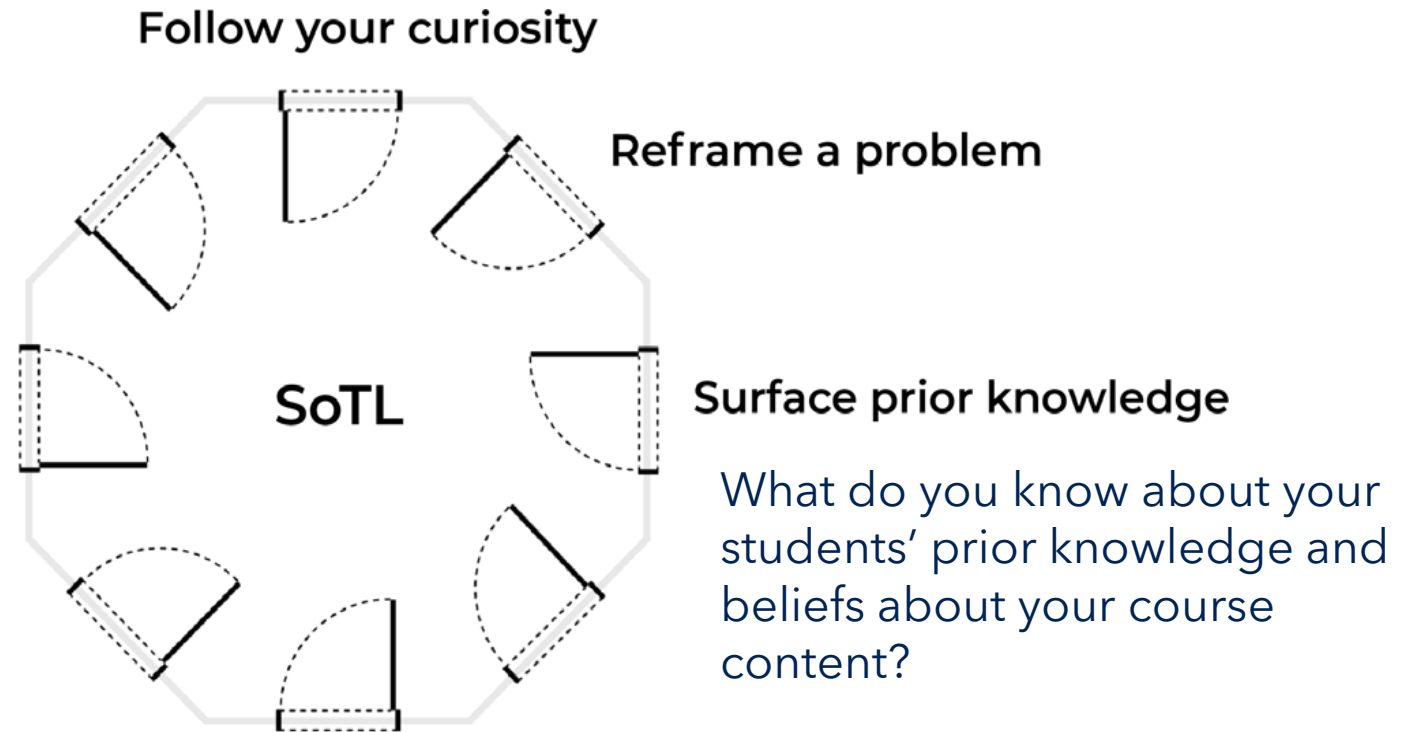
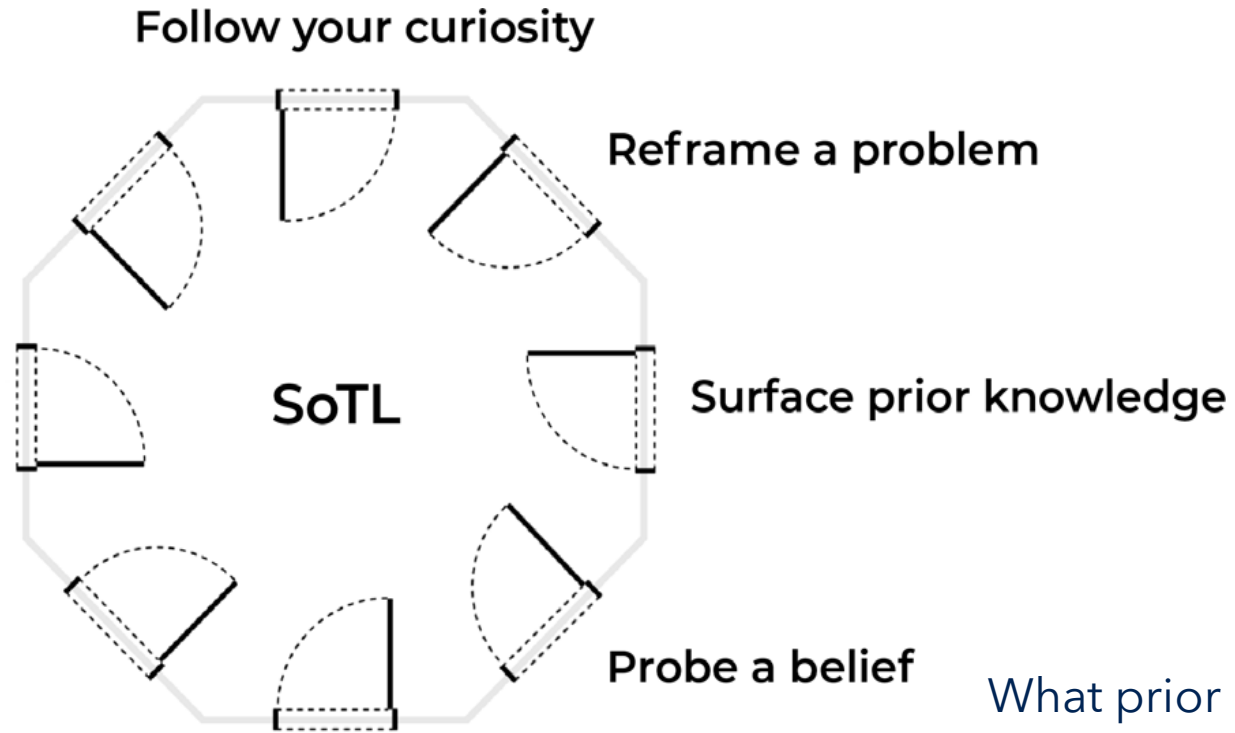


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What prior beliefs do you have about your learners that you can rethink and reflect on? How might this change your teaching?

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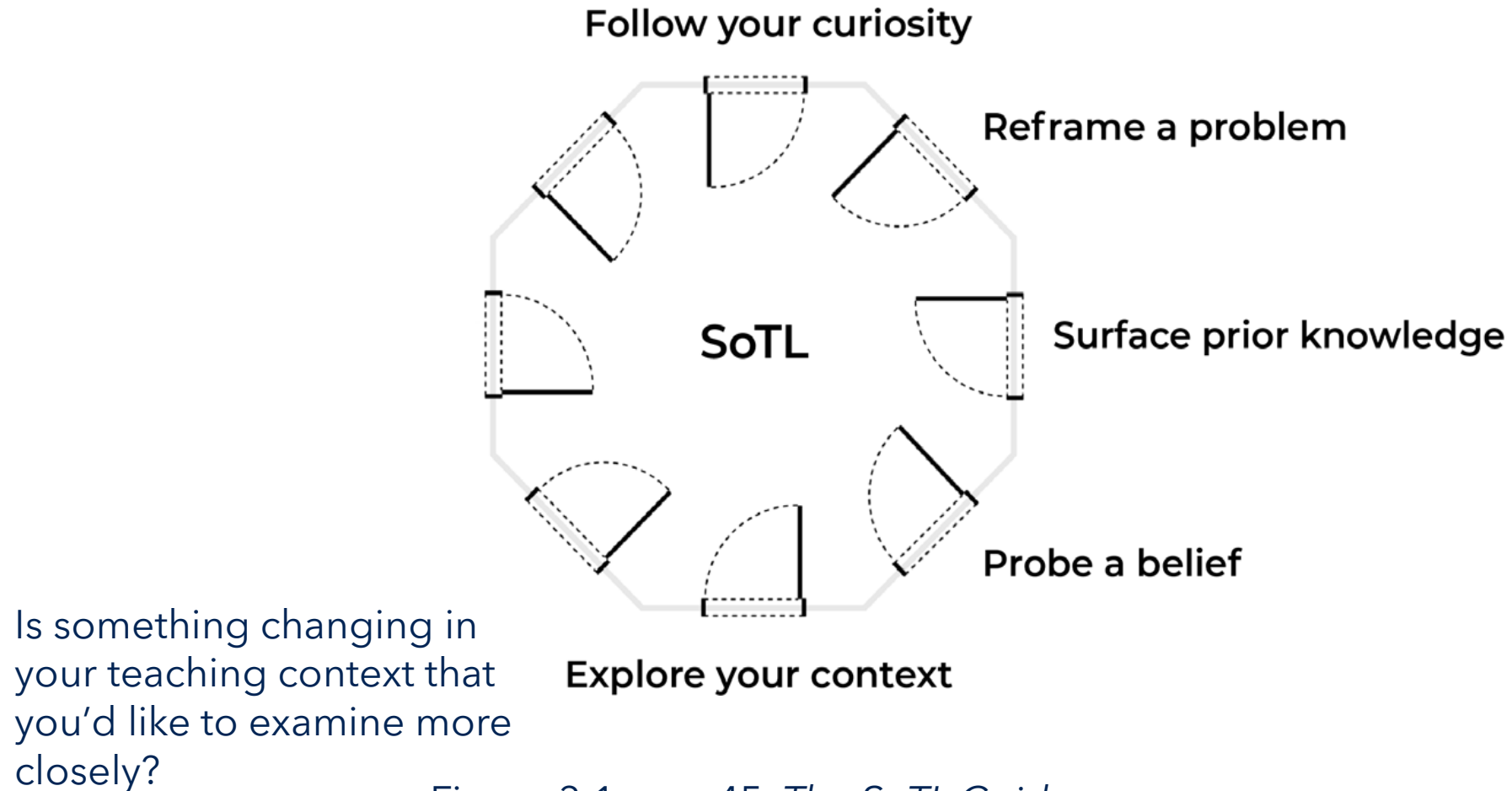
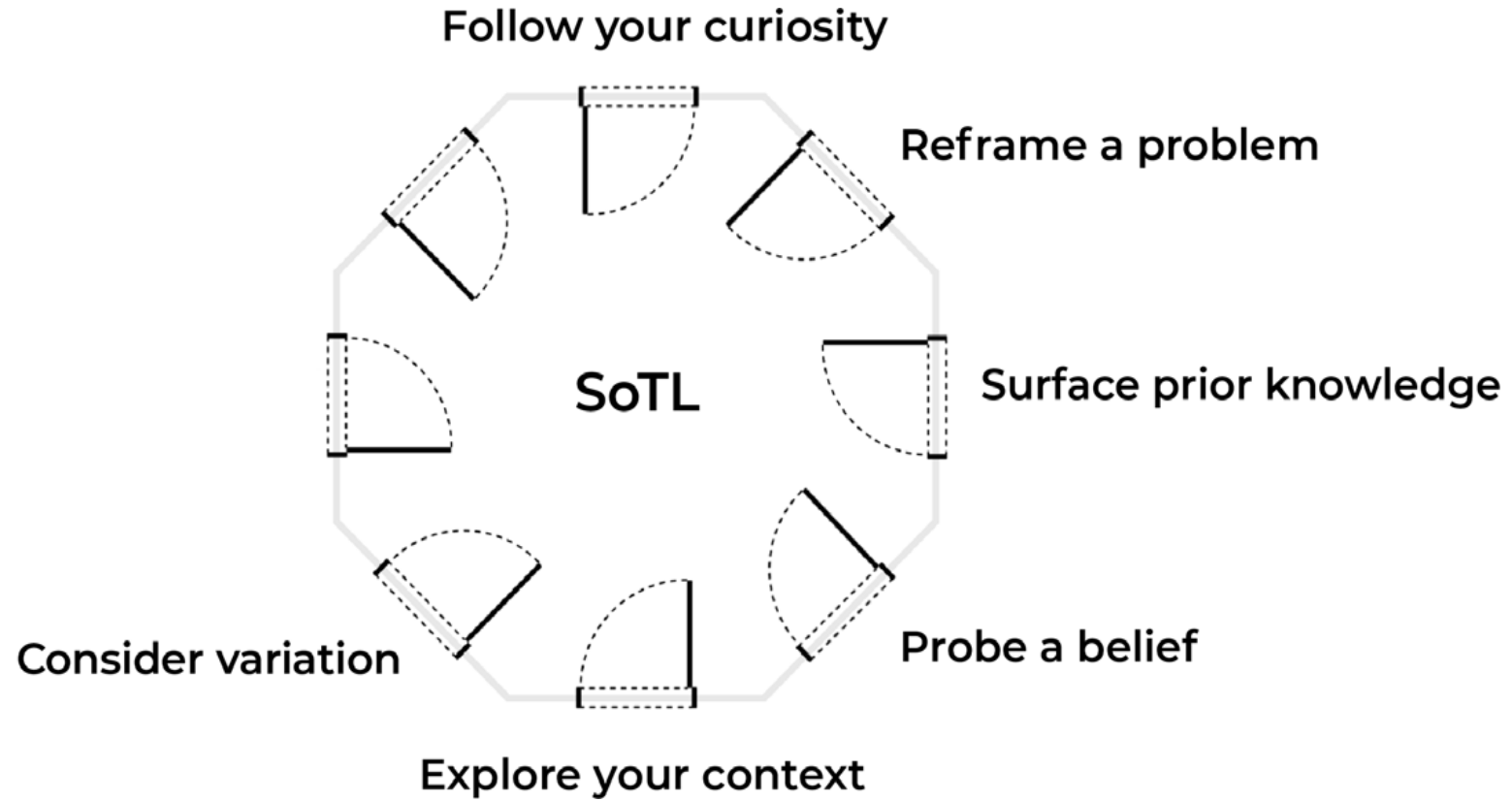


Figure 3.1., pg. 45, *The SoTL Guide*.

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?

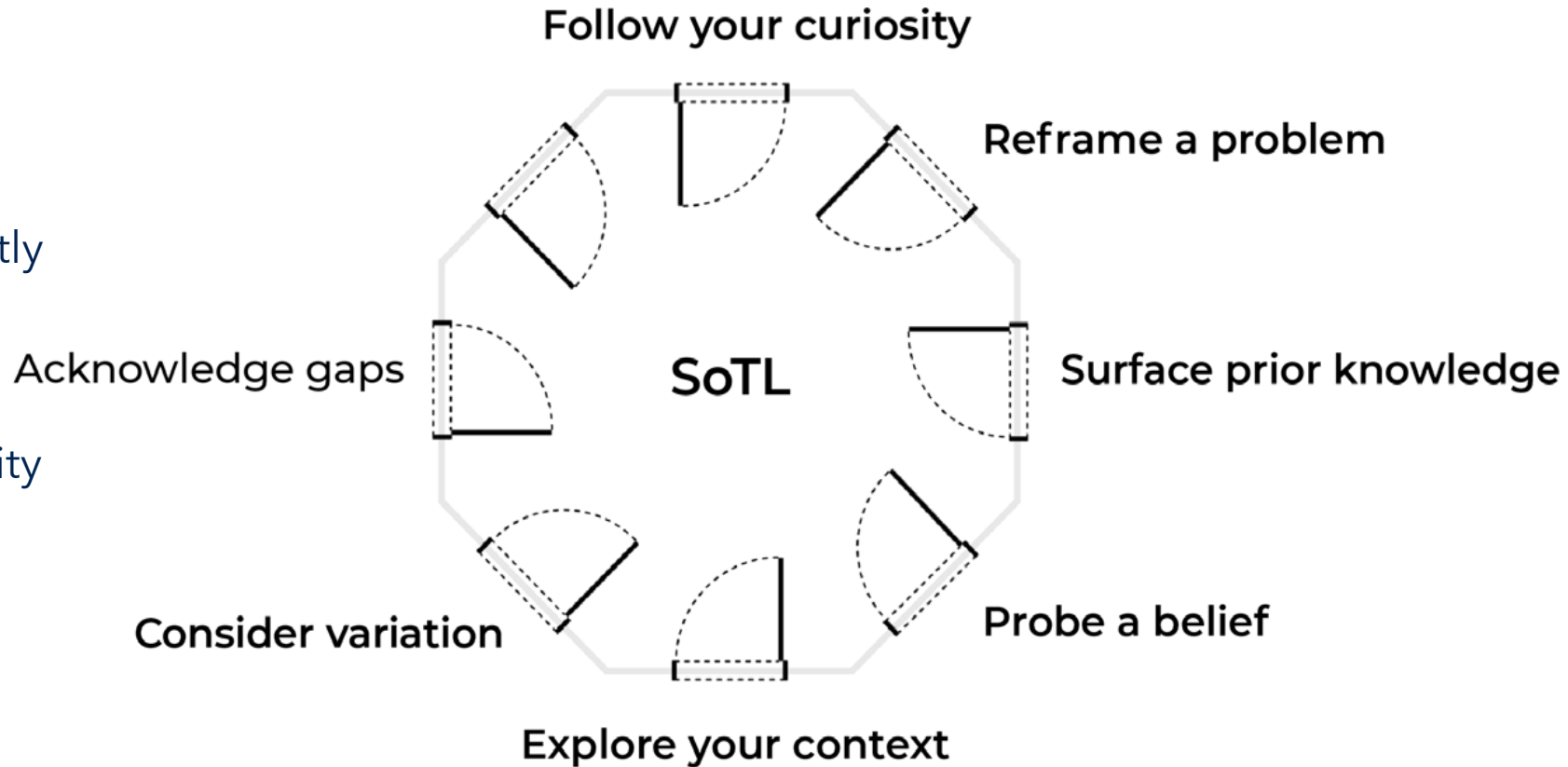


Figure 3.1., pg. 45, *The SoTL Guide*.

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?

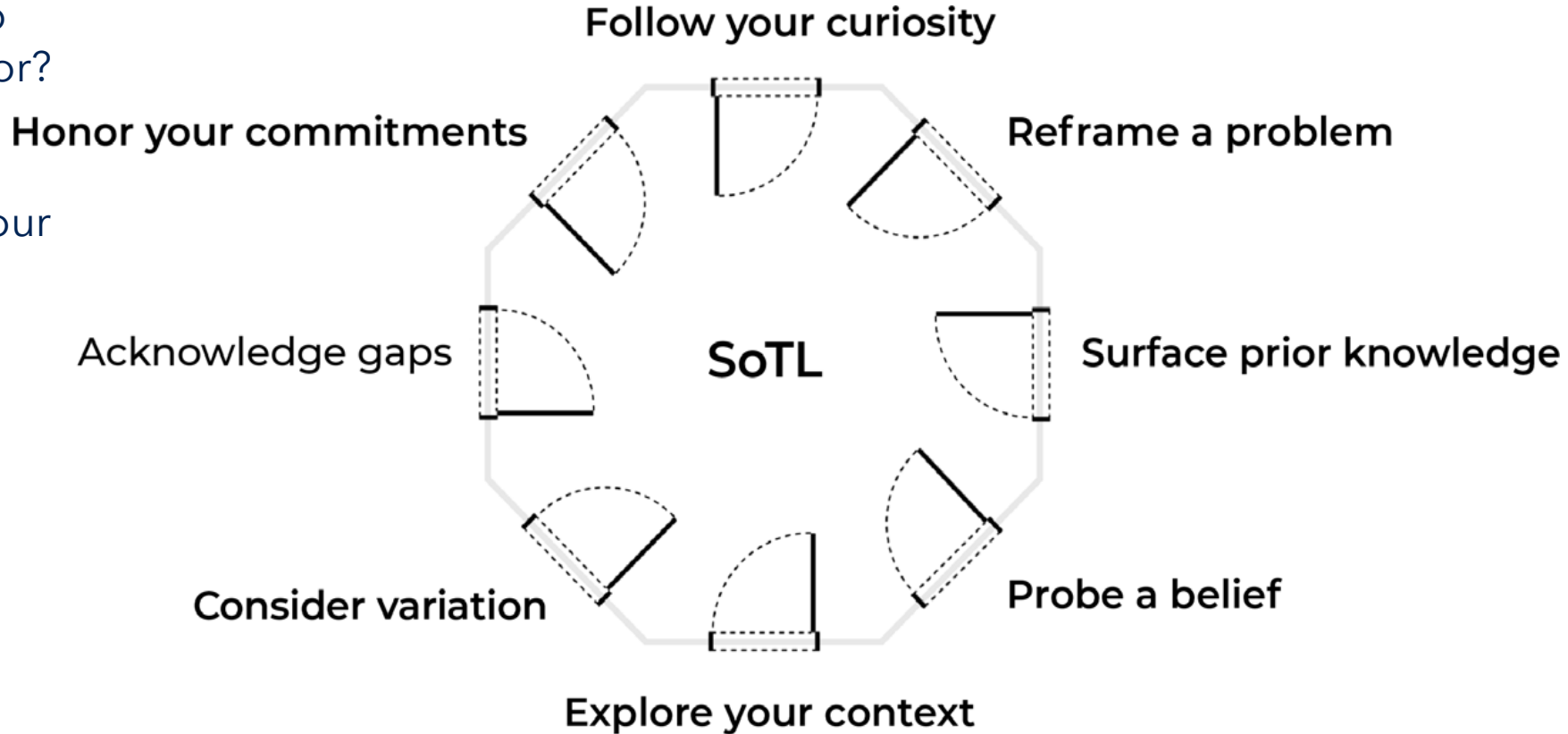


Figure 3.1., pg. 45, *The SoTL Guide*.

Post-it Parade: Exploring your Pedagogical Curiosities (10 min)

Using the 8 entry points discussed, reflect on your teaching experiences. Make a note of some pedagogical curiosities that align with these entry points on the post-it notes provided.

Write one curiosity per note, and you can write as many post-it notes as you like. If you'd like, include details from your teaching context.

Around the room, you'll see the 8 entry points. When you are ready, go around and post your post-it notes.



Post-it Parade: Exploring your Pedagogical Curiosities (15 min)

Visit the sticky notes posted around the room. With a partner or small group, see if you can organize the post-it notes into distinct categories or idea buckets.

What patterns emerged across our pedagogical curiosities?



Group Chat (Choose any question):

1. Which of these entry points seem to resonate the most with us?
2. What patterns emerged across our pedagogical curiosities?
3. Which entry point can you see yourself exploring in more depth?

The SoTL Series - Winter 2027



Dates to be determined. In the interim,
please feel free to set up a one-on-one
consultation with me!

[Feedback Form Ready,
Set...Teach! 2026](#)

Feedback Form Ready, Set...Teach!

2026



Robert Gillespie
Academic Skills Centre



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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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