

Scholarship of Teaching and Learning Workshop for New Researchers

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ACKNOWLEDGEMENT OF COUNTRY

The University of Notre Dame Australia is proud to acknowledge the traditional owners and custodians of this land upon which our University sits. The University acknowledges that the Sydney Campus is located on Cadigal Country, the Fremantle Campus on Wadjuk Country, the Broome Campus on Yawuru Country.

Today

1. Identify which areas of your practice could become a focus for SOTL
2. Explore your specific SOTL project ideas
3. Get started on your SOTL project



Definition of SoTL (LTO)

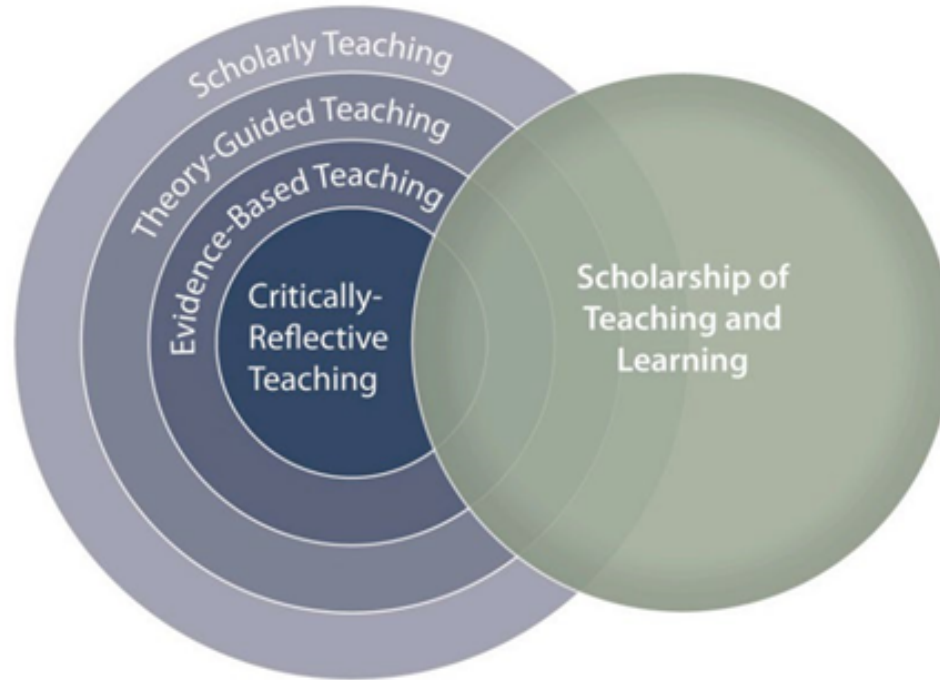
SoTL involves curiosity, reflection, and evidence-based methods to research effective teaching and student learning, specifically in **higher education**. Educational research more generally (K-12) is its own field.

Definition of SoTL : Centre for Engaged Learning, Elon University (2013)

SoTL involves faculty [educators] (sometimes in partnership with their students) undertaking systematic inquiry about student learning – informed by prior scholarship on teaching and learning – and going public with the results.

SoTL involves “faculty bringing their habits and skills as scholars to their work as teachers ... habits of asking questions, gathering evidence of all different kinds, drawing conclusions or raising new questions, and bringing what they learn through that to ... students’ learning.” (Hutchings, 2013)

Scholarly teaching versus SoTL



Quick poll

Q1. How often have you presented or published SoTL work, (either individually or with others)?

Never – Once – More than once

Q2. How confident do you feel about starting your own SoTL project?

Not at all confident – moderately confident – very confident



How does SoTL assist educators & student outcomes?

To Improve Ourselves/Our Teaching/Student Outcomes

Sense of self-fulfillment, personal interest, & commitment to being the best educator one can be

Enhances reflection on own teaching

Enhances career progression

To Improve the Learning Environment

Assess innovations in the classroom, curriculum, or discipline to enhance student outcomes

Supports knowledge of teaching and learning

To Improve the Discipline/Education

Produces formal, peer-reviewed communication

Improves teaching, program, institution

Informs policy decisions

Reflection questions

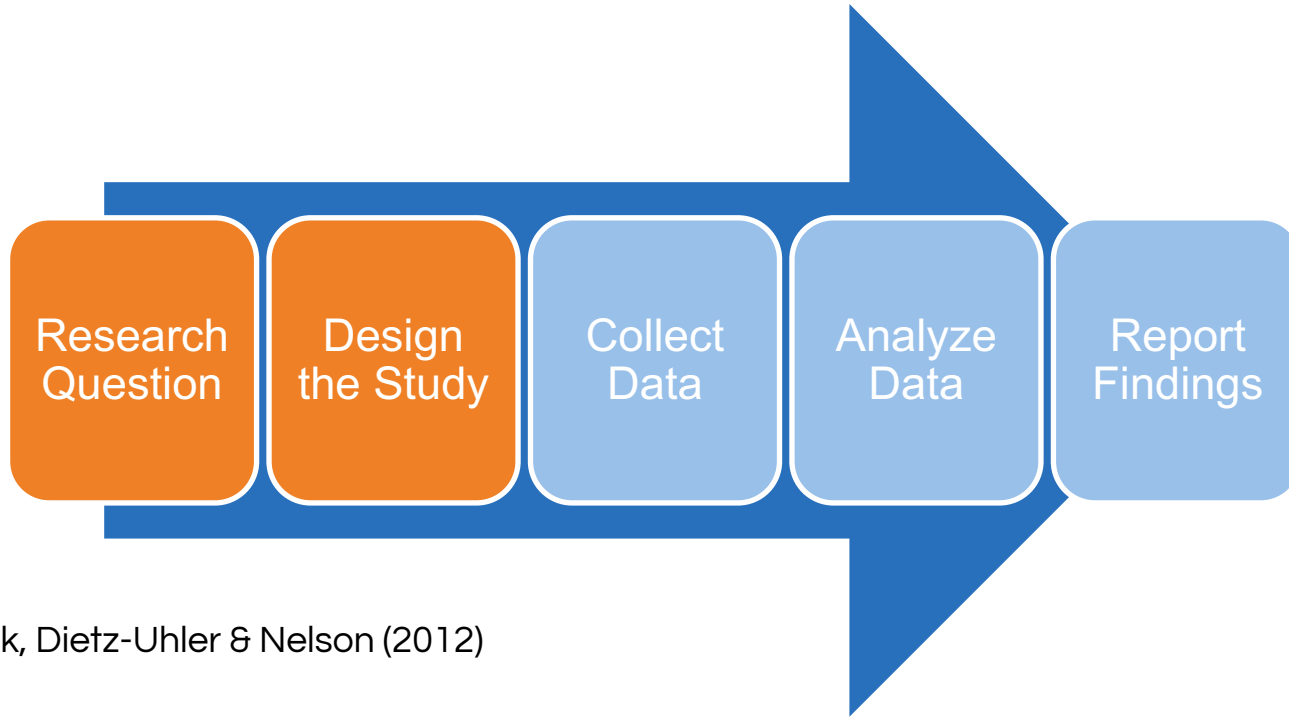
- Identify your reasons/purposes for engaging in SoTL
- Identify some reasons why you may not be engaging in SoTL



Critics argue/d

- Perception teaching is an art, not a science
- Lacks rigour
- Methodologies are problematic
- Lacks solid evidence base "to guide real-world decisions" (Walters, Lareau & Ranis, 2009)
- Students are not our partners
- SoTL focus has been limited to student learning; i.e. what they do, not what we do
- It is poorly understood (Boyer, 2016)

Steps in the Research Process



Bishop-Clark, Dietz-Uhler & Nelson (2012)

Example: Dialogic feedback

Identify the research question: What can dialogic feedback with Graduate Certificate in Learning and Teaching in Higher Education students studying online tell us?

Design the study: Narrative analysis of student feedback

Collect the data:

- (1) What 3 things would you like to receive feedback about?
- (2) In regards to the assessment task what supported your learning and what was hard?
- (3) What advice would you give to future students about this task e.g. what are the pitfalls, what strategies, resources did you find useful?

Analyze the data: Thematic analysis (Clarke & Braun, 2013)

Struggled with reflective writing & ill-defined problems, benefited from community of learners, 'give it time & effort'

Report findings: Scholarship: Work in progress). (July 2021). [Workshop] Moore College.

Reflection questions

- What topic (issue, paradox or dilemma) are you interested in?
- What does it look like as a research question?
- Where do the answers reside?



Where can I go from here?

- Educator Scholar Summit
[SOTL resources](#) – videos, journals, guides; [SOTL of blended learning](#)
- Enroll or audit in the GCTLHE Course: [EDUC5011 Introduction to the Scholarship of Teaching and Learning](#)
- Bishop-Clark, C., Dietz-Uhler, B., & Nelson, C. E. (2012). [*Engaging in the scholarship of teaching and learning : a guide to the process, and how to develop a project from start to finish*](#) . Stylus Publishing.
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