SoTL: process and product

Jane MacKenzie
Head of UWS Academy
Overview

- What is the Scholarship of Teaching and Learning (SoTL)?
- Engaging in SoTL
- Evidence of SoTL – going public
- Enhancing your SoTL work – SoTL networks
“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)
SoTL support at Glasgow

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

What is your interest in SoTL?

http://v.ht/WFLR
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 have been subject to debate ever since
SoTL has been described as:

- A process
- A framework or tool
- 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
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)
For me

• SoTL is a process that involves a rigorous interrogation of your practice, informed by your experience and experiences, with a view to enhancing the learning of your students and sharing your ‘wisdom’ with others

• If it goes further than that/is more abstract then it becomes research .... discuss
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 as process and product

- 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
## Assessing SoTL

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

Available from www.gov.hk
Going public with scholarship

- Wisdom and voice
- Thinking of routes to ‘going public’
- Maximising the impact of your scholarship
Wisdom and voice
Going public: what to disseminate

• The findings of your project – background, method, results etc
• About the educational resource you produced for or from your project
• The thinking behind the study... the problem you’ve identified
• Pilot findings versus more in depth story
• The mistakes you made?
Going public: where to disseminate

Think discipline

Think geography
In 2s or 3s

Identify examples of the SoTL work you’ve done, are doing and/or are planning to do?

Where have you/might you disseminate the outcomes and do/might those outcomes look like?

Post your favourite examples to the board

http://v.ht/b1j7
SoTL outputs

The literature about SoTL is clear: while traditional peer-reviewed outputs are valued, there are other non-traditional routes to dissemination and peer review:

• Evaluated teaching materials, software, videotapes, workbooks
• 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?
Examples from today

• The comic book
• The art installation
• Learningscientists.org
• Twitterchat
Maximising impact: traditional routes

Books
- no-one is going to knock on your door

Journal articles
- is impact important?
- higher education versus education
- generic or discipline specific
- 3 tiers - respected HE/respected discipline-specific/open source type

Conferences papers/posters
- Always present
- Be tactical – is there an ISBNed proceedings? Who will you network with?
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Maximising impact: non-traditional/non-peer reviewed

• Self-published articles/essays - one-off
  – publish on websites
  – upload to your institution’s research repository?
  – upload to academia.edu etc

• Less scholarly resources
  – website/other of tips, hints and things that work
Maximising impact: non-traditional/non-peer reviewed

- Set up a journal?
- Set up a virtual 'conference'
  - in the form of a blog e.g. wordpress
- go synchronous with google hangout etc
- Scottish or UK forum
Be strategic

• 93 per cent of humanities articles, 45 per cent of social sciences and 25 per cent of science articles never get cited.

• The final component is networking, which has to be face to face and not just electronically. Get out there and meet people – you have to be shameless, but not rude. Invite yourself to give talks in your friends’ departments, talk to people in lifts and in the departmental tearoom. Go to conferences, consortia and congresses …Corner the speaker after talks, ask them more questions, sit next to people at meals, go to the drinks. Any (positive) way of getting yourself known is a good thing.

https://www.timeshighereducation.com/blog/build-your-academic-brand-because-being-brilliant-doesnt-cut-it-any-more
Be strategic – journal articles et

- Get thicker skin – find the positive in the review process
- Does the review say NO! or not yet?
- Make journals work for you! No time to re-write an article – submit to another journal
Be strategic about getting noticed

• Use your contacts/get invited and invite your friends
• Google stalk those you aspire to - where/how are they going public?
• What are your 'professional bodies'/agencies - discipline-specific, HEA, SEDA?, SRHE, ISSoTL? Join them
• What about your discipline at local or Scottish? Could you offer to present/offer CPD for staff?
Be strategic about getting noticed

• Your University-based profile
• Make sure you are a part of the appropriate networks e.g. sign up for professional bodies, jisclists, conference calls etc - thinking SoTL commons, ISL etc
• Start a ‘network’ of your own
• Your email signature
• Use social media sensibly to enhance your profile
Teresa Piacentini
@teresapiacenti1

Tweeting mostly about migration | sociologist | activist | mum | views personal
@UofGsociology @GRAM_Net Co-Convenor

Glasgow

Teresa Piacentini @teresapiacenti1 · Aug 24

oh the irony

“He has been invited to Buckingham Palace, but the HO refuses to invite him to stay permanently”
Finding collaborators

*It is extremely likely that there is someone you don’t know in this room who shares an interest with you*

Start some brown bad lunches on topics or papers
Set up a networks/special interest group – TILE from today
Faculty Learning Communities
The virtual ‘newsagent’s window’
Newsagent’s window

http://v.ht/MJc2
Resources

- 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
  - Glynis Cousin

(Images of book covers are shown.)
Resources

- Cox, M.D. 2004. Introduction to Faculty Learning Communities. *New Directions for Teaching and Learning* 97, 5-23.
Resources


• Shulman, LS. 1993. Teaching as Community Property: putting an end to educational solitude. *Change* 25, 6-7