



THE UNIVERSITY OF
**WESTERN
AUSTRALIA**

Centre for
Education Futures

SCHOLARSHIP OF LEARNING & TEACHING ONLINE

The Scholarship of Learning & Teaching is a field of academic inquiry relevant to everyone in higher education. It provides an evidence base for ongoing improvement in learning and teaching practice. This guide introduces concepts and resources for engaging in SoLT.



UWA'S

EDUCATION FUTURES

VISION



Transformative Teaching

Integrated Research Experiences



Evidence-based Teaching

These are advanced through scholarship in
learning & teaching

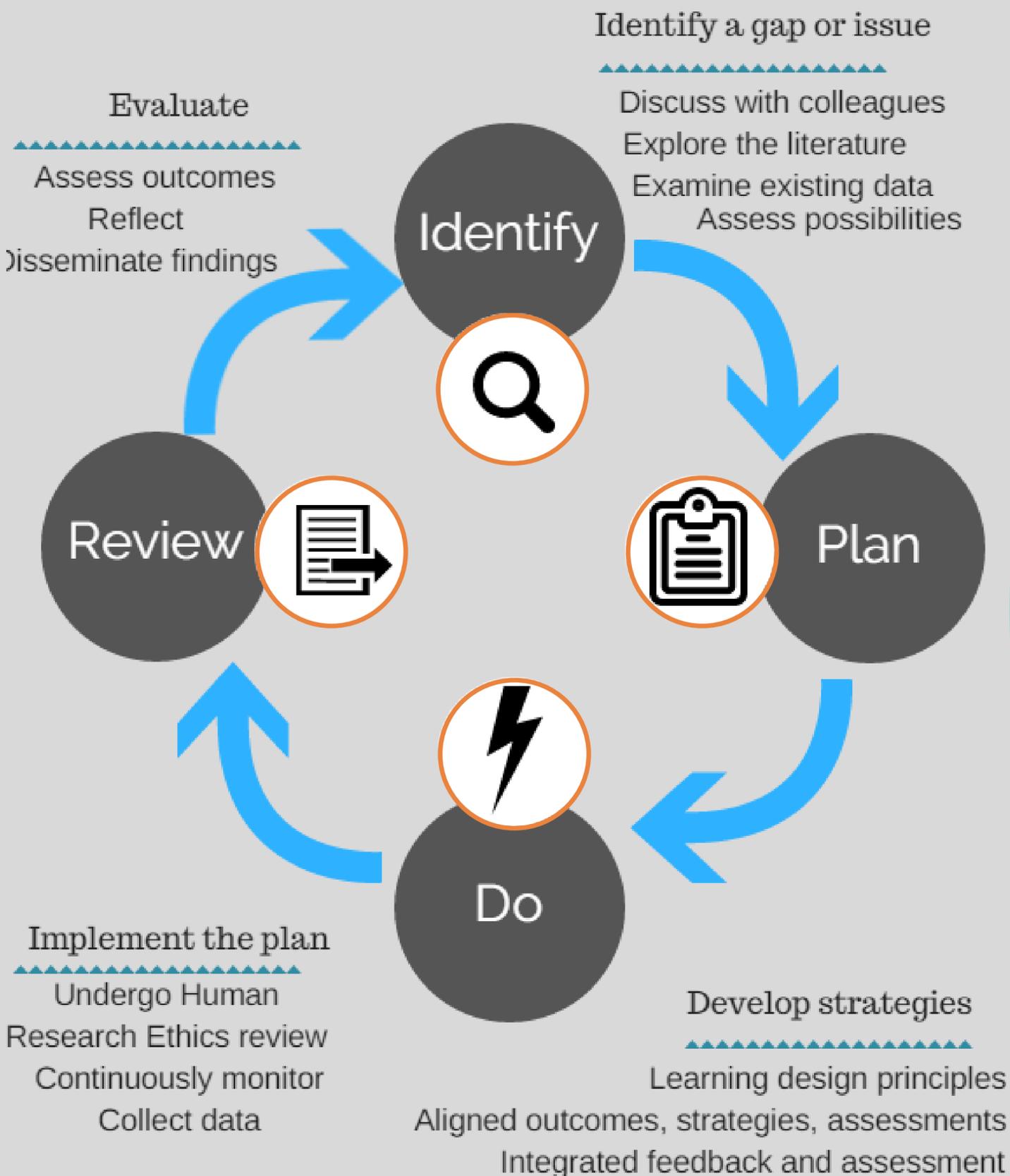
SoLT @ UWA

The Centre for Education Futures furthers SoLT through original research, Education Futures Scholarships, the Futures Observatory and online unit, Transforming Teaching for Learning.

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The Scholarship of Learning & Teaching is an ongoing, systematic process that involves:
Using literature to inform the development and investigation of meaningful questions related to learning;
Answering these questions through analysis of evidence of learning and learners' experiences;
Sharing the results in order to improve learning and teaching practices and contribute to the evidence base.

(modified from Curtin University)



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DISSEMINATING your work in SoLT

Sharing your findings is an essential part of SoLT

How to find and contribute to relevant literature

CEF's journal list offers suggestions of publications to read when starting an inquiry in SoLT as well as where to publish results. The databases tab has more advice for searching. Note: journals for specific disciplines are generally omitted.

<http://bit.ly/SOYL-journals>



Share in your discipline

Seek out journals and conferences in your discipline that welcome discussions of learning and teaching.

Find other SoLT scholars

Contribute to an online network, such as the Humanities and Arts Higher education Network (HAN). Or present at the West Australian Network for Dissemination (WAND) annual Teaching & Learning Forum.



Shine your light locally

Summarise and discuss your work in University or faculty newsletters, Faculty meetings/workshops, Faculty teaching committees, Events at UWA's Futures Observatory

Reach farther

Set up a blog, use social networks to join conversations, link to your work, build your own website, make a video and post it on YouTube



RESOURCES

and further reading

Scholarship of Learning & Teaching guide from Curtin University:

Definitions and resources. <http://libguides.library.curtin.edu.au/sotl>

Scholarship of Teaching and Learning guide from Glasgow University: Detailed introduction to SoTL, case studies, and resources.

<http://www.gla.ac.uk/services/learningteaching/researchandscholarship/sotl/>

Defining and supporting the Scholarship of Teaching and Learning (SoTL): A sector wide study from the Higher Education Academy.

<https://www.heacademy.ac.uk/resource/defining-and-supporting-scholarship-teaching-and-learning-sotl-sector-wide-study>

How could I do scholarship of teaching & learning?: Selected examples of several of the different genres of SoTL from Indiana University:

Annotated bibliography of readings and online resources arranged according to type of research. <http://php.indiana.edu/~nelson1/SOTLGenres.html>

SoTL guide from Vanderbilt University: Introduction to SoTL and guide to the research process. <https://my.vanderbilt.edu/sotl/>

SoTL: Designing and beginning from University of Central Florida Faculty Center for Teaching and Learning: Presents a guide to picking a topic, refining the scope, and designing the research (including discussion of inductive and deductive design).

<http://www.fctl.ucf.edu/researchandscholarship/sotl/creatingotsprojects/designingbeginning/>

Felten, P. (2013). **Principles of good practice in SoTL**. Teaching and Learning Inquiry: The ISSOTL Journal 1(1): 121-125. <http://hdl.handle.net/10515/sy5348gz9>

Kern, B., G. Mettetal, M. D. Dixon, and R. K. Morgan. 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.

<http://josotl.indiana.edu/article/view/13623/25313>

