

Evidence–Based Faculty Development Through the Scholarship of Teaching and Learning (SoTL)

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Section 1

Introduction to SoTL and Faculty Development

The first chapter of this publication is dedicated to an examination of the evolution of SoTL from Boyer’s Scholarship of Teaching to the present “fourth wave” of SoTL in higher education decades later. After this introduction, the next chapter moves into a discussion of how SoTL can be embedded into institutional culture to help change thinking about and discussions around teaching and learning.

Chapter 1

Riding the Fourth Wave: An Introduction to the Scholarship of Teaching and Learning 1
Andrea S. Webb, The University of British Columbia, Canada

The Scholarship of Teaching and Learning (SoTL) is an important international movement in higher education. It is a continuously developing field that is traced back to Ernest Boyer’s 1990 report, “Scholarship Reconsidered: Priorities of the Professoriate,” which outlines his argument for an understanding of scholarship that includes a scholarship of teaching. This chapter traces the history and development of SoTL as a research domain since 1990. It includes specific attention to the rationale and dimensions, the debates and critiques of the field, as well as the potential future directions

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Elizabeth Cleaver, University of the West of England, Bristol, UK
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Maxine Lintern, Birmingham City University, UK
Andy Birch, University of the West of England, Bristol, UK

This chapter charts how in England, Scholarship of Teaching and Learning (SoTL) activities that may until recently have been seen as ‘marginal’ or ‘added’ value are increasingly viewed as strategic enablers. This is of potential interest to international audiences due to the growing and, arguably, unprecedented expectations placed on English universities to evidence the impact of their education through the Teaching Excellence and Student Outcomes Framework. However, if SoTL is to become a fully functioning

enabler of strategic transformation—rather than simply a cited exemplar or initiative—it needs to be systematically coordinated and evidenced. Drawing on a recently developed conceptual model—‘the enquiring university’—the chapter charts how the role and impact of SoTL can be coordinated, recorded, and evaluated through an emergent SoTL Strategic Implementation and Impact Framework. Finally, the authors illustrate its application through reference to an example of a SoTL activity aligned to two key elements of the framework.

Section 2 **SoTL as a Form of Professional Development**

This section is dedicated to chapters reflecting how SoTL is practiced as a form of faculty professional development. Chapter 3 focuses on how educational development can take place in different contexts and, subsequently, how SoTL is integrated into these different structures. Chapters 4 and 5 focus on the collaborative nature of SoTL inquiry as a form of faculty co-development. The following chapter focuses on reflection, specifically how reflection is used prior to and during a SoTL inquiry. Finally, this section concludes with a chapter that specifically explores the role of non-standard faculty and how SoTL can help them better their practice.

Chapter 3

Structures and Considerations for SoTL Educational Development..... 43

Jennifer C. Friberg, Illinois State University, USA

Lauren Scharff, U.S. Air Force Academy, USA

Colleges and universities around the world share a broad focus on education. However, unique characteristics and priorities across institutions may lead to vastly different educational development opportunities for the Scholarship of Teaching and Learning (SoTL) and levels of impact for the SoTL efforts (e.g., micro, meso, macro, mega). This chapter is organized in two distinct parts. Part 1 examines five different structures typical for SoTL educational development with a focus on their organizational structure within the institution and the SoTL expertise of individuals who that lead these efforts. Strengths and limitations of each structure are presented. Part 2 provides a discussion of critical considerations that impact all SoTL educational development efforts regardless of the type of structure that exists within an institution.

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Making SoTL Stick: Using a Community-Based Approach to Engage Faculty in the Scholarship of Teaching and Learning 60

Mandy Frake-Mistak, York University, Canada

Heidi L. Marsh, Humber College Institute of Technology and Advanced Learning, Canada

Geneviève Maheux-Pelletier, York University, Canada

Siobhan Williams, Humber College Institute of Technology and Advanced Learning, Canada

In this chapter, the authors share their reflections on the practice of using a community-based approach to doing SoTL research. They examine two professional development programs at their respective institutions—York University and Humber College in Ontario, Canada—that support faculty members’ engagement in SoTL research. EduCATE and the Teaching Innovation Fund are two variations of SoTL programs in which participants come together to engage in and support each other through the process of doing SoTL research and are organized around participants’ individual goals rather than a predetermined set of outcomes. The authors provide a fulsome narrative and reflective account of the EduCATE and

Teaching Innovation Fund programs with a particular focus on each program’s development and relative success. Throughout, the impact of SoTL as a form of professional development is emphasized.

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Building Faculty SoTL Skills Through a Multi- and Interdisciplinary Writing Community of Practice..... 78

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Tara Ceranic Salinas, University of San Diego, USA

Jane Friedman, University of San Diego, USA

Perla Myers, University of San Diego, USA

Cultivating a community of faculty to support Scholarship of Teaching and Learning (SoTL) work at universities can be challenging. There are many obstacles to overcome—obstacles such as how to sustain such efforts over time. The Center for Educational Excellence set out to design a strategic plan designed to address certain barriers to SoTL work and to create a long-standing community of practice for a SoTL group of faculty members—a group that has lasted over nine years to date. This chapter outlines strategies employed over the years and the evolution of the interdisciplinary group from a learning community to community of practice. The stories of past and present members are included along with advice on how others may have successful programs at their universities.

Chapter 6

Reflection and SoTL: Putting Reflection (Back) on Faculty Radar 96

Laura Zizka, Ecole hoteliere de Lausanne, Switzerland & HES-SO University of Applied Sciences and Arts of Western Switzerland, Switzerland

Reflection was introduced into educational institutions to encourage students to seek beyond the descriptive and simple response toward critical, deep thinking, and effectively make better choices. It is also an integral part of the structured inquiry of one’s teaching through the Scholarship of Teaching and Learning (SoTL). Based on Dewey and Schön’s foundation of reflection as linked to actions undertaken in apprentices’ daily tasks, this chapter attempts to dispel common misconceptions related to reflection to show that reflection can and should be encouraged by all stakeholders in educational programs regardless of the discipline, level, or type of study. A Reflection Radar has been created to identify reflective practices in teaching and learning. The chapter concludes with how reflection through SoTL can and should be implemented as a solid, formative pedagogical tool at all levels of education and contribute to the scholarship of teaching and learning for all educators.

Chapter 7

SoTL as a Professional Development Tool for Non-Standard Faculty 121

Lauren Hays, University of Central Missouri, USA

Lindsay McNiff, Dalhousie University, Canada

Non-standard faculty are individuals with faculty appointments, but whose responsibilities fall outside the traditional faculty role. Non-standard faculty are often overlooked in conversations about SoTL, but they play an integral part in the teaching and learning that occurs on post-secondary campuses. Due to the focus on local context within SoTL, non-standard faculty greatly benefit from this type of

professional development. Using the micro, meso, macro, and mega framework, the authors of this chapter describe how educational developers can support non-standard faculty in using SoTL for professional development. This common SoTL framework helps educational developers bring non-standard faculty into SoTL conversations while also recognizing the unique teaching environments in which they work.

Section 3 **Faculty Developers as Partners in SoTL**

This section is dedicated to the role of the faculty developer and his or her role in supporting and promoting a culture of SoTL across an institution. Despite the competing commitments that faculty members face, faculty developers are in a role that contributes to teaching excellence, and one way to do this is through SoTL. The first part of this section shares scenarios and case studies which illustrate the nature of these relationships through the perspectives of both faculty members and faculty developers. The section concludes with a chapter discussing research ethics and implications for SoTL with an emphasis on the role of the faculty developer.

Chapter 8

Using SoTL to Foster a Research Approach to Teaching and Learning in Higher Education..... 143

Erik Brogt, University of Canterbury, New Zealand

Kerry Shephard, University of Otago, New Zealand

Bernadette Knewstubb, Victoria University of Wellington, New Zealand

Tracy Leigh Rogers, University of Otago, New Zealand

This chapter discusses how Scholarship of Teaching and Learning (SoTL) can be used to foster a research approach to teaching and learning and how faculty development that supports colleagues to engage in SoTL can support the development of scholarly faculty. Both the process and the product of SoTL are discussed, conceptualised as different levels of SoTL engagement. The role of the faculty developer in such scholarship is discussed, drawing on Pedagogical Content Knowledge as a framework for engagement in SoTL projects. Last, implications for the work of a faculty developer are drawn and future avenues of research in faculty development proposed.

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Writing Into the Scholarship of Teaching and Learning: Approaches to Supporting Faculty to Find Their “Voice” 161

Kathryn Janet Meldrum, James Cook University, Australia

Kristi Giselsson, James Cook University, Australia

The Scholarship of Teaching and Learning (SoTL) has been suggested as an ideal vehicle for engaging faculty with professional development for teaching in higher education. However, previous authors have identified that faculty find writing about SoTL difficult. The aim of this chapter is to support educational developers (EDs) to collaborate with faculty to support writing. Two theoretical frameworks to support collaboration are proposed: the first, the Knowledge Transforming Model of Writing, to assist with the process of writing; the second, an adaptation of Brigugilio’s working in the third space framework to support collaboration. The authors utilise both frameworks to reflect on their own SoTL collaboration and subsequently pose questions to support faculty and EDs to do the same. Ultimately, it is proposed that collaboration not only enhances the practices of faculty and EDs but improves what should be an important priority for the wider academy: the learning outcomes of students.

Chapter 10

Using Mid-Semester Assessment Programs (MAPs) as a Catalyst for the Scholarship of Teaching and Learning (SoTL)..... 181

Alisa Hutchinson, Wayne State University, USA

Anabel Stoeckle, Wayne State University, USA

Mid-Semester Assessment Programs (MAPs) have been successfully utilized as a professional development tool for faculty interested in improving their teaching in the context of higher education by assessing voluntary formative student feedback that guides changes instructors make in the classroom. Faculty centers and educational developers have the unique opportunity to recruit instructors via MAPs who have participated in these programs to promote and support the scholarship of teaching and learning (SoTL) among faculty who already display an innate interest in best teaching practices and are open to advancing their own teaching in order to improve student learning and to propel student success. This chapter provides a guide for educational developers who seek to become active partners for faculty to become interested and engaged in the scholarship of teaching and learning through a unique recruitment mechanism that serves as a natural steppingstone for faculty not having engaged with SoTL yet.

Chapter 11

At the Crossroads of Transformative Learning and SoTL: The Flipped Classroom in Teacher Education 201

Rachel C. Plews, Haute école pédagogique du canton de Vaud, Switzerland

Moira Laffranchini Ngoenha, Haute école pédagogique du canton de Vaud, Switzerland

This chapter explores the ongoing collaboration between an educational developer and a faculty member at a university of teacher education in Switzerland as an inquiry into one's teaching practice to improve the implementation of the flipped classroom approach. Through the lens of transformative learning theory, the chapter examines how SoTL can serve as faculty enrichment in addition to an approach for systematic reflection on practice. Special attention is paid to the role of the educational developer as a mentor throughout the inquiry. The chapter concludes with practical strategies for developing a productive SoTL relationship between educational developers and faculty member, as well as visibility across an institution.

Chapter 12

The Role of Educational Developer in Supporting Research Ethics in SoTL 221

Lisa Margaret Fedoruk, University of Calgary, Canada

Kiara Mikita, University of Calgary, Canada

This chapter stems from popular misconceptions demonstrated by educators who lack familiarity with the significance and necessity of honoring ethical guidelines and practices when conducting SoTL research. The authors articulate the value of incorporating ethical principles and practices in research design and provide educational developers with much needed critical information about ethical considerations when conducting SoTL research. An overview of the purpose and functions of review ethics boards is included, along with common scenarios involving ethical dilemmas educators may encounter when embarking on a SoTL research study. Reflective questions to contemplate and strategies about how ethical practices can and should be embedded into SoTL research planning and design are explained. A framework and applicable resource are provided so that educational developers may guide and support instructor/researchers through safe and ethical SoTL inquires.

Section 4

SoTL in Action: Case Studies From the Field

In this section, examples of SoTL inquiries across diverse contexts and disciplines are presented. The aim is to showcase individual work in the field that represents strong practical examples of SoTL. While these studies are rooted in different literature and take on different methodological approaches, they all have the common goal of improving student learning.

Chapter 13

Practicing What We Teach: Using SoTL to Challenge Preservice Teachers' Assumptions With the Reading/Writing Workshop Model 238

Michelle L. Amos, University of Central Missouri, USA

Morgan Ely, University of Central Missouri, USA

Using the SoTL framework provides students with an accessible, relevant model of professional and critical reflection on practice. Explicit participation in this research can benefit students with scaffolded practice applying reflection to instruction. Guiding students in examining assumptions around literacy supports meaningful integration of these skills in instructional design. This transformation of students' frames of reference requires meaningful reflection and a challenge to their current beliefs about disciplinary literacy. This study uses Reading/Writing Workshop format to individualize instruction, engage students in self-directed learning, and facilitate differentiation and formative assessment. This redesigned course used experiential learning and a social constructivist model to build collaboration and real-world communication skills. Transformation is supported through structured reflection. Thus, a data collection instrument was adapted from Brookfield's Critical Incident Questionnaire to guide students with specific, practiced, and meaningful reflection.

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Rob Hallis, University of Central Missouri, USA

The Scholarship of Teaching and Learning nurtures an academic discussion of best instructional practices. This case study examines the role domain knowledge plays in determining extent to which students can effectively analyze an opinion piece from a major news organization, locate a relevant source to support their view of the issue, and reflect on the quality of their work. The goal of analyzing an opinion piece is twofold: it fosters critical thinking in analyzing the strength of an argument and it promotes information management skills in locating and incorporating relevant sources in a real-world scenario. Students, however, exhibited difficulties in accurately completing the assignment and usually overestimated their expertise. This chapter traces how each step in the process of making this study public clarifies the issues encountered. The focus here, however, centers on the context within which the study was formulated, those issues that contributed to framing the research question, and how the context of inquiry served to deepen insights in interpreting the results.

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Developing an Online Simulation to Teach Enzyme Kinetics to Undergraduate Biochemistry Students: An Academic and Educational Designer Perspective 281

Maurizio Costabile, University of South Australia, Australia

Hayley Timms, University of South Australia, Australia

One approach used in teaching scientific principles is laboratory practical classes. However, it can be challenging to teach concepts prior to their introduction in lectures. Academic teaching staff that wish to use alternative approaches to bridge this gap and, in turn, enhance student learning, often require help from their local Educational Developers (EDs). This chapter outlines the process of identifying a problem and then developing, implementing, and evaluating an online interactive simulation to teach enzyme kinetics to undergraduate students at the University of South Australia (UniSA). The challenges faced by the academic and ED in developing the simulation are covered. By the end of the chapter, the reader (academic or ED) will have a better appreciation of the challenges faced in developing a new teaching approach as well as the strategies that can be used to address these challenges.

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The chapter provides a description of the first stage of an SoTL project consisting of an interdisciplinary research collaboration between nursing disciplinary experts from the Alice Lee Centre for Nursing Studies (ALCNS) and academic literacy experts from the Centre for English Language Communication (CELC) at the National University of Singapore (NUS). This stage includes the creation of appropriate lesson material for teaching critical reflection drawing on Focus Group Discussions (FGDs) with nursing lecturers and the use of ‘model’ reflective writing texts from high-scoring students in past cohorts analysed using Systemic Functional linguistic frameworks such as genre pedagogy, appraisal, The Legitimation Code Theory tool of semantic waves. The intervention was designed to improve the highly valued skill of ‘critical reflection’ in nursing undergraduate clinical modules drawing on the use of rigorous theoretical frameworks that make visible salient linguistics resources and knowledge practices drawing on SFL and LCT.

Chapter 17

A Case Study in the Application of Transformative Learning Theory: The Redesign of an Online Course in Order to Achieve Deep Learning..... 328

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Transformative learning can be used as a strategy for measuring teacher effectiveness in online courses. By measuring the transformations that occur within their courses, instructors can understand more about the activities and experiences that are the most impactful for students. In addition, instructors can create opportunities for transformation by designing learning experiences that encourage students to critically self-reflect. This chapter presents an exploratory study that examined instructor and student perceptions of transformation in an online school library graduate program. The data was used to redesign one unit in a course on reference and information services to create opportunities for students to experience transformation with the content.

Chapter 18

Enabling Scholarship of Teaching and Learning Activities Across a Curriculum Design Framework: A Lever for Faculty Engagement..... 347

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This chapter outlines the multiple ways in which Scholarship of Teaching and Learning (SoTL) activities might be activated and/or realized through the processes of curriculum and learning design of a degree program. Key dual enablers for these activities are an underpinning curriculum framework, bringing a series of defined developmental steps each underpinned by SoTL, and the Curriculum Design Studio construct as a vehicle for collaborative ways of working between staff, including academics and curriculum designers and students. Drawing on evidence from the practices of four curriculum designers, examples are presented across a wide range of disciplinary areas. In many instances, SoTL not only brings an evidence base to the work, but also the potential for research outputs, thus becoming a useful lever for academic staff to engage in ongoing curriculum design discussions and evidence-informed practice. Such activities serve to mitigate against acknowledged challenges faced by academics such as lack of adequate time for such activities and the pressure to produce research outputs.

Section 5

Addressing the Challenges and Assessing the Impact of SoTL

This final section of the book discusses common challenges faced by faculty and faculty developers with SoTL before moving into a chapter highlighting an example of the impact of SoTL on both professional development and educational quality improvement. Chapter 19 looks at the challenges encountered when implementing a SoTL program as an ongoing faculty development initiative. The final chapter presents one practice example, which could provide a basis for discussion focused more on the impact of SoTL to combat the potential barriers or challenges often encountered.

Chapter 19

Overcoming Challenges to Impactful SoTL..... 366

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In order for teaching and learning to improve throughout an institution, the Scholarship of Teaching and Learning (SoTL) must be valued within institutional culture and contribute to the scholarly identity of researchers. This chapter emphasizes some of the challenges for SoTL researchers, whether educational developers or faculty members, to consider as they begin their foray into educational research. SoTL challenges are divided into four inter-related themes: (1) scholarly identity, (2) institutional challenges, (3) accessing and searching the SoTL literature, and (4) conducting SoTL research (SoTL research design, methodology, funding and time commitments, and ethical considerations). The chapter includes a series of opportunities and resources to help SoTL researchers reframe these challenges into opportunities for their institutions.

Chapter 20

Exploring the Impact of SoTL on Day-to-Day Learning and Teaching: A Conceptual Framework for Professional Development and Quality Improvement..... 388

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The Curriculum Evaluation Research (CER) Framework was developed as a response to increasing scrutiny and expectations of the higher education sector, including legislated standards for curriculum and professional teachers that explicitly require a systematic and comprehensive approach to evaluating curriculum. The CER Framework is designed to facilitate a scholarly environment to drive and assure the quality of a curriculum and the capabilities of its teaching team. It stems from a synthesis of teacher as action researcher (TAAR), quality improvement (QI), quality assurance (QA), and the Scholarship of Teaching and Learning (SoTL) applied to the curriculum as it is designed, taught, and revised. In this chapter, the implementation of the CER Framework to the University College is reviewed and evaluated. The University College is an organisational unit comprises approximately 600 students and 80 staff. This chapter includes a reflection on the barriers and enablers of implementing the CER Framework.

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Preface

In his 2019 article, “Expertise in University Teaching & the Implications for Teaching Effectiveness, Evaluation & Training,” renowned Stanford scholar Carl Wieman encourages us to reflect on what it means to be considered an expert in university teaching, and why such experts are needed across institutions in higher education. Faculty developers, particularly those with current and previous teaching experience, can be considered such experts, serving to guide discipline-focused faculty members on their continued path of professional development. Faculty learning, or faculty professional development, can be unconscious, multi-dimensional, and multi-level, occurring in the connection among theory, practice, and person (Korthagen, 2017).

To support this learning, faculty development programs should aim to address the challenges and opportunities of the individual within the context of the elements of theory and practice fundamental to the ideals of an “effective educator.” One way to make this connection is through structured inquiry into one’s teaching, known as the Scholarship of Teaching and Learning (SoTL). SoTL can be presented as a form of action research; Lewin (1948) framed action research as a paradigm of inquiry where the researcher’s primary purpose is to improve the capacity and subsequent practices of the researcher rather than to produce theoretical knowledge (Morales, 2016, p.158). SoTL provides a platform for faculty members to reflect on their own teaching with the overall goal of improving their practice. Through this research process and subsequent outcomes, teaching strategies are challenged, existing ideas may shift or expand, and evidence is secured to inform future pedagogical decisions (Phung, Cole, & Zarestky, 2017).

PURPOSE

SoTL presents an opportunity for faculty professional development that is action-oriented, evidence-based, and engaging for faculty members at any stage in their academic career. Educational developers play a central role in supporting faculty members through the research process and in using the results to inform their ongoing professional development programming. The main aims of this publication are to introduce SoTL and its role in educational development and to provide practical support for both educational developers and faculty members looking to engage, and perhaps collaborate, in this type of inquiry.