

# RESOURCES GUIDE

ANDREA WEBB [@SPIDERWEBB8](#) | ANNE TIERNEY [@GOZE01](#)

In addition to the literature that we have drawn on to create this set of Watt Works Guides, we have also curated this list of resources to introduce you to the Scholarship of Teaching and Learning. The list is by no means exhaustive but gives you an idea of the breadth and scope of SoTL as a field of research. We have also included societies and networks where you can find external support and an audience to disseminate your work more widely.

## What is SoTL?

Hutchings, P. (2000). Introduction: Approaching the scholarship of teaching and learning. In P. Hutchings (Ed.), *Opening lines*: (pp. 1–10). Stanford, CA: Carnegie Foundation for the Advancement of Teaching

Hutchings, P., Huber, M. T., & Ciccone, A. (2011). *Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact*. San Francisco, CA: Jossey-Bass.

## Introduction to SoTL

Huber, M. T. (2006). Disciplines, pedagogy, and inquiry-based learning about teaching. In Kreber, C. (Ed.), *Exploring Research-Based Teaching* (New Directions for Teaching and Learning 107), 63–72. San Francisco, CA: Jossey-Bass.

Kenny, N., Popovic, C., McSweeney, J., Knorr, K., Hoessler, C., Hall, S., Fujita, N., & El Khoury, E. (2017). Drawing on the Principles of SoTL to Illuminate a Path Forward for the Scholarship of Educational Development. *The Canadian Journal for the Scholarship of Teaching and Learning*, 8 (2). <https://doi.org/10.5206/cjsotl-rcacea.2017.2.10>

Singer, S., Nielsen, N., Schweingruber, H. 2012. *Discipline-Based Education Research: Understanding and Improving Learning in Undergraduate Science and Engineering*. National Research Council of the National Academies. Washington, DC. USA.

Trigwell, K., Martin, E., Benjamin, J., & Prosser, M. (2000). Scholarship of Teaching: A model. *Higher Education Research & Development*, 19(2), 155–168.

Simmons, N. (2016). Synthesizing SoTL institutional initiatives toward national impact. *New Directions for Teaching and Learning*, 146, 95–102. doi: 10.1002/tl.20192

## Methodologies in SoTL

Bishop-Clark, C., & Dietz-Uhler, B. (2012). *Engaging in the scholarship of teaching and learning: A guide to the process, and how to develop a project from start to finish*. Sterling, VA: Stylus.

Hubball, H. T., & Clarke, A. (2010). Diverse methodological approaches and considerations for SoTL in higher education. *The Canadian Journal for the Scholarship of Teaching and Learning*, 1(1). Retrieved from [http://ir.lib.uwo.ca/cjsotl\\_rcacea/vol1/iss1/](http://ir.lib.uwo.ca/cjsotl_rcacea/vol1/iss1/)

O'Brien, M. (2008). Navigating the SoTL landscape: A compass, map and some tools for getting started. *International Journal for the Scholarship of Teaching and Learning*, 2(2). Retrieved from <https://doi.org/10.20429/ijstl.2008.020215>

## Dissemination

Foundation for the Advancement of Teaching: <https://www.carnegiefoundation.org/>

SoTL Canada website: <https://sotlcanada.stlth.ca/sotl-resources/>

University of Calgary SoTL Guide: <http://sotl.ucalgaryblogs.ca>

Vanderbilt University SoTL Guide: <https://my.vanderbilt.edu/sotl/>

ISSoTL website - <https://www.issotl.com/index.php/europe>

EuroSoTL – Biennial conference. 2022 hosted at Manchester Metropolitan University June 2022.

<https://www.uta.mmu.ac.uk/eurosoTL/index.php>

Improving University Teaching Annual Conference <http://www.iutconference.com>

QAA Enhancement Themes <https://www.qaa.ac.uk/scotland/quality-enhancement-framework/enhancement-themes>

## Challenges in doing SoTL

Barr, R. B. & Tagg, J. (1995). From teaching to learning: A new paradigm for undergraduate education. *Change: The Magazine of Higher Learning*, 27(6), 12–26.

Bennett, R., Hobson, J., Jones, A., Martin-Lynch, P., Scutt, C., Strehlow, K., & Veitch, S. (2016). Being chimaera: A monstrous identity for SoTL academics. *Higher Education Research & Development*, 35(2), 217–228. doi:10.1080/07294360.2015.1087473

Booth, S., & Woollacott, L. C. (2018). On the constitution of SoTL: Its domains and contexts. *Higher Education*, 75(3), 537–551. doi:10.1007/10734-017-0156-7

Chick, N. L. (2014). 'Methodologically sound' under the 'big tent': An ongoing conversation. *International Journal for the Scholarship of Teaching and Learning*, 8(2). doi:10.20429/ijstl.2014.080201

Coe, Waring, Arthur & Hedges (2017). *Research methodologies and methods in education* (2nd Ed.). Sage Publications

Creswell & Poth (2017) Qualitative inquiry and research design: Choosing between five approaches

Denizen, N. K. & Lincoln, Y. S. (2005). The Sage handbook of qualitative research (3rd edition). Thousand Oaks, CA: Sage.

Fedoruk, L. (2017). Ethics in the scholarship of teaching and learning: Key principles and strategies for ethical practice. *Taylor Institute for Teaching and Learning Guide Series*. Calgary, AB: University of Calgary. [www.ucalgary.ca/taylorinstitute/guides](http://www.ucalgary.ca/taylorinstitute/guides)

### Constraints to engaging in SoTL

Bunnell, S. L., & Bernstein, D. J. (2012). Overcoming some threshold concepts in scholarly teaching. *Journal of Faculty Development*, 23(3), 14-18.

Kandlbinder, P., & Peseta, T. (2009). Key concepts in postgraduate certificates in higher education teaching and learning in Australasia and the United Kingdom. *International Journal for Academic Development*, 14(1), 19-31. doi: 10.1080/13601440802659247

Kanuka, H. (2011). Keeping the scholarship in the scholarship of teaching and learning. *International Journal for the Scholarship of Teaching and Learning*, 5(1). Retrieved from <https://doi.org/10.20429/ijstl.2011.050103>

Kreber, C. (2007). What's it really all about? The scholarship of teaching and learning as an authentic practice. *International Journal for the Scholarship of Teaching and Learning*, 1(1). Retrieved from <https://doi.org/10.20429/ijstl.2007.010103>

Meyer, J. H. F. (2012). Variation in student learning as a threshold concept. *Journal of Faculty Development*, 26, 8-13.

Schon, D. A. (1984). The reflective practitioner: *How professionals think in action* (Vol. 5126). New York: Basic books.

Svinicki, M. D. (2012). Who is entitled to do SoTL? *International Journal for the Scholarship of Teaching and Learning*, 6(2). Retrieved from <https://doi.org/10.20429/ijstl.2012.060202>

Tierney, A. M. (2016). *More than just a teaching fellow: The impact of REF and implications of TEF on life science teaching-focused academics in UK HEIs* (Unpublished doctoral dissertation). University of Durham, Durham, U.K. Retrieved from <http://etheses.dur.ac.uk/11826/>

Trafford, V., & Leshem, S. (2009). Doctorateness as a threshold concept. *Innovations in Education and Teaching International*, 46, 305-316. doi: 10.1080/14703290903069027

Webb, A. S. (2019). Navigating the lows to gain new heights: Constraints to SoTL engagement. *Canadian Journal for the Scholarship of Teaching and Learning*, 10(2). Retrieved from <https://doi.org/10.5206/cjsotl-rcacea.2019.2.8173>

Webb, A.S. & Tierney, A.M. (2019). Investigating support for scholarship of teaching and learning; we need SoTL educational leaders. *Innovations in Education and Teaching International*. DOI: 10.1080/14703297.2019.1635905

### Becoming an educational leader

Fields, J., Kenny, N. A., & Mueller, R. A. (2019). Conceptualizing educational leadership in an academic development program. *International Journal for Academic Development*. Retrieved from <https://doi.org/10.1080/1360144X.2019.1570211>

Hubball, H. T., Clarke, A., Chng, H. H., & Grimmett, P. (2015). The scholarship of educational leadership in research-intensive university contexts: Implications for promotion and tenure supervision. *Asian Journal for the Scholarship of Teaching and Learning*, 5(2), 92-107. Retrieved from <http://www.cdtl.nus.edu.sg/ajsotl/article/the-scholarship-of-educational-leadership-in-research-intensive-university-contexts-implications-for-promotion-and-tenure-supervision/index.html>

### Web resources

UBC Centre for Teaching and Learning, in consultation with teaching focused faculty, has developed tools to explore and document the impact of educational leadership.

<https://ctl.ubc.ca/programs/all-our-programs/teaching-and-educational-leadership/>

<https://ctl.ubc.ca/programs/all-our-programs/teaching-and-educational-leadership/next-steps-evidence-for-impact/>

<https://ctl.ubc.ca/programs/all-our-programs/teaching-and-educational-leadership/an-educational-leadership-mapping-elm-tool-for-teaching-and-educational-leadership/>

Andrea Webb is Associate Professor of Teaching in the Department of Curriculum and Pedagogy, University of British Columbia.

Anne Tierney is institutional theme lead for QAA Enhancement Theme: Resilient Learning Communities and deputy programme leader for the PGCertTL at HWU.



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