

UBC CTLT

Publishing and disseminating SoTL

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1-2:15PM

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Workshop Outline

- Introduction
- Getting started with SoTL writing
- Deciding where to disseminate
- *Activity:* What does a SoTL abstract look like?
- *Activity:* What does a SoTL publication look like?
- Q&A period



Workshop objectives

By the end of this session, you should be able to...

1. Determine unique characteristics of SoTL outputs
1. Articulate guiding questions to begin the writing process
2. Locate relevant publication outlets for your work
1. Identify and critique the clarity of the research questions and methods of a SoTL publication



Introductions

- Have you disseminated a SoTL project before?
- Are you currently working to disseminate a SoTL project?
- What brought you to our session today? What questions/concerns do you have about disseminating in SoTL?



What is SoTL?

The systematic study of teaching and/or learning and **the public sharing and review of such work.**

McKinney, 2006, p. 39



Why disseminate?

- Dissemination is a required part of doing SoTL
- To participate in an ongoing conversation with the learning and teaching community
- To share context-specific application of teaching and learning practices/concepts
- To share back findings to the participants of your study
- To highlight your scholarship as an educator for tenure and promotion



What makes SoTL writing unique?

- 1) Informed by both research in SoTL and disciplinary knowledge
- 2) Publishing in the disciplines \neq Publishing in SoTL



“

This is not my area and I'm still having a hard time writing in this way when I've spent all my education and professional life researching and working in another way.

[SoTL Seed Grant Holder]

”

The beginning of the writing process

**What is your
positionality?**



**What is your purpose
and motivation to write?**



**Where and with whom
will you write?**



Guiding questions to reflect on your values as a SoTL writer

How can you use writing in SoTL?



What opportunities does SoTL writing afford you?

How might you embrace the potential of SoTL writing?

“

There is no one way to write about teaching and learning or to be a “SoTL writer”

[Healey, Matthews, Cook-Sather, 2019, p.29]

”

Scholarly Integrity: Who should be an author?

Someone who makes substantial contributions to:



**Conceptualizing
the study**



**Collecting,
analysing, or
interpreting data**



**Drafting,
revising, and/or
editing**



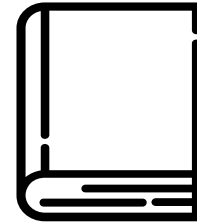
“

How [do you] deal with managing multiple authors ... or work through authorship when others feel a part of it but aren't... What does co-authorship even mean?
[SoTL Seed Grant Holder]

”

Potential venues for sharing SoTL work

- Empirical Research Articles
- Theoretical and Conceptual Articles
- Reflective Essays and Self-Studies
- Books and Edited Collections
- Conference and Workshop Presentations
- Social Media



Potential venues for sharing SoTL work

Disciplinary-specific venues can situate your work in context.

Implementing Interprofessional Education:
Challenges for CSD Graduate Programs

**The Benefits, Drawbacks, and Challenges
of Using the Flipped Classroom in an
Introduction to Psychology Course**

Cross-disciplinary venues can situate your work in the SoTL field more broadly.



A review of interprofessional education research: Disciplines, authorship practices, research design, and dissemination trends

Traditional and flipped classroom approaches delivered by two different teachers: the student perspective

Where should you disseminate?

- Choose the type of venue **before** starting: this helps determine the focus and audience.
- When choosing a type of venue consider:
 - Who will view it
 - What they will take away from it/how they will benefit
 - The reach (faculty/students/staff) and how they might benefit from it
 - Whether it's the best match/scope



Writing a SoTL Abstract

1. Locate: Describe the broader context of the SoTL work

- Question: What is the SoTL topic of your study?
- Sentence starter: [X] is an issue of growing concern in universities.



2. Focus: State the issues/questions your SoTL article explores

- Question: How does your study explore the SoTL topic more specifically?
- Sentence starter: This SoTL investigation was.... [conducted where and with whom]... to explore... [linked to specific SoTL topic].

3. Anchor: Articulate an overview of your framework and research design [optional]

- Questions: What literature, models, or theories of practice did you draw on? How did you gather data?
- Sentence starters: Our/My study was informed by [X] model/theory/work.

Writing a SoTL Abstract

4. Report: Present the key findings of your SoTL inquiry

- Question to answer: What are the overall findings from your analysis?
- Sentence starter: Our/my results found....



5. Argue: Make an argument with implications for higher education

- Questions: What are you arguing as a result of your research? What are the implications for others in higher education?
- Sentence starters: We argue that in higher education.... Our findings imply that...

Activity: Review a SoTL Abstract



- 1) Independently read an abstract and try to locate the elements listed on the prior slides.



- 1) Group discussion.

Activity: Review a SoTL Abstract

“Commitment to Collaboration”: What Students Have to Say About the Values Underpinning Partnership Practices (Luo, Matthews, & Chunduri)



Submitted: Students as Partners (SaP) is about students and staff working together in teaching and learning. It is guided by the values of partnership. Knowing how students understand these values, particularly students new to the ideas and language of SaP, would enrich the ongoing scholarly conversation about partnership practices. To that end, our study asked students unfamiliar with SaP “what values and attitudes do you think are necessary for students and academics to work as collaborative partners on teaching and learning?”. We captured 173 written responses from students in a biomedical sciences degree program in an Australian university. Thematic analysis revealed four key values: respect, communication, understanding, and responsibility/commitment. We discuss the results through the lens of reciprocity and power, consumerist culture emerging in higher education, and disciplinary context. In conclusion, we encourage dialogue between staff and students to further illuminate and affirm the values of partnership that define SaP.

Activity: Review a SoTL Abstract

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Activity: What does a SoTL publication look like?



- Two papers have been provided for you to read



- Read and identify:
 - Research question(s)
 - Method(s)



- Discuss:
 - Were the research question(s) clearly articulated?
 - Were you able to understand what and how the project was carried out?

Scholarship of Teaching and Learning Dissemination Fund

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Questions?



Connect with us: ctl.isotl@ubc.ca

Resources: Common SoTL Journals

Extensive listings of SoTL related journals (interdisciplinary, general and discipline specific):

- <https://provost.tufts.edu/celt/files/SoTL-Journals.pdf>
- <https://cfe.unc.edu/wp-content/uploads/sites/326/2018/04/Disciplinary-SoTL-Journals.pdf>
- <https://facultydevelopment.kennesaw.edu/scholarly-teaching/journals/index.php>



The Canadian Journal for the Scholarship of Teaching and Learning: <http://www.cjsotl-rcacea.ca/>

Teaching & Learning Inquiry: <https://tljournal.com/>

International Journal of Scholarship of Teaching and Learning: <https://digitalcommons.georgiasouthern.edu/ij-sotl/>

New Directions for Teaching and Learning: <https://onlinelibrary.wiley.com/journal/15360768>

International Journal of Innovative Teaching and Learning in Higher Education: <https://www.igi-global.com/journal/international-journal-innovative-teaching-learning/217719>

Resources: Conferences and Venues

International Society for the Scholarship of Teaching and Learning Conference:

<https://issotl.com/issotl-events/>

Open Education Conference: <https://openeducationconference.org/>

Professional & Organizational Development Network: <https://podnetwork.org/>

Society for Teaching and Learning in Higher Education Annual Conference:

<https://www.stlhe.ca/conferences/>

Scholarly Teaching & Learning in Post-Secondary Education:

<https://bccampus.ca/events/>



Resources: Examples of UBC SoTL

Cho, S., Werker, G. R., Liu, A. Y., Moghtader, B., & Huh, W. T. (2020). A Three-Party Case Study: Exploring the Value of Student Work in Co-Creation in Teaching and Learning. *Teaching & Learning Inquiry*, 8(2), 200-220.

Fukuzawa, S., & Boyd, C. (2016). Student Engagement in a Large Classroom: Using Technology to Generate a Hybridized Problem-based Learning Experience in a Large First Year Undergraduate Class. *The Canadian Journal for the Scholarship of Teaching and Learning*, 7(1).



Kanji, Z., Lin, D., & Karan, J. (2020). Assessing Dental Hygiene Students' Readiness for Interprofessional Learning and Collaborative Practice. American Dental Education Association Annual Session & Exhibition. ([Poster presentation PDF](#))

Lyon, K., Roberson, N., Lam, M., Riccardi, D., Lightfoot, J., & Lolliot, S. (2022). A Sociological Lens on Linguistic Diversity: Implications for Writing Inclusive Multiple-Choice Assessments. *Teaching Sociology*. <https://doi.org/10.1177/0092055X2211341>

McPhee, S. & Pickern G. (2017) Blended learning with international students: a multiliteracies approach. *Journal of Geography in Higher Education* 41(3), 418-433
<https://doi.org/10.1080/03098265.2017.1331208>

Tembrevilla, G., Nesbit, S., Ellis, N., & Ostafichuk, P. (2023). Developing transdisciplinarity in first-year engineering. *Journal of Engineering Education*, 112(1), 43-63. <https://doi.org/10.1002/jee.20497>

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). <https://doi.org/10.5206/cjsotl-rcacea.2019.1.8173>

Resources: Creative Dissemination Venues

Podcasts

- [The Art & Science of Learning](#)
- [The Women Talking About Learning Podcast](#)
- [Cult of Pedagogy](#)
- [The EdUp Experience Podcast](#)
- [Inside Higher Ed](#)
- [You've Got This Podcast](#)
- [The EdTech Podcast](#)

Blogs

- [Times Higher Education](#)
- [The Chronicle of Higher Education](#)
- [Faculty Focus](#)



Resources: Readings about Publishing SoTL

Healey, M., Matthews, K. E., & Cook-Sather, A. (2019). Writing Scholarship of Teaching and Learning Articles for Peer-Reviewed Journals. *Teaching & Learning Inquiry*, 7(2), 28-50.



Maurer, T. (2017). Guidelines for authorship credit, order, and co-inquirer learning in collaborative faculty-student SoTL projects. *Teaching & Learning Inquiry*, 5(1), 1-17.

Miller-Young & Yeo (2015). Conceptualizing and Communicating SoTL: A Framework for the Field, *Teaching & Learning Inquiry*. *Teaching and Learning Inquiry*, 3(2), 37-53.

Moore, J. L. (2018). Writing SoTL: Going public for an extended audience. In N. L. Chick (Ed.), *SoTL in action: Illuminating critical moments of practice* (pp. 119-126). Sterling, VA: Stylus.