An introduction to the Scholarship of Learning and Teaching (SoLT):

What, why, how?

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Southern Cross University

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Acknowledgement of Country

I acknowledge and pay respect to the ancestors and descendants of the Lands upon which we work and meet. I am mindful that within and without the buildings, the Land always was and always will be Aboriginal Land.

Sense-making about SoLT

" teaching and learning as serious intellectual work.
– International Society for the Scholarship of Teaching and Learning (ISSOTL)

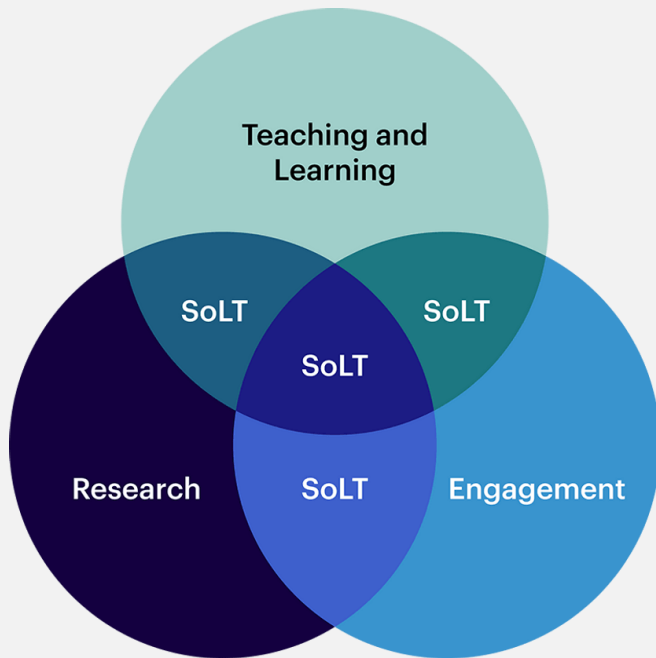" undertaking systematic inquiry about student learning – informed by prior scholarship on teaching and learning – and going public with the results.
– Center for Engaged Learning

" SoTL aims to bring a scholarly and critical lens to higher education teaching with an element of curiosity, inquiry, rigour and discipline expertise.
(TAFE Queensland, 2023)

" Scholars of teaching and learning are prepared to confront the ethical as well as the intellectual and pedagogical challenges of their work. They are not prepared to be drive-by educators. They insist on stopping at the scene to see what more they can do.
(Shulman, 2002, p. viii)

" inquiry focused on student learning… grounded in both scholarly and local context… methodologically sound… conducted in partnership with students… involves 'going public'.
(Felten, 2013, pp. 122-123)

All SoLT at SCU!

Reading

Applying

Reflecting

"The reflective practitioner"

Scholarly teaching and SoTL relationship

Scholarly teaching
Evidence-based and reflective teaching

Quality learning experience

SoTL
Producing the scholarship of teaching and learning

Research outputs

- Symposia
- Conferences
- Reports
- Journal articles
- Books, chapters
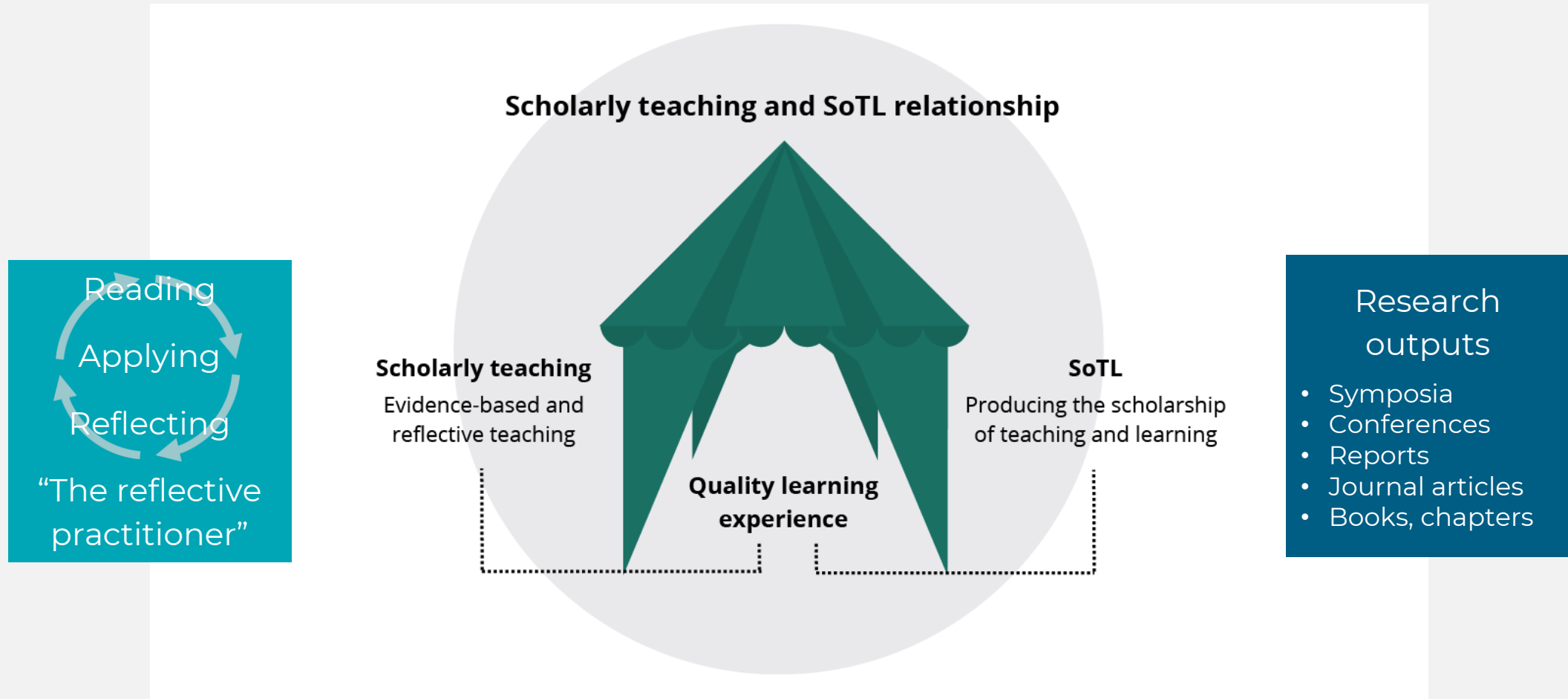
From *Scholarship of Teaching and Learning Guide*, Deakin University, 2023
(https://deakin.libguides.com/SoTL/what-is-SoTL)

At Southern Cross University, the Scholarship of Learning and Teaching (SoLT) is defined as:

🔍 **scholarly activity grounded in practice and**

👥 **a shared, evidence-based approach to**

💡 **improving our students' learning experiences and outcomes.**

– [Southern Cross University Scholarship of Learning and Teaching (SoLT) Framework](#)

Teaching and Learning

SoLT

SoLT

SoLT

Research

SoLT

Engagement

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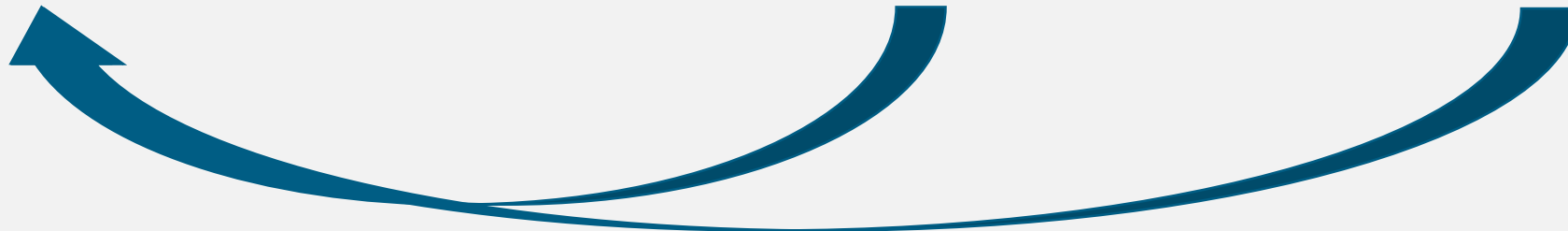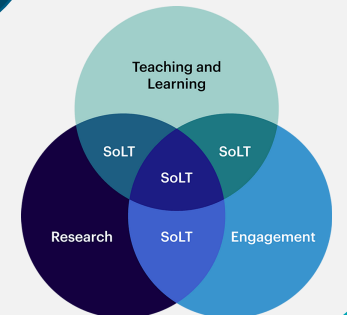
"Going public" with SoLT

SoLT occurs on a continuum of **more local** to **more public**

✅ More local

peer-to-peer; unit, course, discipline teams; writing, reading or research group; community of practice

✅ More public

websites, blogs, feature articles; resources, guides; association special interest groups; symposia; conferences; reports; journal articles; books, chapters

SoLT is related to **improving student outcomes**, is **scholarly** and **active**

✅ SoLT

presenting practice or research insights at a seminar; producing a reflection on contemporary evidence and practice; peer review

➖ Not SoLT (but may be professional *development*)

attending (but not presenting at) a seminar; undertaking Blackboard training; reporting student demographic data; governance; unrelated training or research

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Why do SoLT?

How has scholarly evidence or literature about teaching and learning influenced *you* and *your teaching*?

Why do SoLT?

Higher Education Standards Framework (Threshold Standards) 2021 (HES Framework)

Tertiary Education Quality and Standards Agency (TEQSA)

Staff with course delivery responsibilities must be involved in relevant, continuing scholarship that:

- **advances** knowledge or professional practice, or

- **transmits** advances through contemporary approaches to teaching and learning, or research and training

– Guidance Note: Scholarship (TEQSA, 2022)

Academic staff need to **plan** for, **develop**, and maintain **evidence** of their scholarly activities

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Key resource #2: Categories of SoLT

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SCHOLARLY COLLABORATION AND ACTIVITY

Academic Reviews, original (SoLT) research and educational activity, scholarly Teaching Practice, higher level qualifications.

ENGAGEMENT AND CONTRIBUTION TO COMMUNITIES:

Synthesising and communicating advances in evidence-based practice, contributions to relevant professional bodies or communities of course, active and ongoing involvement in relevant scholarly academic societies, editorial roles, or peer review.

LEARNING AND TEACHING PRACTICE AND IMPACT:

Teaching practice: Engaging the latest ideas, debates and issues, undertaking advanced specialised practice or scholarly secondments, fellowships and national awards.

https://spark.scu.edu.au/kb/tl/teach/evaluate-your-teaching/categories-of-scholarship-of-learning-and-teaching-activity-and-achievements

Tips:

Plan for SoLT
Seek opportunities
Talk to others

Examples:

Peer reviews of teaching

Research publications

Innovative teaching methods

Contributing to accreditation, benchmarking

Examples:

Delivering workshops, presentations, webinars, podcasts, interviews

Developing standards, resources, guidelines

Contributing to associations, e.g. HERDSA

Editorial or peer-review roles

Examples:

Evidence-informed development of curriculum or learning materials

Training, secondments

Awards, fellowships

Key resource #3: Academic promotions – evidence of impact

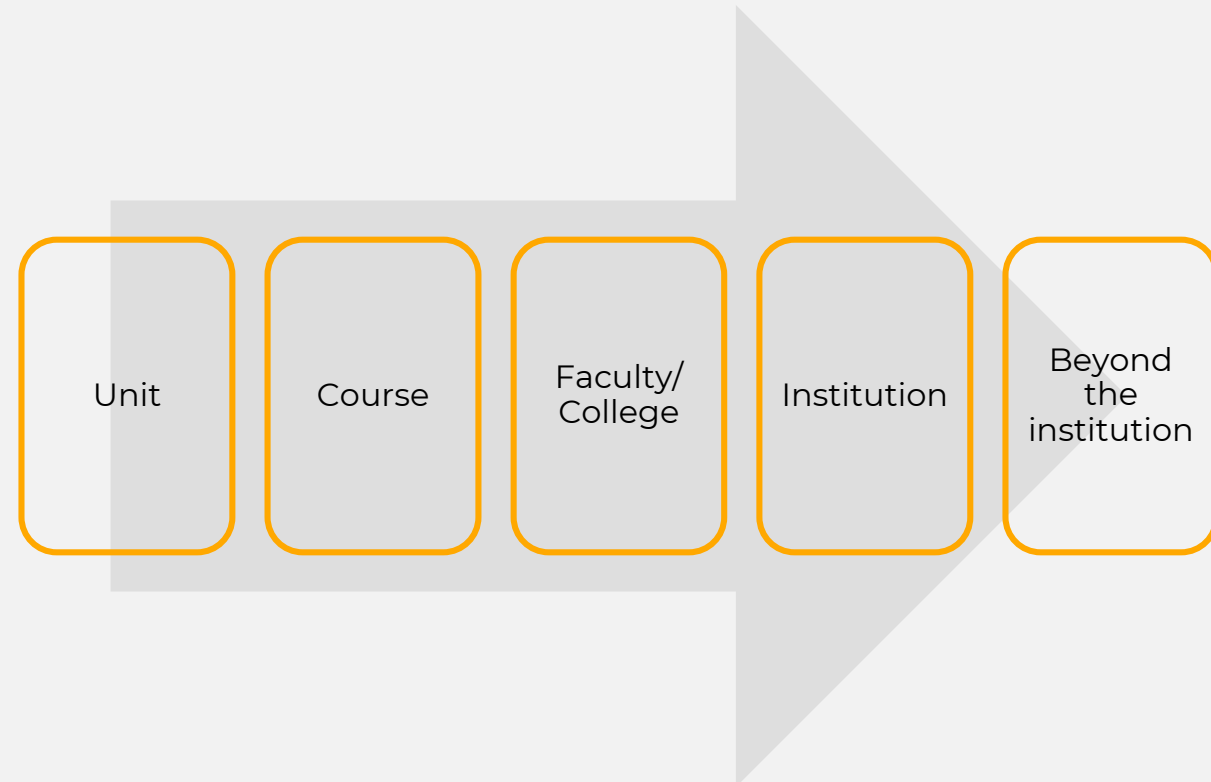**Evidence to Demonstrate Impact - Teaching**

1. **Teaching**
   a. Teaching: Philosophy
   b. Teaching: Delivery and coordination
   c. Teaching: Innovation and industry collaboration*
2. **Scholarship of Learning and Teaching (SoLT)**
   a. SoLT: Creating curriculum and resources
   b. SoLT: Knowledge and scholarship
   c. SoLT Standards: Peer review and benchmarking
   d. SoLT Leadership: Staff, culture and practice
   Staff must demonstrate a range of these as appropriate to their context

https://www.scu.edu.au/staff/hr-services/organisational-development/career-development/academic-promotion/

Unit | Course | Faculty/College | Institution | Beyond the institution

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How to do SoLT? An example

Reflection
Refinement
Research

RWT

While Teaching

SCU: improves students' learning experiences and outcomes

TEQSA: advances knowledge or practice, or

transmits advances

Adapted from: Hattam et al., forthcoming; see also Schratz, 1992

Example: An RWT Action Research Approach

Problem formulation phase	Pedagogy redesign phase	Action research phase	Reflection phase
What are your teaching **challenges**? What's the **hopeful idea** for teaching differently?	What could you do **differently**? What's your **research question**?	Design your action research – what **data** will you collect to answer your question? Gain **ethics** approval (if needed), **do the research** and analyse the data	**Report** back on your research and what you learned

Continual*: Engaging with the literature (relevant contemporary evidence, ideas, theory, debates) + critical reflection*

RWT

Adapted from: Hattam et al., forthcoming

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Example: An RWT Action Research Approach

Enabling pedagogy and action research for Higher Education in Australia

1. Working on enabling pedagogies at UniSA College: hopeful ideas
   Sarah Hattam, Tanya Weiler, Robert Hattam & Sharron King

2. Apathy, boredom or misunderstood? Engaging students in the politics of language and the language of politics in a critical literacy course
   Sarah Hattam

3. Groupwork that works: Fostering dialogue and teamwork through learning analytics.
   Jennifer Stokes

4. "I asked my grandma how to study": Changing our approach to lectures to support the learner
   Tristan King and Natasha Wilson

5. Promoting mind mapping to self-regulate learning in mathematics
   Pek Foong Ng

6. 'Yes, I'm Listening': using 'rainy day' student queries and errors to improve the languages of instruction
   Paul 'Nazz' Oldham

7. Avoiding the annoyance with annotated bibliography and another tales relevant to a core academic literacy course
   Dino Murtic

8. It's just the language, not my intelligence: The emancipatory potentials of translanguaging pedagogy
   Min Pham & Tamra Ulpen

9. Enhancing agency and providing hope in a Global Sociology course through Action Research
   Snjezana Bilic

10. Will enabling pedagogy approaches enhance students' engagement in their own learning in a diverse first-year undergraduate course?
    Marie Abi Abdallah

11. Enabling approaches in undergraduate courses – a case for crossing the divide.
    Tanya Weiler & Don Clifton

12. Towards a theory of Critical Enabling Pedagogy for Australian Higher Education

Source: Hattam et al., forthcoming

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Student satisfaction with brief audio feedback: Support for its use in an immersive teaching model

John Haw
Patrick Gillett
Sharen Nisbet

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Does online engagement matter? The impact of interactive learning modules and synchronous class attendance on student achievement in an immersive delivery model

Elizabeth Goode, Johanna Elizabeth Nieuwoudt, Thomas Roche
Southern Cross University, Australia

One Australian public university is radically changing the way it delivers higher education, introducing a 6-week immersive scheduling delivery model across all units and courses. Despite the emerging success of block and immersive models for raising the performance of diverse student cohorts, the design factors underpinning positive outcomes are underexplored. This paper presents a mixed methods study of the impact and value of student engagement with interactive and responsive online content modules and synchronous classes in an immersive scheduling model. The findings indicate that behavioural engagement with online learning modules has a positive effect on academic success and is a significant predictor of a higher final score. Qualitative data indicate several attributes of high-quality online learning modules that students appear to associate with engagement and deeper learning in the immersive model: interactivity, media richness, constructive alignment, flexibility and responsiveness. Synchronous class attendance did not impact final scores; however, students nonetheless valued the opportunity to form safe and supportive communities of inquiry during classes. This study demonstrates that in times of increasing demand for more flexible learning, immersive scheduling models that are founded on active learning principles and embed interactive, responsive, media-rich online learning modules can improve student engagement and performance.

Implications for practice or policy:
- Higher education practitioners should integrate interactive, responsive, media-rich and constructively aligned online learning modules into curricula.
- Synchronous active learning classes that create safe communities of inquiry should be offered alongside options for asynchronous participation.
- Low levels of engagement with online learning modules should prompt follow-up from educators to raise engagement and bolster academic achievement.
- Immersive delivery models are effective curriculum innovations that, when designed with interactive online modules, can support improved academic achievement.

Keywords: immersive scheduling, online modules, active learning, student engagement, academic success, academic literacies, mixed methods
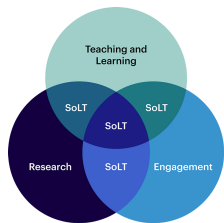
https://doi.org/10.14742/ajet.7929

Summary

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What is SoLT at SCU?

Scholarly

Evidence-based

Shared

Improves students' learning experiences and outcomes

Why do SoLT?

Informs good teaching and student outcomes

Professional enrichment

Career progression

SoLT is a required part of teaching at SCU

How can SoLT be done?

Start with:

Reflective practice

Progress to:

Scholarly collaborations

Contributing to communities

Contributing to the literature

Plus more!

Reflection, Refinement, Research While Teaching

Key SCU resources: SoLT Framework | SoLT Categories | Academic promotion - evidence of impact | **NEW:** Showcasing your SoLT activities | **Further reading:** Felten, 2013 | Trigwell, 2021

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TABLE 13.1 Items from a scholarship of teaching and learning questionnaire (Trigwell 2013)

Scholarship of teaching and learning item	Disagree	Agree	Don't know
I often ask other teachers to comment on my teaching ideas.			
I find the literature about teaching and learning useful in teaching my subjects.			
I often investigate questions related to how students learn in my discipline.			
I usually try to make public my innovative teaching ideas.			
My main aim in investigating teaching is to improve my students' learning.			
I usually try to share my scholarly teaching and learning ideas with my students.			
I usually try to find a theory or framework on teaching to work with when thinking about teaching in my subjects.			
In developing my teaching, an improvement in student learning is at least as important an outcome, such as a journal article.			
I usually participate in conferences, meetings or courses about teaching and learning.			
I can explain what concepts, models or theories underpin my thoughts about teaching.			

– Trigwell, 2021, p. 290

Thank you!

Questions?

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