

FSc Teaching & Learning Bulletin

Scholarship of Teaching and Learning (SoTL)



Professors frequently express concerns that research takes precedence over exceptional teaching in university settings. The movement to elevate the importance of teaching gained momentum through influential works such as Boyer's (1990) and Glassick, Huber, and Maeroff's (1997) books on the scholarship of teaching. Originally centered on teaching, this scholarship evolved into the scholarship of teaching and learning (SoTL) as the twenty-first century began, broadening its focus to include learning.

Scholarship of Teaching and Learning (SoTL) is currently defined as a dynamic field that involves the systematic exploration of student learning to discover the most

effective teaching methodologies but also as a transformative movement capable of reshaping societal dynamics in alignment with our aspirations for equality and justice. Much like scholars in other academic disciplines, SoTL researchers take an empirical approach, sharing their insights through conferences and peer-viewed papers. What sets SoTL apart is the unique opportunity for scholars to apply their findings directly to their own teaching practices. However, despite notable conferences and the establishment of journals like the International Journal for the Scholarship of Teaching and Learning ([IJ-SoTL](#)), many faculty members are unfamiliar with SoTL and lack incentives to delve into it.

In this issue, we invite you to explore the field of SoTL within our institution. This is an attempt to discover valuable resources and exciting opportunities that contribute to the ongoing enhancement of teaching and learning practices.

Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton University Press. John Wiley & Sons

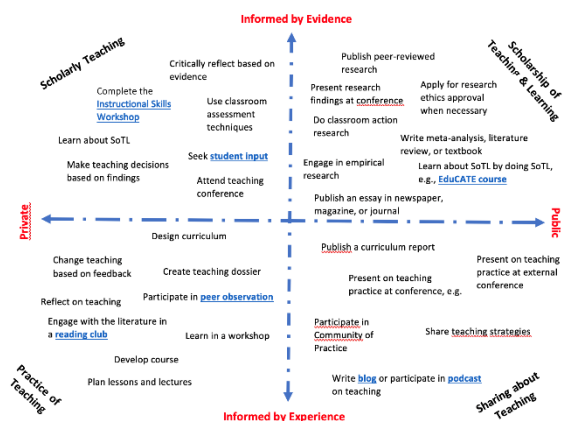
Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the professoriate*. John Wiley & Sons

Interactive SoTL Guide

Faculty who engage in the Scholarship of Teaching and Learning (SoTL) bring diverse research backgrounds and disciplines to the field, which adds depth and complexity. However, these differences also present challenges for researchers who may not be familiar with SoTL research methods and the constraints of studying human participants. Additionally, the dual role that most SoTL researchers embrace as both educators and scholars further complicates their involvement in the field. Teachers who also study teaching and learning in their discipline must carefully consider the ethical implications of their dual roles, especially when their students are involved in their research.

A very useful guide was developed by the Teaching Commons to provide guidance to York faculty who are interested in participating in SoTL, specifically addressing the ethical dilemmas that arise from their dual role as both teacher and researcher.

[Access the guide](#)



Dimensions of Engaged Teaching at York (Adapted from [Kern et al., 2015](#))

OTHER RESOURCES:

[Education, Curriculum, And Teaching Excellence \(EduCATE\)](#)

The EduCATE Course is a one year program for faculty to explore any aspect of teaching and learning by engaging in action research and contributing to the Scholarship of Teaching and Learning (SoTL).

[Engaged Teaching at York University](#)

An excellent model on engaged teaching was developed by the sub-committee on research and innovation in teaching and learning to help our faculty move towards research-informed practice.

Faculty of Science Teaching Network

This is a collaborative space designed to address questions and inquiries and to connect you with colleagues within the Faculty of Science who are ready to engage in insightful discussions.

[Click here](#) to learn more.

Scholarship of Teaching & Learning (SoTL) Projects

[Click here](#) to learn about both ongoing and completed Scholarship of Teaching and Learning (SoTL) projects by our instructors in the faculty. These projects are aimed at advancing teaching methodologies and fostering an enriching academic environment.

Teaching & Learning Funding Opportunities

Teaching-Learning Development Fund (YUFA)

This program offers funding to support projects that have the power to bring about substantial improvements in York University's curriculum and instructional strategies.

[Click here](#) for more details about the Application for Teaching-Learning Development Grant.

RECENT WORKSHOPS

Developing diverse study skills in our students: reflecting on changes

The Faculty of Science Committee on Teaching and Learning (CoTL) recently hosted a talk presented by Dr. Marcel Pinheiro from the University of Waterloo. He shed light on the importance of fostering diverse learning strategies to meet the dynamic needs of our students.

Please click the link below to watch the recording for a dose of expert knowledge on enhancing study skills.

[ZOOM RECORDING LINK](#)



UPCOMING EVENTS

The Science Book Club

The EdSci book club is brought to you by the Pedagogical Innovation Chair (PICSE) in collaboration with the FSc Committee on Teaching and Learning (CoTL). All instructors, post-docs, and graduate students in the Faculty of Science are welcome.

The club will be reading [Clark, D., & Talbert, R. \(2023\). Grading for Growth: A Guide to Alternative Grading Practices that Promote Authentic Learning and Student Engagement in Higher Education, Taylor & Francis](#) - which can be accessed through YorkU libraries for free.

Topic: Types of alternative grading

Chapters: 5 and 6

When: Tuesday, December 12, 11:00 am to 12:00 pm

[REGISTER HERE](#)

Informal Drop-In Sessions on Teaching & Learning

CoTL will be hosting a series of brown-bag lunch Informal Drop-In sessions to chat about Teaching & Learning.

Hosts: Members of the Committee on Teaching and Learning

When: Starting from December through the Winter term

All times will be from 12:00 pm to 1:00 pm on the scheduled day.

How to Join: All sessions will be conducted remotely via Zoom

Who Can Attend: Open to all instructors, staff, and graduate students

Pre-Registration: Not required – simply drop in!

Please feel free to email scicotl@yorku.ca with your suggestions for topics. Dates and links will be provided in advance.

The first session will be:

Friday, December 8, 2023, 12:00 pm to 1:00 pm

Topic: Fix My Stuff!

Host: Robin Marushia (NATS/STS)

Bring a T&L-related question or problem you have been trying to solve, and we'll work on it together!

[JOIN ZOOM MEETING](#)

Course Design Intensive Workshop

This is a one-week intensive online workshop designed to get you started on your course design journey. This workshop is tailored for course directors who are eager to revamp existing courses or create entirely new course designs.

*There are two synchronous meetings during the workshop. Please note that attendance at both synchronous sessions is mandatory, and there are asynchronous activities that you will be expected to complete during that week.

The synchronous workshops are scheduled at:

Wednesday, December 6, 2023 and Wednesday, December 13, 2023

10:30 am to 12:00 pm

This is a one-week intensive online workshop designed to get you started on your course design journey. This workshop is tailored for course directors who are eager to revamp existing courses or create entirely new course designs.

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[REGISTER HERE](#)

Instructional Skills Workshop (ISW) ***(in person)***

This is an intensive, 3-day peer-based workshop. You will teach 10-minute lessons on each of the three days, and receive feedback from peers. There will be plenty of opportunities to individually and collectively further develop your teaching effectiveness.

*Please note that registration closes on Monday December 4, at 11:59pm ET

Since this workshop is peer-based, your commitment to participate on all 3 days, **Tuesday, December 12, Wednesday, December 13, and Thursday, December 14** is required, as your success depends on the other participants in the workshop, and their success in the workshop depends on you.

[REGISTER HERE](#)

Since this workshop is peer-based, your commitment to participate on all 3 days—**Monday, December 18, Tuesday, December 19, & Wednesday, December 20**—is required, as your success depends on the other participants in the workshop and their success in the workshop depends on you.

[REGISTER HERE](#)

Academic Integrity Survey

Please take a moment to contribute to this important initiative by participating in a short survey. Your perspectives on how academic integrity instruction is delivered within the learning environment are invaluable.

[Click here to participate](#)

We want to hear from you!

Do you have an idea, suggestions, feedback, or comments to share? Whether you'd like to discuss specific matters or engage in conversations on a wide range of topics related to teaching and learning. We invite you to reach out to us by scanning the QR code to share your input! Or email us at aacp@yorku.ca or sciadcp@yorku.ca. Your insights are invaluable, and we genuinely appreciate your contributions.

