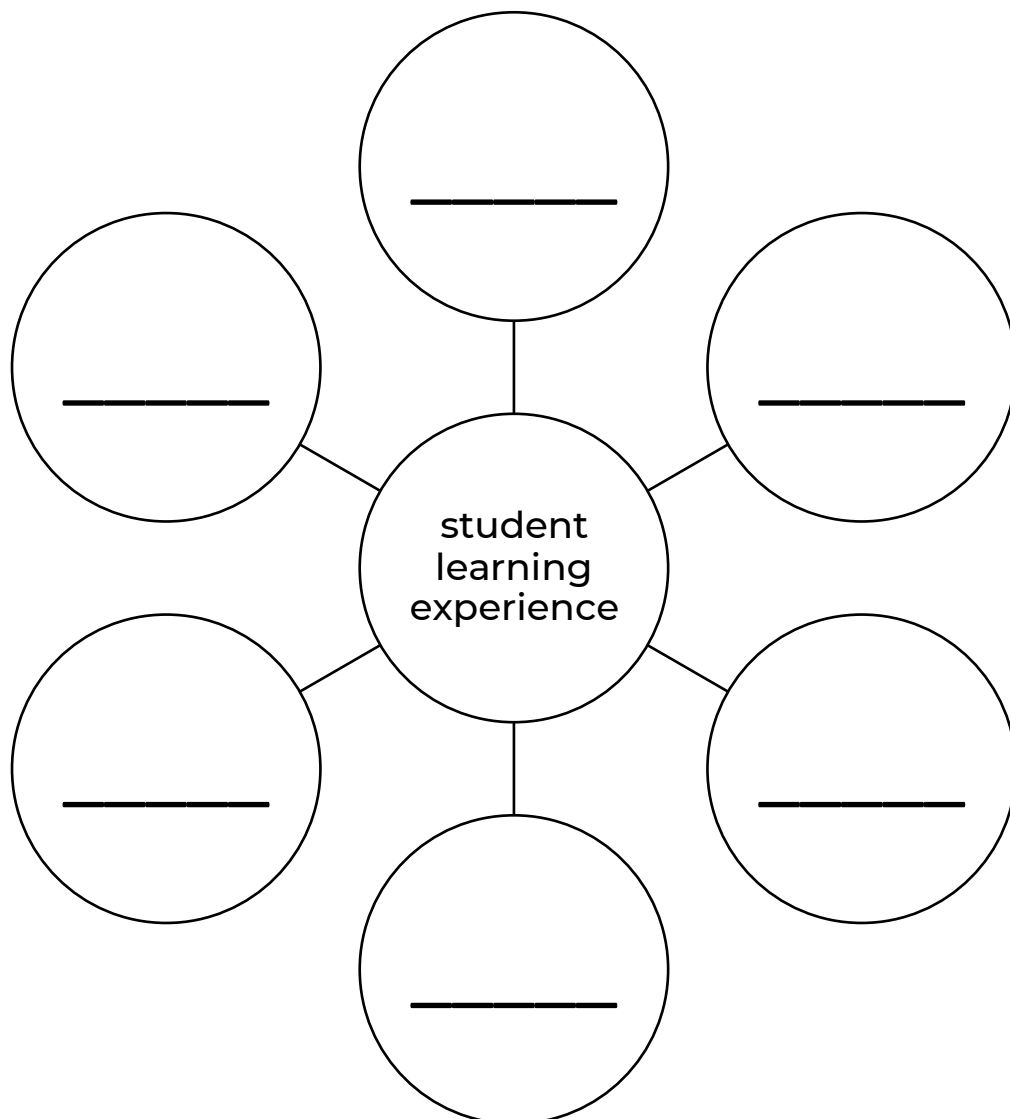




An Expansive View of Learning

In chapter 1, we describe SoTL’s “expansive view” of learning, encompassing cognitive processes, social and emotional dimensions, and more. This broader understanding of students’ learning experiences is important to developing your SoTL inquiry and will appear throughout the rest of *The SoTL Guide*, so now is a good time to sketch a mental model of your students’ learning.

Start with the simple concept map below and add to it as you proceed through the book. At some point, you might add more circles, switch to a different shape (e.g., flow chart, a cycle) or a metaphorical image (e.g., a tree), or write a paragraph. You might consult some existing learning theories (see, for example, Miller-Young and Yeo 2015, 41–42) and research on learning (e.g., Lovett et al. 2023).





References

Lovett, Marsha C., Michael W. Bridges, Michele DiPietro, Susan A. Ambrose, and Marie K. Norman. 2023. *How Learning Works: 8 Research-Based Principles for Smart Teaching*. San Francisco: Jossey-Bass/Wiley.

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