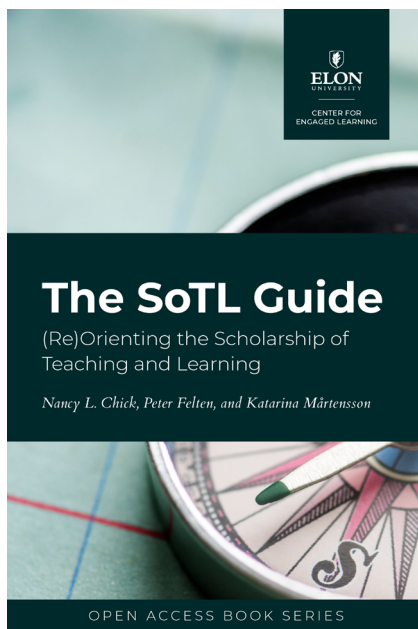


READING GROUP GUIDE



The SoTL Guide

(Re)Orienting the Scholarship of Teaching and Learning

Nancy Chick, Peter Felten, and Katarina Mårtensson

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Access supplemental resources including additional questions specific to each chapter at www.CenterForEngagedLearning.org/books/the-sotl-guide.

FOR DISCUSSION

1. The book highlights the importance of transparency—uncovering assumptions, defining terms, and clarifying processes—as a way of making SoTL more accessible. What assumptions about teaching and learning in your own context might need to be surfaced before you begin (or continue) a SoTL inquiry?
2. SoTL emphasizes noticing and responding to evidence of student learning in multiple forms. How might you broaden what counts as meaningful evidence in your teaching, and how could this influence your instructional decisions?
3. The “big tent” and “trading zone” metaphors emphasize SoTL as a shared, collective endeavor that values diverse strengths and perspectives. What assets do you bring to this community, and what do you hope to learn from others? How might you make both giving and receiving visible in your SoTL practice?
4. The authors suggest that SoTL projects can begin before we think of them as “projects” and extend beyond their official conclusion. How might this idea reshape the way you think about the boundaries of your teaching and research practices?
5. The authors argue that “going public” with SoTL is an act of generosity and a contribution to the collective good. How does this framing influence the way you think about sharing your own teaching practices and findings? What barriers or hesitations might you face in making your work public?
6. Looking back at the book as a whole, what aspect of SoTL feels most motivating for you to take up right now? How will you know if engaging in SoTL has made a difference in your teaching, your students’ learning, or your sense of professional purpose?

ABOUT THE BOOK

The SoTL Guide is a practical, accessible, and engaging book that explicitly guides readers through clear steps to develop their own scholarship of teaching and learning (SoTL) project. The book is applicable to readers from across disciplines, nations, career stages, and familiarity with SoTL through clear language, defined terms, uncovered assumptions, and practical, illustrative examples. The authors invite readers to share an expansive and inclusive view of what “doing SoTL” might mean, which they see as beginning before even thinking about a project and extending well after a project is “finished.”

The book is also more than a step-by-step manual for doing SoTL; it will help readers more broadly understand what SoTL is and does, and why. The book explores the important, intermediate aspect of improvement in SoTL: the improvement of oneself as a professional academic teacher, of one’s teaching practices, and most importantly of one’s students’ learning. The authors argue for the important “going public” part of SoTL as an act of good will and generosity—as potential for *collective* improvement.

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