

THE SOTL GUIDE

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The SoTL Guide

(Re)Orienting the Scholarship of Teaching and Learning

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CHAPTER 10

Sharing What You Learn

Once you've analyzed your artifacts, you might be wondering what to do with what you've learned from that analysis—and from the entire process of conducting your SoTL inquiry. You might ask, *Is it worth the effort of going public? Will anyone care about my modest inquiry in my unique context? Do I really have anything to contribute?* To these questions, we say “Yes!” Sharing what you learn is not only a core step in SoTL, but it is a powerful opportunity to make meaning for ourselves and to build connections with others: “Writing can capture and convey what makes us human, what makes us connected, what keeps us alive” (Healey, Matthews, and Cook-Sather 2020, 17).

In this chapter, we'll share some of our reasons for this response. This chapter won't review all the possible venues and genres for going public because there are many of both available for your SoTL inquiry, and plenty of helpful resources exist to guide you in these choices (see table 10.1 near the end of the

chapter), but we think the reasons for going public are more important and less familiar.

The 6 Ps: Why You Should Share What You've Learned

Lee Shulman (2001), who played a pivotal role in the early evolution of SoTL, offers three reasons to engage with SoTL as a scholarly endeavor that you make public, which he called the three Ps:

- *Pragmatic*: to improve our own teaching and our students' learning
- *Policy*: to influence practices and structures of teaching and learning in and beyond our institutions
- *Professional obligation*: to contribute to our academic community's knowledge of teaching and learning

We'd like to add to Shulman's list:

- *Purpose*: As [chapter 2](#) emphasizes, your sense of purpose should guide your SoTL inquiry, including why and how you share what you've learned.
- *Participation*: We also want to bring forward [chapter 5](#)'s metaphor of engaging in SoTL as joining a conversation. Participation in these conversations is an essential component of SoTL and a primary means of sharing your work.
- *Public*: Finally, contributing to these conversations is a public act that also aligns with Boyer's vision for a SoTL to enhance learning, teaching, institutions, and our world. To Boyer, SoTL is inherently public because it aims:
 - not only to prepare [academic teachers] for productive careers but also to enable them to live lives of dignity and purpose; not only to generate new knowledge

[about teaching and learning] but also to channel that knowledge to humane ends; not merely to study [teaching and learning] but to help shape [higher education institutions] that can promote the public good. (Boyer 1987, 119)

Figure 10.1 illustrates how our expanded list of six Ps builds on Shulman’s original framework. We’ve explored Shulman’s three Ps in earlier chapters (especially chapters 1, 2, and 3), and he’s written at length about them, so this chapter will focus on ours.

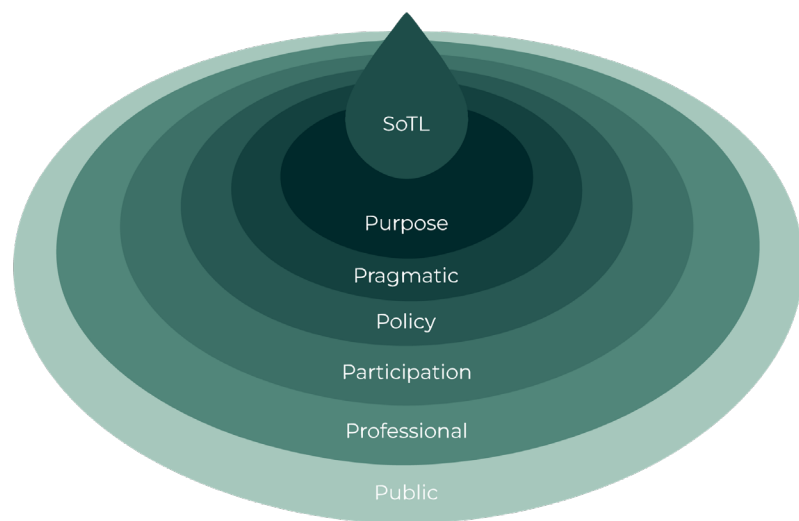


Figure 10.1. An extension of Shulman’s Three Ps.

Purpose

Early in the book, we asked you to reflect on your SoTL purposes—and then to have your purposes guide your inquiry. We now want to extend that further.

We believe that sharing your SoTL work can reinforce your sense of purpose. Explaining to others *what* you do and *why* you

do it can be empowering for you, and it can build community with others who have similar interests and commitments. Talking about *why* might feel uncomfortable if you’re trained in a discipline that values objective research. (*Do I really need to talk about my purposes when I should be talking about my results?*) We encourage you to start with your purposes so that your colleagues can understand the foundations of your inquiry. We also believe that the modern academy has become so results-oriented that it obscures the meaning of our work. By starting with purposes, we aspire to create more human and humane ways of sharing not just the results of our work but the reasons why that work matters.

The results orientation in the academy (more, more, more!) has very human costs. Since the COVID-19 pandemic, burn-out has been a significant problem in higher education globally (Flaherty 2020; Pope-Ruark 2022). But the pandemic isn’t the sole cause. Indeed, Xueli Wang, a leading higher education scholar in the US, notes that “While some of the specific challenges were spurred by the pandemic, collectively, these issues are a reflection of longer-standing, deeper, and pervading problems around work expectations and norms, treating individuals as expendable, inequitable compensation, and demoralization” (2024, 130). For instance, looking beyond those who teach in higher education, much of the pre-pandemic research on burn-out focused on nurses because their rates are among the highest globally (National Academies 2019; Woo, Ho, Tang, and Tam 2020). One of the many reasons for this is the gap between what nurses see as the most important part of their work (i.e., treating patients with an emphasis on quality and care) and the work they’re compelled to do (i.e., treating patients with an emphasis on quantity and efficiency). The “moral injury” of this gap leads to, among other things, the feeling that their work not only

lacks meaning and impact but also negates why they chose to be nurses in the first place (Stovall, Hansen, and van Ryn 2020). Although this research has rightly emphasized systemic change as the best way to mitigate this burnout, it also points to strategies individual nurses can use to see their work as meaningful, and to know that others see it as meaningful as well (Leiter, Harvie, and Frizzell 1998; Leiter and Maslach 2009). We believe academic teachers can learn from the research on nurses, and sharing our SoTL inquiry is one way to see that work as meaningful and to know that others see it as meaningful as well. This can also be an important way to develop and align our professional identities (Healey, Matthews, and Cook-Sather 2020, 32–42).

Our goal in writing this book is to guide you through a process of developing a SoTL inquiry that feels deeply informed by what matters to you ([chapter 2](#) and [chapter 3](#)), meaningful ([chapter 4](#)), connected to others ([chapter 5](#)), caring ([chapter 6](#)), respectful of students' learning experiences ([chapter 8](#)), and more. When you share your SoTL inquiry with others and highlight any of these characteristics, you may be surprised (as we have been!) by the often warm reception to your work. These moments will remind you, often when you need it most, that your work has purpose.

Participation

Sharing what you learn from your SoTL inquiry also helps you participate in the ongoing scholarly conversations about learning and teaching, especially the ones that influenced you along the way ([chapter 5](#)). When you participate in these conversations, you not only add your voice, experience, and expertise, but you also have the opportunity to collegially shape them by inviting

others in, guiding attention to questions that merit further attention, and building an even stronger community to sustain the conversation about this consequential work.

In writing about the ethics of SoTL, Ryan Martin (2018) observed that, by *not* going public with our SoTL work, “we miss out on an opportunity to do the most possible good” for “other teachers and future students” (67). You may recall that in [chapter 1](#) we described SoTL as *inquiry into teaching and learning for the purposes of improving teaching and learning in context and of contributing to what we know about teaching and learning*. The latter part of that declaration relates to the heart of this chapter, *what we know about teaching and learning*. That “we” refers to the communities that are typically the core conversation partners in SoTL: disciplinary colleagues, people in other fields on our campus, our students, and academics in other institutions and in other parts of the world. As we’ve written earlier, we in higher education have so much to learn about teaching, learning, and students. We need your SoTL work. Your colleagues need your SoTL work. Students—not just yours, but others’ as well—need your SoTL work. By contributing in this way, all of us—individually and together—will better understand the complexities, the richness, and the possibilities of our teaching and students’ learning experiences.

Contributing what you’ve learned doesn’t necessarily mean publishing an article in a peer-reviewed journal. Michael Anthony Samuel, from South Africa, notes that SoTL practitioners’ “publication,” or their ways of going public, “could be translated in a variety of spaces,” not just “the academic publications industry” (2017, 25). Indeed, SoTL inquiries are provisional, ongoing, and highly contextualized, so contributing to SoTL conversations in ways that honor these features is important. This aligns with one

of this book's themes inspired by Gary Poole (2013): the aim of SoTL is *not* proving something is either true or universal, but rather our task is “representing complexity well” (141). In [chapter 5](#)'s section on Identifying Your Contribution, you recognized how the particularities of your project (e.g., your context, your perspective, how you complement existing work) are among its strengths. When you share your work, lean into those aspects of your inquiry rather than downplaying them to meet the expectation, common in some disciplines, of making generalizable claims that apply across all contexts. (This is neither a realistic nor an appropriate goal for SoTL precisely *because of* the strength in particularities.) With this in mind, we again encourage you to approach sharing your SoTL inquiries as an opportunity to participate in the scholarly conversation captured in chapter 5's central metaphor of a parlor of discussion.

But we also invite you to take our encouragement literally here: participate in scholarly conversations about this work with colleagues. Katarina's research with Torgny Roxå (Roxå and Mårtensson 2009) has demonstrated that these kinds of “significant conversations” with trusted colleagues are foundational to academic teachers' learning and growth. These conversations are permeated by mutual trust, intellectual stimulation, and a generosity in supporting problem solving and challenging and encouraging ideas—all qualities that speak to SoTL in general, and to your SoTL. Such conversations often take place with close colleagues, but they don't have to. The SoTL community is spread far and wide, so if you can't find someone at your institution, there are plenty of conversation partners out there who'd welcome you. In [chapter 12](#), we'll help you find some colleagues and communities that are eager for you to join their conversation.

Drawing on your SoTL inquiry to participate in these conversations (both metaphorical and literal) will also help you break down some of the isolation that academic teachers commonly experience, what Shulman (1993) called “pedagogical solitude” (6). At many institutions, the classroom is the domain of individual academic teachers, which can be positive when it allows for creative pedagogies; however, this tradition reinforces what Randy Bass (1999) has described as a reticence among many to talk about their struggles (or their successes) in the classroom. By sharing our SoTL inquiries, we are joining, contributing to, and building community by making ourselves and our work open to others. This is truly a “significant conversation.” And when many of us contribute from our diverse perspectives and positions to SoTL conversations, we are nurturing a dynamic community that will in turn nurture us professionally. Teaching is hard work. Doing that hard work in community not only makes us more effective, it also has the potential to make the experience more rewarding and even more joyful.

Public

Finally, we want to revisit our earlier definition of SoTL to leave you with a challenge, or perhaps an inspiration. We describe one of SoTL's goals as *contributing to what we know about teaching and learning*, and we identify many of the audiences implied in that “we,” including disciplinary colleagues, people in other fields on our campus, our students, and academics in other institutions and other parts of the world.

We also encourage you to think beyond these audiences. In [chapter 1](#), we include the public good as one reason to do SoTL. In [chapter 2](#), we list many reasons why you may choose to do

SoTL, including your own concerns about that public good. In [chapter 3](#), we offer your commitments to some larger purpose as a possible entry point into a SoTL inquiry. In [chapter 4](#), we appreciate Anthony Ciccone’s (2018) claim that “meaningful SoTL questions,” among other things, are “truly consequential” (17). You may be sensing a pattern. If any of these moments resonate with you, a final reason to go public with what you learned from your inquiry takes “public” a little farther.

Indeed, the “we” in SoTL’s goal of *contributing to what we know about teaching and learning* is sometimes well beyond educational institutions. There have long been calls for SoTL inquiries that make the world a better place by focusing on how best to educate students to become good people and responsible citizens who support justice and equity (Booth and Woollacott 2018; Gale 2009; Kreber 2013; Leibowitz 2010; Scharff and Hamshire 2022). More recently, though, some SoTL scholars have called for us to mobilize SoTL-generated knowledge, or *what we know about teaching and learning*, to contribute to everyday moments

BOX 10.1

An Example of Public SoTL

To see an example of the result of a public SoTL project, visit toolsforsocialjustice.org. The tagline for this site is “SoTL-Informed Strategies for Everyday Interactions.” Written as a jargon-free site for truly public audiences, it mobilizes some of the existing research on why students resist learning to frame some of the possible motivations for resistance to social justice, followed by SoTL-informed strategies for changing minds based on those specific motivations.

of teaching and learning (Behari-Leak 2022; Chick and Friberg 2022; Huijser, Seeley, and Cronin 2023). Consider that, on some level, teaching means changing people’s minds, and learning means changing your mind. This notion of “public SoTL” challenges the SoTL community (including you) to think about what we know and how we can share what we know to support efforts to change minds *out there* in important, just, and necessary ways (Behari-Leak 2022, 35).

Take, for example, social justice. Social injustice is often rooted in how people think about difference (e.g., race, gender, socioeconomic class, nationality, language). How does this thinking develop? What actions can interrupt or change this thinking? How does thinking inform action? And so on. They could be—and are—SoTL questions. Some in the SoTL community are engaging with these issues already (see box 10.1), and you may be developing a SoTL inquiry that speaks to similar questions. (You may not, and that’s okay, too.) If you are, you’ll certainly want to share it in ways that reach relevant audiences in the public, such as people who want to help change how family members, communities, and even nations think about difference and social justice.

How to Share What You’ve Learned

Now that you see many reasons why you should share what you’ve learned by going public with your SoTL inquiry, let’s consider how you might do so.

Torgny Roxå, Thomas Olsson, and Katarina Mårtensson (2008) have conceptualized two different trajectories in SoTL work. In Trajectory 1, the aim of sharing is to contribute to the teaching and learning culture in your department or at your

institution. Trajectory 2, on the other hand, sets out to contribute to teaching and learning *beyond* the local by focusing on your broader discipline or even the international SoTL community. These two trajectories are not mutually exclusive—many people engaged in SoTL probably follow both of these trajectories (see box 10.2), whether at once or at different times. But the two trajectories are informed by different purposes, audiences, and expectations. Trajectory 2 tends to have more traditional academic expectations for formal, polished, and even sophisticated work, while Trajectory 1 can be a more comfortable and friendly environment for emerging inquiries. (We also want to acknowledge that Trajectory 2 can at times feel friendlier than some institutional contexts, so we don't want to oversimplify.)

What will *your* trajectory look like? Let's explore some possibilities. As you revisit your responses to the early chapters in this book, the answer to this question about your trajectory may become obvious. Your reasons for doing SoTL ([chapter 2](#)), your entry point ([chapter 3](#)), the meaningful SoTL question you developed ([chapter 4](#)), and the existing conversations you chose to contribute to ([chapter 5](#)) may imply a clear trajectory toward a particular audience and how to reach them. Let's say, for example, you did the following:

- You decided to reflect on your teaching in [chapter 2](#) because you wanted to develop a SoTL inquiry to help you grow and change as a teacher.
- The entry point focusing on your beliefs in [chapter 3](#) provoked you to think critically about some of your assumptions about how you teach. The entry point about variation led you to think specifically about how you teach students who are the first in their family to study in higher education.

BOX 10.2

One SoTL Trajectory

Ingela Johansson is a senior lecturer in Spanish at a research-intensive university in Sweden. With limited resources and time for teaching, she meets her students in the A-level class for only a few hours per week. Outside of that, students are expected to read a lot of literature and practice understanding and speaking Spanish. She and her colleagues often talk about how they don't think students spend enough time on their studies, and course evaluations indicate the same. Ingela decides to do a SoTL project. She asks her twenty-nine students to write a diary during one week of studies, and to note whatever they do that's study-related on each day of that week. She finds out that students actually spend much more time studying than she and her colleagues had thought, but also that they spend that study time on different things than she'd expected (e.g., spending more time reading Spanish texts than practicing speaking Spanish). Ingela revises her course and adds new practice exercises that students are expected to perform individually and in groups outside of class hours. These additional activities steer the students towards deeper and more purposeful learning and are positively evaluated by the students and Ingela as a teacher. She first presents the results of her SoTL inquiry to colleagues in her department, opening up new topics for their ongoing collegial conversations. Later, she presents her study at a local campus conference on teaching and learning, where teachers from a range of disciplines attend.

Because of the broad interest in her topic (what students do with their time outside of class and how teachers can influence that) and the encouragement she experienced at the campus conference, she wrote and published an article about it in a national journal (Johansson 2012).

- You then applied [chapter 4](#)'s guidance by developing a SoTL question about how this specific group of students in your classes experiences the first few weeks of the semester when you're orienting students to your course. You started to wonder if you had assumed these first-in-family students knew what you meant by your foundational expectations, such as "read the assigned texts carefully" and "be prepared to discuss in class."
- As you listened widely and deeply, as suggested in [chapter 5](#), you were drawn to the literature on equity-minded teaching, where you discovered the Transparency in Learning and Teaching (TILT) framework (Winkelmes 2023), which offers specific guidance on how to make explicit the expectations and assumptions of any assignment or activity (called TILTING an assignment). In these conversations, you find plenty of studies about many students, but not as many about first-generation college students and even fewer from your specific context, so you're eager to contribute what you learn about supporting your students in their first few weeks.
- The *What works?* project design in [chapter 7](#) inspired you to TILT the first major assignment in an introductory course you teach and then compare the quality of student work on that assignment with student performance on a non-TILT version of the assignment from a prior semester.
- [Chapter 8](#) points you to specific artifacts, not only the students' work on that first assignment but also a process log, where students will chronicle some of their intermediate thinking as they work on this assignment.

This path of developing your inquiry may lead you to specific communities and connections that are new to you. Your own institution may host a teaching and learning conference each

year, and you decide that this is the perfect place to share your inquiry for the first time. You also may find an organization with a significant focus on access and equity for first-in-family students, such as [SPARQS](#) in Scotland, the [South African National Resource Centre](#), or the [Gardner Institute](#) in the US. Perhaps one or more of these organizations hosts an annual conference, or maybe another conference coming up has a relevant theme. And, of course, you'll know that you're enthusiastically invited to share your work at any SoTL conference near or far from you.

At some point, you may decide to stretch further by, for instance, writing and submitting an article to a SoTL journal, a journal focused on these particular students, or one of your field's relevant journals. (You can find a searchable database of SoTL and SoTL-friendly journals in the [Teaching Journals Directory](#) curated by the Center for Excellence in Teaching and Learning at Kennesaw State University, and shortly, we'll say more about the most intimidating part of submitting to a journal, peer review.) Or you may reach out to the host of a relevant podcast to share what you've learned (e.g., "[60-Second SoTL](#)" from the Center for Engaged Learning at Elon University) or write a post for a relevant blog (e.g., the [ISSOTL blog](#)). Your inquiry may even inspire you to create an [infographic](#) about your project or about its results and your recommendations (Keogh, Lowell, Laios, McKendrick-Calder, Molitor, and Wilbur 2024). Or you may want to put your work on social media (e.g., reaching out to Sarah Langridge to be interviewed for her "[In A Spark](#)" newsletter on LinkedIn). And so on.

You may also substitute some of the "or" conjunctions above with "and" because, more than likely, you'll end up sharing your work in multiple ways. Also, while all of this may sound very linear, and sometimes your experience will unfold in this way,

we've often found that the path may be more circuitous. Your SoTL trajectory, then, may begin with your deliberate choices, as above, and maybe it will follow a clear plan, but be open to both serendipity (Green 2024) and surprise (Yeo, Manarin, and Miller-Young 2018).

Less formal settings (e.g., small conferences, posters at SoTL conferences, local seminars, podcasts, blogs, social media) are opportunities to share and receive feedback on preliminary work. These can be ideal places to start, and the peer feedback you receive can powerfully shape your ongoing work. At the same time, publishing or presenting papers in peer-reviewed venues like international journals and conferences can be a motivating intellectual challenge and an effective way to join larger SoTL conversations. Many of us, in fact, may need such peer-reviewed publications for job applications, promotion, tenure, or other career reasons, and that's not a bad thing.

If you worry about scholarly "double-dipping" (i.e., presenting the same thing in different places), you can think carefully about what you share where and how to craft different portions of your work for different audiences. We've found that even the seemingly simplest or smallest SoTL inquiries can generate multiple possibilities, such as the following:

- A focused reporting on the project itself (i.e., what you did, how you did it and why, and what you learned)
- A reflective piece on what you learned about yourself through the SoTL inquiry process
- A critical analysis of a conceptual framework or the method you used, and its promise for others' SoTL inquiries
- A review of the literature on your topic

And there are probably more. In table 10.1, we've compile recommendations and accompanying resources for sharing your SoTL.

Table 10.1. Recommendations and resources for sharing your SoTL	
Recommendation	Supporting Resources and Examples
Start by recognizing the common ground between your disciplinary ways of sharing your work and those used in SoTL. To ease your transition into SoTL, you might first go public in ways that are familiar to you already.	<p>“Reconciling Apples & Oranges: A Constructivist SoTL Writing Program” by Nancy L. Chick, La Vonne Cornell-Swanson, Katina Lazarides, and Renee Meyers (2014)</p>
<p>Reflect on the story you'll be telling as you share your SoTL.</p> <p><i>Hint:</i> it doesn't have to be a success story, and it doesn't have to fit into a narrow set of academic writing forms.</p>	<p>“The Morphology of the SoTL Article: New Possibilities for the Stories That SoTL Scholars Tell About Teaching and Learning” by Faye Halpern (2023)</p> <p>“Making Space for Failure in the Scholarship of Teaching and Learning: A Blueprint” by Nancy L. Chick, Laura Cruz, Jennifer C. Friberg, and Hillary H. Steiner (2023)</p> <p>“Reading the Stories of Teaching and Learning” by Karen Manarin (2017)</p>
Include your own experiences and reflections when you share your SoTL.	<p>“Scholarly Personal Narrative in the SoTL Tent” by Laura Ng and Mary A. Carney (2017)</p>

	<p>“The First Person” by Helen Sword (2019)</p> <p>“Great Introspections: How and Why SoTL Looks Inward” by Gary Poole and Nancy Chick (2022)</p> <p>“Legitimizing Reflective Writing in SoTL” by Alison Cook-Sather, Sophia Abbot, and Peter Felten (2019)</p>
As you think about your word choices and style, attend to the diversity of SoTL readers and audiences.	<p>“Writing for Diverse Audiences” guide from <i>Teaching & Learning Inquiry</i></p> <p>“Internationalising a Journal Article” by Pat Thomson (2017)</p>
Explore some nuts-and-bolts guidance on how to craft some of the genres in SoTL, including more traditional academic genres like empirical research articles, case studies, book chapters, and poster presentations to more public venues like social media, blogs, and mainstream media.	<p>Writing About Learning and Teaching in Higher Education: Creating and Contributing to Scholarly Conversations across a Range of Genres by Mick Healey, Kelly Matthews, and Alison Cook-Sather (2020)</p> <p>“Posters: Visual Representations of SoTL Projects” by Nancy L. Chick (2025)</p> <p>“Social Media and Public SoTL” by Jessie Moore, Claire Hamshire, and Peter Felten (2022)</p>

	<p>“Making Scholarship of Teaching and Learning Public Using Weblogs” by Jennifer C. Friberg, Lauren Scharff, John Draeger, and Aaron S. Richmond (2022)</p> <p>“The Scholarship of Teaching and Learning and Traditional Media” by Lee Skallerup Bessette (2022)</p>
Think carefully about who you are (and who you aren’t citing) and use your work to lift up scholars and voices that you believe merit additional presence in SoTL conversations.	<p>“Who Are We Citing and How? A SoTL Citation Analysis” by Alicia Cappello and Janice Miller-Young (2020)</p> <p>“Naming Is Power: Citation Practices in SoTL” by Nancy L. Chick, Sophia Abbot, Lucy Mercer-Mapstone, Christopher P. Ostrowdun, and Krista Grensavitch (2021)</p> <p>“Can SoTL Generate High Quality Research while Maintaining its Commitment to Inclusivity?” by Jill McSweeney and Matthew A. Schnurr (2023)</p>

Peer Review in SoTL

Peer review is one of the fundamental drivers of quality in most forms of scholarship. Norwegian professor of education Gunnar Handal (1999) points to its role also as a driver of new knowledge: “Without criticism of existing knowledge we would experience almost no scientific progress” (59). In the history of SoTL, key scholars also have emphasized how peer review is an essential part of what makes this kind of inquiry a form of “scholarship.” Following Ernest Boyer’s death, three of his colleagues at the Carnegie Foundation—Charles E. Glassick, Mary Taylor Huber, and Gene I. Maeroff—extended his argument from *Scholarship Reconsidered: Priorities of the Professoriate* (1990) into their book *Scholarship Assessed: Evaluation of the Professoriate* (1997). In this book, the authors list six [criteria for scholarship](#), including “effective presentation...to reach the intended audience” and “reflective critique” by oneself and others as components of all scholarly activity (31–35).

As academics, we experience peer review acutely when we apply for an academic position or promotion, propose a conference session, or submit a manuscript to a journal. We also find it in research seminars and in PhD defenses, and sometimes in department meetings and even email exchanges. These experiences can be exhilarating when we receive affirming or constructively challenging feedback that makes us feel like full and valued members of a scholarly community. At other times, these experiences can be deflating, sparking doubts about our capacities as a scholar and our place in the academy (as the [Facebook group](#) “Reviewer 2 must be stopped” and “Reviewer 2” memes showcase).

Peer review, then, is an essential part of SoTL, but not just any form of peer review will do. Your disciplinary norms of

peer review may or may not translate into what you experience in SoTL. Michael Anthony Samuel (2017) says that the “general scrutiny” of disciplinary peer review often devolves into “the promotion of self-indulgent rhetoric,” but SoTL peer review should be “about actively putting one’s ideas up for challenge to seek new alternatives” and different perspectives that serve “conscious decision-making” (26). Indeed, we have often experienced an ethos of peer review that reflects SoTL’s diverse, multidisciplinary, and generous SoTL community. To be sure, reviews that sound like Reviewer 2 or Samuel’s self-indulgent rhetoricians occasionally pop up, but they are far fewer in SoTL. As authors, former journal editors, and members of the SoTL community, we often find—and advocate for—an intentional orientation toward collegial, developmental, and supportive peer review, a spirit captured in Nancy’s (2024) article, “‘Dear Author’: A Transparent SoTL Peer Review.”

This approach is also embraced, promoted, and rewarded by the International Society for the Scholarship of Teaching and Learning (ISSOTL), the field’s professional organization. This ethos, which Sarah Bunnell and Susannah McGowan (2024) call “the ceremony of SoTL welcome” (41), is shared with those who attend its annual conference through the [ISSOTL Conference Pedagogy](#), which stresses that “our presentation styles—regardless of session type—encourage conversation, facilitate interaction (or even active learning), solicit feedback, and of course invite questions,” and “We listen across differences, asking what we can learn from others about our own situations. We ask questions that call for answers by multiple scholars from a variety of cultural and disciplinary contexts” (Chick, Bunnell, Felten, Higgs, Long, Manarin, Marquis, Mårtensson, Matthews, Moore, and Scharff 2017) Also, the [instructions for peer reviewers](#) of ISSOTL’s

journal, *Teaching & Learning Inquiry*, stipulate that reviewers should hold high standards while “providing constructive criticism in a professional and collegial manner” and encourage “reviewers to approach the process with a mentoring mindset” (*Teaching & Learning Inquiry*, n.d.) And to further promote and celebrate this developmental approach to peer review, the journal also grants an annual [Gary Poole Distinguished Reviewer Award](#), in honor of the ways in which one of its founding coeditors embraced and enacted that spirit, along with the expectation of systematic approaches and meaningful contributions in SoTL inquiries.

In the end, we encourage you to situate your thinking about peer review in SoTL within this chapter and others in this book. Think of it as part of the process of entering an ongoing conversation. Yes, everyone in this particular conversation may be blindfolded, but your goal in joining them is to invite these conversation partners to care enough to push and prod in ways that make your SoTL work, and you, stronger. We began this book with an emphasis on the people—our (Nancy, Peter, and Katarina) relationships with each other and other colleagues, and you as you bring your whole self to your work and to this work. In the final section of this book, we’ll delve into some other ways engaging in SoTL may affect you as an individual ([chapter 11](#)) and as part of a community of scholars ([chapter 12](#)).

Questions for You

We invite you to explore these questions in individual reflection or collegial conversation:

- Reflect on the 6 Ps outlined in this chapter (i.e., *pragmatic, policy, professional, purpose, participation, and public*). What do they help you notice about your SoTL practice?

- What are your most significant experiences with scholarly peer review? How might SoTL’s orientation toward collegial, developmental, and supportive peer review support or challenge you?
- What are one or two ways you could extend your SoTL work even further into the public?

Supplemental Materials

- [Table](#): Recommendations and Resources for Sharing Your SoTL
- [Video](#): Four SoTL luminaries describe a variety of ways to think about going public with SoTL in this video (7:31) produced by the Center for Engaged Learning.