



Research Article

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

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ABSTRACT

This study starts with the widely held beliefs that increasing instruction does not always translate into students learning more, and that universities prefer to prioritise research over instruction. The notion of scholarship of teaching and learning (SoTL) has been selected by the authors to address issues pertaining to teaching and learning. The paper discusses the history, relevance, features, and models of SoTL. In addition, it elaborates on best practices, SoTL-related frameworks, and its ramifications.

SoTL refers to a methodical examination of a problem related to teaching and learning that is shared for evaluation, communication, and potentially some kind of action that modifies what is done in the classroom. Boyer's famous book *Scholarship Reconsidered: Priorities of the Professoriate* (1990) marked the official beginning of SoTL. SoTL practitioners are more likely to encourage in-depth learning in their pupils. Learning partnerships, communal property, artistic expression, and a certain level of "going meta" are characteristics of SoTL. There are two proposed SoTL models: the practice-focused model by Trigwell and Shale (2004) and the nine components of SoTL by Kreber and Cranton (2000).

The spectrum of researchers across the entire continuum, from classroom inquiry to serious educational research, is made possible by the principles of good practice. The frameworks associated with SoTL include Discipline-Based Educational Research, Decoding the Disciplines Approach, Signature Pedagogies, 4M framework, and Professional Societies for Teaching and Learning. The scholarship of teaching and learning (SoTL), which is based on inquiry and engagement, reframes teaching as a continuous, intellectual process with a focus on enhancing student learning.

The paper's conclusion is that it's critical to recall that higher education's teaching across disciplines is just as varied as the subjects themselves.

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INTRODUCTION

We are aware that "effective teaching is an essential component of teacher education programs as they prepare for the professoriate and careers in academia" and that "college teachers have had little or no preparation for teaching in higher education." Thus, during the past 20 years, there has been a lot of discussion concerning the type of teaching that best facilitates effective learning as well as the quality of teaching and learning in institutions. But lately, the emphasis has shifted from teaching alone to teaching as scholarship. The notion of SoTL has become essential to the advancement of effective higher education teaching methods and, as a result,

to the improvement of the calibre of student learning. Being relatively new, the idea behind SoTL is still in its infancy. As a result, there is a great deal of variance in the understanding and representation of SoTL.

The idea of SoTL in higher education is difficult. In the last two decades, several definitions and models have been proposed. This caused significant misunderstanding and doubt regarding the meaning and applicability of the scholarship of teaching, which deviated from Boyer's original aim when he first proposed the idea. In an effort to make sense of the SoTL and its ramifications, this paper provides an outline of the idea.

We'll look at the following features:

1. the origins of the SoTL;
2. the significance of the SoTL;
3. the main characteristics of the SoTL;

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4. the models of SoTL;
5. the good practices of SoTL;
6. the related frameworks of SoTL; and
7. the implications of SoTL.

After implementing fresh, cutting-edge teaching strategies, one can start to question the results of one's actions.

- How have the modifications one made affected things?
- Has there been a change in how satisfied students are? involvement of students? Are students learning?
- Do the new learning exercises help every student in the same way, or do some students gain more from them than others?

This is frequently referred to as the SoTL when one makes an effort to investigate these issues through meticulous inquiry.

*What is SoTL?* A systematic research of a teaching or learning problem is shared for review, distribution, and potentially even action that alters classroom procedures. This process is known as the Scholarship of Teaching and Learning (SoTL). Therefore, SoTL is an amalgam of research, teaching, and learning in higher education with the goal of providing a scholarly perspective—that is, rigour, curiosity, and diversity of disciplines—to what takes on in the classroom (<https://my.vanderbilt.edu/sotl/understanding-sotl/>).

#### Therefore, SoTL entails:

1. aiming to improve student learning through strengthening teaching practices (one's own and others'),
2. asking insightful questions about student learning and the instructional strategies meant to support it,
3. answering those questions by first presenting relevant student learning as evidence of thinking and learning (or mislearning), and
4. sharing the results of that analysis in a way that promotes review and adds to the body of knowledge on student learning in a variety of contexts.

We recognise the academic approach that SoTL delivers since it starts with intellectual curiosity, is carried out purposefully and methodically, is based on an examination of a few pieces of evidence, and produces conclusions that were distributed to colleagues for peer review and knowledge base expansion.

#### 1. The Origins of SoTL

Education departments have a long history of conducting systematic research on teaching and learning, although these studies are often undertaken by education specialists and concentrate on grades K–12. Higher education is the main focus of SoTL, which is carried out by disciplinary experts. Although SoTL is frequently called a “young” field, this designation is mostly symbolic. Studying how students learn in their subjects is a long-standing history in several disciplines, such as psychology, sociology, and composition. However, practitioners of SoTL point out that a significant portion of their research serves academics and instructors on campus, making SoTL distinct in that it targets a multidisciplinary audience.

SoTL's official inception dates back to 1990. Ernest L. Boyer attempted to describe academic scholarship as more than just “teaching versus research” in his seminal work *Scholarship Reconsidered: Priorities of the Professoriate* (1990).

A paradigm change is occurring in American higher education, according to Robert B. Barr and John Tagg's 1995 paper “From Teaching to Learning: A New Paradigm for Undergraduate Education,” which quickly entered the SoTL canon. The prevailing paradigm at our institutions can be summarised as follows: a college is an establishment that offers education. We are gradually but significantly moving towards a new paradigm where a college is an organisation that creates knowledge. Everything changes with this transition. It is both desired and necessary.

Acknowledging the challenge of shifting from teaching to learning, Barr and Tagg carefully describe the differences and how they affect the university's mission, success criteria, teaching and learning structures, learning theory, productivity metrics, and the roles that different campus members play.

Given this modification, the phrase “the scholarship of teaching” no longer adequately conveys the goals and presumptions of this study, which hold that enhancing instruction does not always result in increased student learning. Both processes need to be comprehended and examined in tandem. According to Shulman and Pat Hutchings, this way of thinking about learning is characterised by the need for faculty to “go meta,” or formulate and methodically look into issues about student learning, like how to make it deeper, what it looks like, and how to occur in a classroom. This process is done with the goal of improving student learning and advancing practice beyond the classroom. (1999, page 10)

Boyer's original phrase “scholarship of teaching” became “scholarship of teaching and learning” as a result. According to Hutchings and Shulman (1999), the term “SoTL” refers to a methodical investigation of student learning that promotes the higher education teaching practices by disseminating research conclusions.

In order to improve teaching and learning, SOTL inherently builds upon a number of previous traditions in higher education, such as action research, peer evaluation of instruction, conventional research in education, classroom and program assessment, and faculty advancement initiatives. Therefore, SOTL includes elements of faculty development or professional development, such as how educators can advance their pedagogical knowledge—that is, how to better instruct newcomers in the area or facilitate their learning—in addition to their subject-matter competence. It also includes researching and using more contemporary teaching techniques, like problem-based learning, cooperative learning, active learning, and others (Sappington, N., Baker, P. J., Gardner, D., & Pacha, J., 2010; Zambo, D., 2010; Jacobsen, D. M., Eaton, S. E., Brown, B., Simmons, M., & McDermott, M., 2018).

Only a small number of periodicals publish SOTL outputs, including several essential SoTL journals and newsletters, as well as a plethora of disciplinary publications (e.g., *J. Chem. Educ.*, *J. Natural Resour. Life Sci. Educ.*, *Research in the Teaching of English*, *College English*, *J. Economic Education*), disseminate such inquiry outputs.

A committee of 67 academics from several nations created the International Society for the Scholarship of Teaching & Learning (ISSOTL) in 2004 to provide support to faculty, staff, and pupils who consider learning and teaching to be important intellectual pursuits. Since 2004, experts from roughly a dozen countries have attended ISSOTL's yearly conferences.

*How Did SoTL Come to Be?* Although Boyer (1990) is often credited with coining the term “scholarship of teaching,” other writers have also made contributions to the development of SoTL. Teaching and learning resources as well as course topics were seen as types of scholarship by Braxton and Toombs in 1982. Later, among other forms of scholarship, Pellino, Blackburn, and Boberg (1984) talked about the value of teaching scholarship. A key component in defining the SoTL is the notion of pedagogical content knowledge, which was first proposed by Shulman in 1987. Finally, given that colleges typically prioritise research and minimise the importance of instruction, Ernest Boyer placed teaching and research on same footing in his 1990 work *Scholarship reconsidered: Priorities of the Professoriate*.

Boyer also stressed the notion that all aspects of academic practice might incorporate scholarship. They are as follows:

1. *A scholarship of discovery*: The traditional definition of research is similar to the scholarship of discovery. It speaks not just of the results but also of the process and, most importantly, the passion that give the work its purpose.
2. *A scholarship of integration*: In order to create more comprehensive patterns and connections, this entails interpreting data and establishing connections between disciplines. It means conducting study at the intersections of fields, at their limits.
3. *A scholarship of application*: Beyond only utilising knowledge to solve practical problems, it also denotes an ongoing dialogue and exchange between theory and practice that produces fresh insights into the mind.
4. *A scholarship of teaching*: By doing this, the unequal position of research and teaching is addressed, and teaching is given the respect it deserves. In this fashion, the goal is to elevate the calibre of student learning, underscore the significance of student-centered teaching, and, at the end of the day, position scholars as co-learners.

Rice (1992) highlights the distinctions between the various types of scholarship mentioned above as well as their interrelationships.

## II. Significance of SoTL

SoTL contributes to the provision of the evidentiary foundation for higher education classroom teaching methods, working in tandem with traditional research in education and the learning sciences. Because the results of these research often have good external validity—that is, they can be applied to other, comparable classrooms and settings—it is valuable.

Several pieces that explain the rationale behind David Pace's “consensus,” including the importance and necessity of SoTL, may be found in the first issue of *Teaching and Learning*

Inquiry, the journal of the International Society for the Scholarship of Teaching and Learning (ISSOTL). For example, Dan Bernstein contends that participants in SoTL are “assets” to their institutions because they “provide excellent models of practice for local colleagues, generate high-quality evidence for internal and external assessment, and offer accessible examples of quality education to prospective students” in addition to producing “visible analyses of student learning taking place in their institutions” (2013, p. 35).

According to Joëlle Fanghanel, SoTL provides a collaborative, democratic, process-focused, and output-oriented model of faculty development that is “an alternative and more faculty-friendly model that replaces the pervasive model based on competition, outputs, performativity, and solitude” (Chick & Poole, 2013, p.3). Also, according to Keith Trigwell's article, SoTL practitioners are more likely to support students' in-depth learning (pp. 100–101). This explains how SoTL affects student learning.

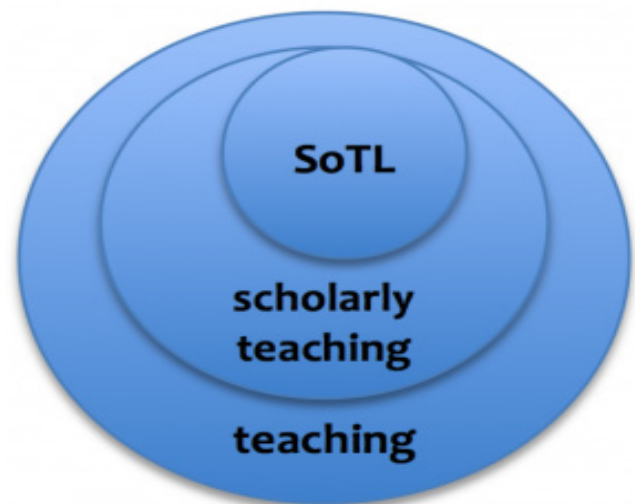


Figure 1. Concept of SoTL (Trigwell, Keith, 2013).

Within social science research, educational research is a specialised subfield with its own methods, instruments, and procedures that is based on a body of theory and prior study. Most instructors, even those with extensive research backgrounds in their own professions, will need some assistance to design a valid and reliable study that produces data that can be used to advance instructional practice in order to participate in SoTL effectively.

## III. Characteristics of SoTL

According to Rice (1991), the creation and use of the SoTL's several unique components—“content knowledge,” “pedagogical knowledge,” and “pedagogic content knowledge (PCK)” —should serve as the foundation.

Inferred from the notion of pedagogical knowledge, content knowledge is crucial to the formation of knowledge about teaching. The knowledge that connects pedagogical and content knowledge is known as PCK. It is a crucial component of a teacher's ability to instruct. With PCK, educators can take chances, modify tactics and approaches that don't seem to be working, and switch up their approaches as the dynamics of the classroom change.

1. Furthermore, rather than focussing on the traditional instructional connection, the SoTL assumes a learning partnership and encourages and honours instructors and students working together to co-create knowledge (Trigwell et al, 2000). Boyer (1990) and Trigwell and Shale (2004) contend that a student-focused teaching approach is the only way for a concept of so-called theory of learning (SoTL) to be truly effective. Student scholarly autonomy must result from carefully designed engaging educational opportunities that help every student develop their capacity for independent thought and encourage lifelong learning, as the emphasis on a learner-centred vision of university teaching grows (Biggs, 1999; Prosser and Trigwell, 1999; Ramsden, 2003). "Great teachers foster active learning rather than passive learning and help students develop into critical, creative thinkers who can continue to learn long after they graduate from college" (Boyer, 1990).
2. The growth of the SoTL also depends on teachers' experiences and practices being shared and disseminated. Teaching is a communal endeavour, according to Shulman (1993), who also views communication as an essential component and the antithesis of the antiquated concept of "pedagogical solitude." The author additionally highlights that scholars are part of dynamic communities that involve dialogue, assessment, and gathering others in virtual classrooms to share knowledge, approaches, and justifications. Furthermore, scholarship is defined as an artefact or product that is part of a community that can be discussed, shared, evaluated, traded, and expanded upon.
3. A third attribute is added later by Shulman (1999) to further summarise the qualities of scholarship: "An act of intelligence or artistic creation becomes scholarship when it possesses at least three attributes: it becomes public, it becomes an object of critical review and evaluation for members of one's community begin to use, build and develop those acts of mind and creation." The importance of peers in the creation of legitimate knowledge is further highlighted by Andresen (2000), who states that "in a scholarship of teaching, each knowledge-claim would be always open to questioning, both privately and publicly." Scholarly teachers' assertions about their expertise, as well as the veracity and accuracy of how and why they acquired it, are always subject to critical evaluation by their peers.
4. "A scholarship of teaching requires a kind of 'going meta', in which faculty frame and systematically investigate questions related to student learning - the conditions under which it occurs, what looks like, how to deepen it, and so forth - and do so with an eye not only to improving their own classroom but to advancing practice beyond it," Hutchings and Shulman (1999) added as a fourth attribute to the description of the SoTL.

#### IV. Models of SoTL

To help with a better understanding of SoTL, some researchers have attempted to integrate its various qualities and have

created models of scholarship of teaching.

1. Kreber and Cranton's model: It views the SoTL as involving both the demonstration of that knowledge and the acquisition of information about teaching. The concept put forward by these authors is based on the kind of introspection and knowledge that scholars are able to gain. As they advance their teaching research, educators can participate in content, process, and premise reflection (Mezirow, 1991) on curricular, instructional, and pedagogical knowledge (Habermas, 1971). Based on this premise, the nine components of the scholarship of teaching described by Kreber and Cranton (2000) are shown in Figure 2.

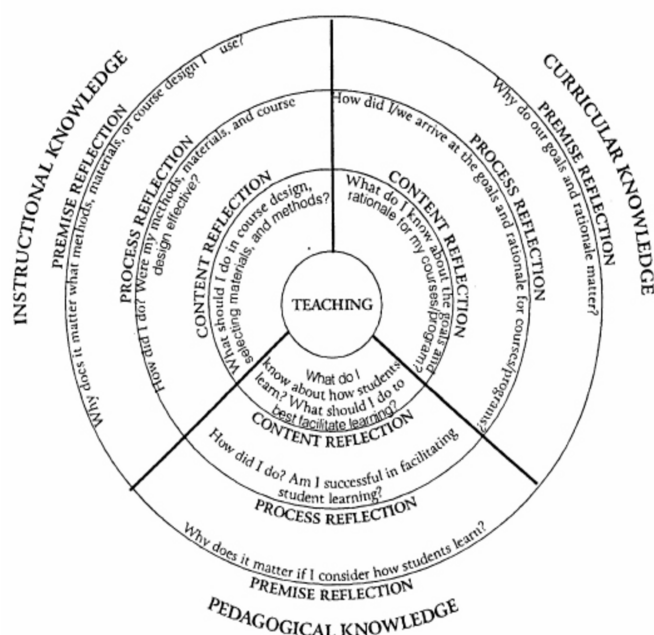


Figure 2. Components of a Model of Scholarship of Teaching and Learning (Kreber and Cranton, 2000, p. 485)

This approach allows for the identification of certain indicators for each of the nine components of scholarship. Three indicators are proposed for every type of concept, procedure, and curricular knowledge. Teachers who use these indicators to guide their learning are exhibiting evidence of the scholarship of teaching and learning, according to Kreber and Cranton (2000).

2. Trigwell and Shale's model: It prioritises an understanding of scholarship as an activity and is practice-focused. It favours the process of knowledge creation with students and views learning as a collaboration between the teacher and the students. Additionally, it deals with the articulation of pedagogical resonance, which is described as "the bridge between teacher knowledge and student learning" or "the bridge that links teacher knowledge with teacher action" by Trigwell and Shale (2004).

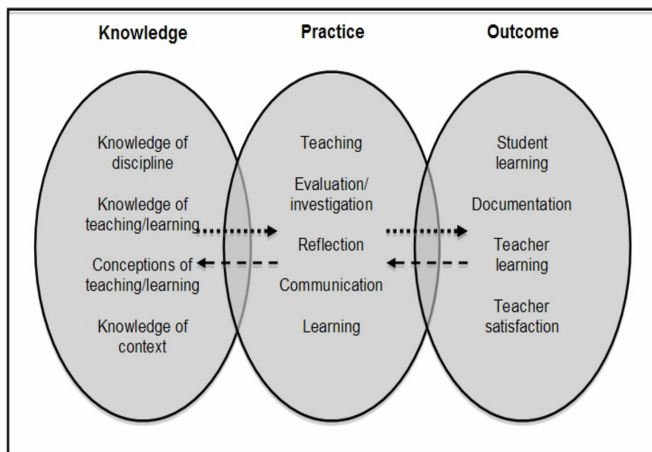


Figure 3. Components of a Model of SoTL (Trigwell and Shale, 2004, p. 529)

As seen in Figure 3, this approach consists of three interconnected teaching components: knowledge, practice, and outcome, as well as a distinct scholarship component. A collection of elements define each component of teaching. According to these authors, when scholarly instruction is made available to the public, a SoTL occurs. Academic knowledge is constantly open to public review, debate, re-examination, and even modification (Andresen, 2000).

#### V. Good Practices of SoTL

According to Bernstein (2010), these guidelines support a wide spectrum of scholars and practitioners who work throughout the whole “continuum from classroom inquiry to rigorous educational research.” Guidelines for best practices can act as a guide for comprehending and assessing work in our sector, all the while respecting the uniqueness of SoTL in its various manifestations around the world. The following are the tenets of excellent practice in SoTL (Felten P, 2013):

Inquiry focused on student learning

Grounded in context

Methodologically sound

Conducted in partnership with students

Appropriately public

Naturally, the primary tenet of SoTL is inquiry with an emphasis on student learning. While investigations into how teaching and teachers affect students’ learning can also be included, inquiry into learning typically centres on students (Biggs, 1999). The questions that propel investigation into learning will differ, spanning disciplines (Huber & Morreale, 2002) and Hutchings’ taxonomy (2000), from “what works” and “what is” to theoretical development and visions of the future. Therefore, targeted, critical investigation into a clearly defined facet of student learning is necessary for excellent practice in SoTL.

In a similar vein, sound practice has a foundation in both the local and scholarly setting. Any kind of scholarship expands on existing knowledge by laying a solid foundation for investigation through the use of pertinent theory, practice-based literature, and earlier research (Glassick et al., 1997). Given that every SOTL has its roots in particular classroom,

disciplinary, institutional, and cultural settings, being mindful of the context for SoTL also calls for being sensitive to the inquiry’s location and dynamics (Hutchings & Huber, 2005). The various work contexts that faculty members operate in should be taken into account when determining best practices in SoTL. While some of us have a lot on our plates as teachers with little time or funding to support research, others have more resources at their disposal. Those of us who teach large numbers of students find it easier to implement quantitative approaches than do individuals who instruct short courses (Peters et al., 2008). Because of this, any evaluation of best practices needs to take into consideration the academic and local contexts in which the work is being conducted.

Third, sound methodology underpins successful practice in SoTL. Methodological issues have plagued SoTL practitioners since its inception in the United States. Within the movement, Huber and Morreale (2002) argued for “disciplinary styles,” noting how various fields lead faculty to pursue various enquiries and unique approaches to gathering and evaluating student learning data. Simultaneously, social science research methods gained significant traction, partly due to the fact that these techniques were created by specialists to examine learning and growth. Many widely used SoTL procedures have been recognised by authors of useful guides to SoTL practice, like McKinney (2007). Nonetheless, there are still valid reasons to support discipline-specific approaches (e.g., Bass & Linkon, 2008). Therefore, effective SoTL practice necessitates the purposeful and meticulous deployment of research instruments that link the central topic of a given investigation to student learning, independent of the methodologies used.

Fourth, conducting learning inquiry in collaboration with students is a requirement of effective practice. SoTL must, at the very least, adhere to the fundamental principles of human subjects research, making sure that participants are aware of their rights and that no students are hurt (Hutchings, 2000). Beyond that foundation, though, collaboration with students in inquiry is starting to be acknowledged as an important feature of successful SoTL. Drawing from the efforts of Carmen Werder and other Carnegie Scholars, Hutchings and Huber pushed for the inclusion of students in the “teaching commons” in 2005. The necessity for “a commitment to more shared responsibility for learning among students and teachers, a more democratic intellectual community, and more authentic co-inquiry” was later emphasised by them in order to further emphasise that call (Hutchings & Huber in Werder & Otis, 2010, p. xii). SoTL practitioners have shown the potential and strength of this kind of collaborative work, frequently working in conjunction with students (Werder & Otis, 2010; Bovill et al., 2011). Although complete cooperation might not be feasible or suitable for every SoTL project, it is imperative for best practices to involve students in the process of inquiry.

And last, “going public” is an excellent practice. Shulman has stressed the importance of this step over the past 20 years in order to establish education as “community property.” A useful model regarding SoTL has been developed by Trigwell and colleagues. It comprises four dimensions of “communication,” starting with “none” and going up to “publication in international scholarly journals” (2000, p. 163), reports at national conferences, and local conversations with colleagues. Although a large portion of SoTL easily fits

into this framework, Bernstein and Bass (2005) have argued that publishing SoTL investigations in a non-traditional format is preferable because it allows for “sustained inquiry into student learning across semesters that is made widely available in an electronic course portfolio—a high form of scholarship in and of itself.” The best methods to go public with SoTL research should capture and represent its shifting nature, as it is often extremely contextual and iterative. Therefore, in order for colleagues to review and utilise the work, good practice in SoTL dictates that both the inquiry’s method and its results be made available to the public.

When combined, these five guiding principles can help one create and improve smaller SoTL projects as well as more extensive SoTL investigations.

## VI. Related frameworks of SoTL

Five frameworks are related to SoTL. They are:

1. *Discipline-Based Educational Research (DBER)*: In contrast to the more all-encompassing SoTL idea, DBER is strongly related to particular academic disciplines like biology, chemistry, or mathematics. This is frequently reflected in the highly topic-specific questions that are asked, and researchers in this field frequently have a background in the subject rather than in pedagogy (Kortemeyer, G., 2020).
2. *Decoding the Disciplines Approach (DDA)*: Its primary goals are to assist students master mental actions and to make apparent the tacit knowledge of professionals (Pace, D., 2017).
3. *Signature Pedagogies*: In particular fields, these are methods of instruction (Shulman, L., 2005a; Shulman, L., 2005b). Signature pedagogies include, for example, pre-service teachers completing a classroom-based practicum as part of their teacher preparation or medical residents performing rounds in hospitals. Since researchers have looked into the usage of signature pedagogies in e-learning (Eaton, S. E., Brown, B., Schroeder, M., Lock, J., & Jacobsen, M., 2017; Brown, B., Eaton, S. E., & Schroeder, M., 2017), for example, the concept of signature pedagogies has grown. According to some academics (Felten, P., & Chick, N. (2018), SoTL is a signature pedagogy in higher education.
4. *4M Framework*: We can comprehend challenging issues in teaching and learning thanks to this framework (Poole, G., & Simmons, N., 2013). The approach originated in systems theory and has been modified for application in learning environments. According to Eaton (2020), there are four levels in the framework that can be used to study complex problems: micro (individual), meso (departmental), macro (institutional), and mega. Over time, the most significant changes may occur at the meso-level and beyond (Roxå, T., & Mårtensson, K., 2012). As a result, Miller-Young (2016) suggests using the framework to participate in institutional reporting of SoTL activities and strategic planning.
5. *Professional Societies*: “To encourage the study of instruction and principles of learning in order to implement practical, effective methods of teaching and learning;

promote the application, development, and evaluation of such methods; and foster the scholarship of teaching and learning among practicing post-secondary educators” is the stated mission of the International Society for Exploring Teaching and Learning (ISETL) (isetl.org). Every year, they have a conference in different places.

## VII. Implications of SoTL

Some authors have criticised SOTL for being vague, unfocused, and failing to distinguish between it and educational research conducted in postsecondary education. Furthermore, others contend that the concept of SoTL has expanded too much and that it is now synonymous with innovative and non-evidence-based teaching practices (Canning, John; Masika, Rachel, 2022-06-03). According to Macfarlane, SoTL undermines the standing of educational research and perpetuates the idea that it is less important than discipline-based research (Macfarlane, B., 2011).

The SoTL, which is based on inquiry and engagement, reframes teaching as a continuous, intellectual activity with a focus on enhancing student learning (Huber & Morreale, 2002). Four distinct features set SoTL apart from other projects. First, according to Huber and Morreale (2002), “it treats teaching as a form of inquiry into student learning” (p. 9). Second, rather than seeing teaching as a private endeavour, it sees it as a public and community endeavour (Huber and Hutchings, 2005). Third, the work must be open to examination and evaluation in order to be considered scholarship, and last, it must be available to other experts in the field (Bass, 1999).

Although diversity has aided in the development and global expansion of SoTL, it has also led to a certain form of incoherence or inconsistency that makes it challenging to assess the calibre of SoTL enquiries, especially as the global SoTL community grows. This is not a minor issue. According to Bernstein (2008, p. 51), “We need to prove that the products of teaching can also be rigorously evaluated for excellence by a community of peers when we describe teaching as serious intellectual work or scholarship.”

Academic peer review generally expands upon discipline-specific conventions about standards and indicators of superiority. But agreed definitions in SoTL are elusive (Woodhouse, 2010; Potter & Kustra, 2011), and if we appreciate the concentration in the classroom that has aided in SoTL’s progress, we might not even want them. And even for the most excellent and meticulous SoTL projects, it can be unclear where and how to go about “going public.” Huber (2009) points out, for instance, that significant SoTL in the US has frequently not been found in conventional academic forums but has instead spread through informal networks of academics who are interested in student learning. For these reasons, publication in prestigious peer-reviewed journals—the traditional means of evaluating scholarly quality—is not sufficient nor appropriate for the SoTL community.

But these restrictions shouldn’t keep us from differentiating between different SoTLs in terms of quality. In order for academic research on student learning to be acknowledged as noteworthy intellectual output in academic institutions, it is necessary for us, the community of practitioners, to clearly define our mutual standards and shared values for optimal

conduct in student learning research.

## CONCLUSION

In higher education, the scholarship of teaching and learning, or SoTL, has become a significant field of study. Between 2010 and 2019, more than 40,000 articles pertaining to SoTL were published (Major & Braxton, 2020). There is clear evidence of scholarly interest in and participation in SoTL from the sheer amount of these articles focused on SoTL. When taken as a whole, these studies show that promoting a robust SoTL culture within academic institutions is crucial to the advancement of inclusive and critical co-creation ideas. Faculty support programs, positionality self-reflection, diversified techniques, and community of practice (CoP) initiatives for faculty support are among the efforts to support SoTL that these authors look at (New Dir Teach Learn. 2024:2024:7-10. wileyonlinelibrary.com/journal/tl • 2024 Wiley Periodicals LIC).

Three aspects of the notion of SoTL appear to be universally understood, despite the fact that there have been many different interpretations of it over the past 20 years. They are:

learning partnerships as a result of student-focused instruction;  
critical reflection articulated as content pedagogical knowledge;  
and peer review and critique through publication.

Participating in SoTL should be primarily focused on improving students' learning experiences by strengthening teachers' pedagogical content understanding. Researching in the classroom is one of the best strategies to enhance the SoTL. But it's crucial to remember that higher education's disciplinary teaching is just as varied as the fields themselves. This suggests that the kind of study carried out in each subject will likewise have distinctive qualities.

Therefore, the goal of the area of SoTL is to transform teaching from a practice that is well-rehearsed into an academic endeavour that requires the teacher to carefully organise, evaluate, and disseminate their lessons. Building upon disciplinary practices and epistemologies, SoTL employs a variety of approaches.

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