



SoTL in Verse

ABSTRACT

This piece offers an overview of the Scholarship of Teaching and Learning (SoTL) in a nontraditional genre. It glances backward to the catalyst for the movement and traverses the context of SoTL today. Grounded in foundational literature of the field, it explores ideas about SoTL, including its purpose, nature, and characteristics. It underscores the importance of the symbiotic relationship between teaching and research and highlights improved student learning as the primary focus of SoTL inquiries. Embedded within the piece is the need for SoTL engagement to transform the educational landscape in morally and socially responsible ways. SoTL is laden with an ethic of reflexivity evidenced in actions that improve learning and the contexts in which teaching and learning occur for those in the core of the inquiry as well as others by extension.

KEYWORDS

scholarship of teaching and learning, research, student learning, praxis, assessment

Scholarship Reconsidered interrogated the *Priorities of the Professoriate* and carved a niche for a new vision of scholarship in which teaching is honored (Boyer, 1990)
Community-oriented and public, not private and idiosyncratic (Huber & Morreale, 2002)
Heterodyned teaching and research
Open to peer review and evaluation, dissemination (Bass, 1999)
Leveraging contexts, from grassroots to global
A commitment to students as collaborators, co-constructors in research and teaching (Healey, 2012 & McKinney, 2007)
Reconceptualization of teaching as a form of inquiry into student learning (Huber & Morreale, 2002)
Systematic assessment and evaluation of the impact one's teaching on students' learning
Holistic in its undergirding
Imperative for higher education today (Huber & Hutchings, 2005)
Praxis

of

Transcending disciplinary boundaries as a hallmark as scholars within and across disciplines work for the improvement of teaching and learning in their fields and

beyond (McKinney, 2007)

Ethos, pathos, logos

Attitude of inquiry and engagement

Communication within the *commons* (Huber & Hutchings, 2005)

Hamper of knowledge and resources

Improved student learning and attitude

New generation of teacher scholars

Gamic

&

Learning is the primary purpose of higher education institutions; thus it should inform research, recognition, and reward structures (Hutchings, Huber, & Ciccone, 2011)

Ethical and moral imperatives (Shulman, 2002)

Actions aimed at civic and moral transformation (Atkinson, 2001; Kreber, 2006)

Reflective, reflexive, and recursive in nature (Gilpin, 2009)

Networks and partnerships

Investigation and analysis, yes, research (Bass, 1999; Bender & Gray, 1999)

Natural extension of scholarly teaching; not the same

Genesis!

Lorraine S. Gilpin is an associate professor of education and SoTL scholar at Georgia Southern University.

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