

GETTING STARTED WITH SoTL

Getting started with the scholarship of teaching and learning (SoTL) is about engaging in the activities described on the CRTHE website (Centre for research into teaching in Higher Education). <https://www.leedsbeckett.ac.uk/staffsite/services/centre-for-learning-and-teaching/the-centre-for-research-into-teaching-in-he/>

For a more structured look at how to begin, this six-step, staged approach to scholarship outlined in Glassick et al. (1997) is useful.

- 1 GOALS:** Develop clear, realistic and achievable goals or a set of research questions for your project:
 - Write a problem statement that is feasible, interesting to you and peers, novel, ethical and relevant
 - Include a purpose statement which has potential to lead to significant results by filling a gap in current literature i.e. gives voice to learners, etc.

- 2 BE PREPARED:** Read and investigate the literature and foundational knowledge and expertise relevant to your goal/question.
 - Identify and expand concepts to further your query, including “Best Practices” or other conceptual frameworks.

- 3 THE RIGHT APPROACH:** Select the appropriate research design, methodologies, and methods that fit your question. Qualitative, quantitative and mixed methods research are all valid approaches to studying learning.
 - Identify appropriate methodology.
 - Consider potential biases in internal/external validity due to design, construct validity, reliability or statistical methods for data analysis which relate to your suggested question.
 - Use inclusion or exclusion criteria to set the scope.
 - Do you need ethical approval for your idea?

- 4 SIGNIFICANT RESULTS:** Use well-established data analysis techniques to produce trustworthy, valid, and meaningful results. If you are new to educational research, seek help from those in your networks.

The educator/ researcher achieves the project’s goals and contributes notably to the field in a manner that invites further exploration.

- Consider the achievement of educational outcomes.
- Provide evidence that the written assessment has constructive impact on learners, include any desired results and overall effectiveness of the intervention.

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5 EFFECTIVE PRESENTATION: Share your work; Use the language(s) of education and your discipline area. Use a suitable style to disseminate the work with clarity and integrity in appropriate forums (i.e. journals, internally or external conferences, symposia) to reach the intended audience.

- Communicate evidence systematically.
- Discuss outcomes and related strategies.
- Illustrate/document process and/or content.

6 REFLECTIVE CRITIQUE: Embrace reflective techniques to build iterative change and improvement cycles in your teaching practices; apply a consistent critical lens to your scholarship.

You can thoughtfully assess the work and use the resulting perceptions, along with reviews and critique from others, to refine, enhance or expand the original concept.

- Reflect critically on the results in context of existing literature.
- Identify limitations, key recommendations for both practice and future action.
- Identify opportunities to translate insights into teaching practices or future research.
- Describe what was learned, what difference/ impact it makes and what you will do now.

RESOURCES

A reading list on where to publish pedagogic research can be found here:

<https://rl.talis.com/3/beckett/lists/8A762163-6C27-33E7-45A5-92D6DA87E296.html?lang=en>

A reading list with resources to get started with pedagogic research can be found here:

<https://rl.talis.com/3/beckett/lists/C8BCFA88-9D72-7E1D-3B57-A0EC88270E03.html?lang=en>

Some examples of pedagogic research from LBU colleagues can be found here:

<https://rl.talis.com/3/beckett/lists/F35063AA-5C4F-2214-9124-7CDBD21036A0.html?lang=en>