Title: The 'challenge' of SoTL: what does it take to go public?

Introduction

In the spirit of SoTL this paper seeks to make public the informal collaborative work of the co-authors around their shared experience of teaching personal development on Senior Leader Apprenticeship programmes. The increasing prevalence of teaching-based contracts places more emphasis on faculty engagement with teaching and learning, thus bringing SoTL increasingly to the fore within our institutions.

In adopting a SoTL approach, we undertake a systematic study of our teaching and/or learning and make this public by sharing and reviewing our work through presentations, performance, or publications (McKinney 2006).

The focus of our inquiry is: How can a SOTL informed approach help us to make public the work we do in delivering personal development on level 7 Senior Leader Apprenticeship Programmes?
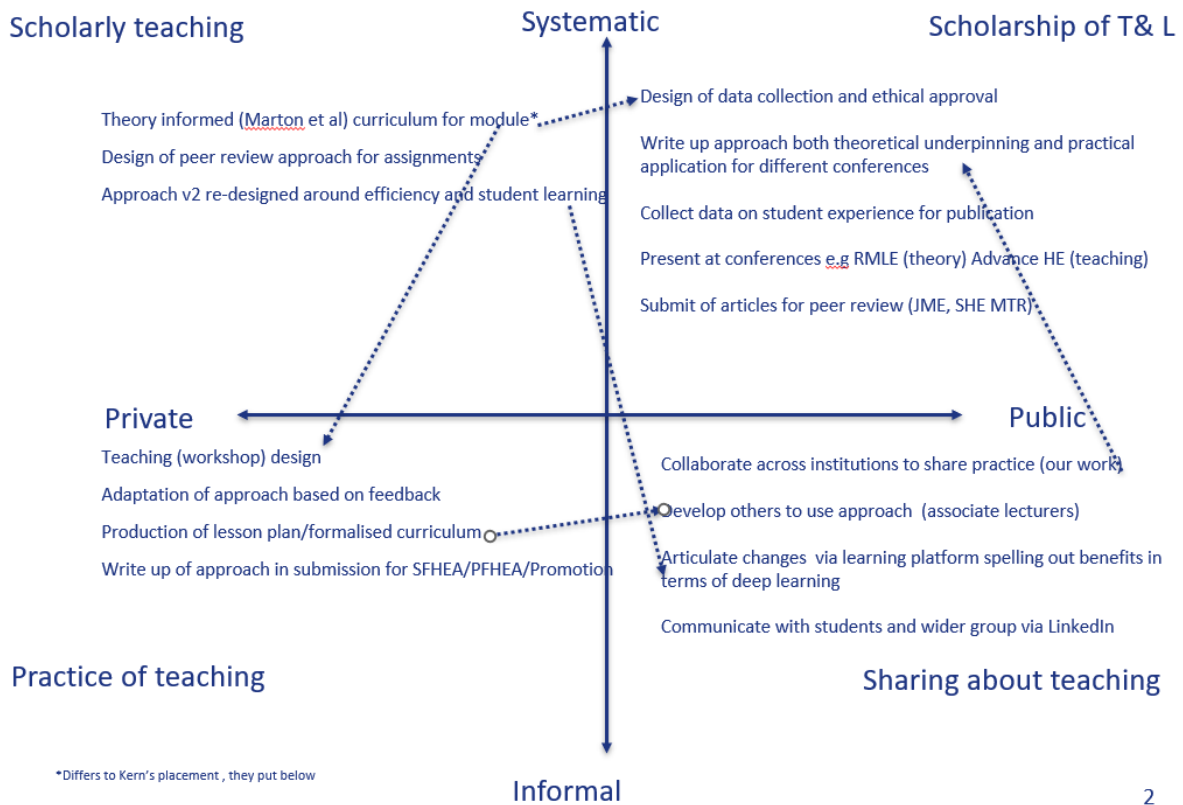
SOTL Approach

In 1990, Boyer published The Scholarship of Teaching, calling for a reconsideration of the priorities of the professoriate that would recognize the full range of faculty activity and the integration of research and teaching (Atkinson, 2001) .

More recent scholars (Hutchings and Shulman, 1999) have called for a revision of SoTL to place more emphasis on learning, suggesting that SoTL requires that the "faculty member must systematically investigate questions related to student learning…with an eye not only to improving their own classroom but to advancing practice beyond it" (p. 13). According to this definition, excellent teaching alone does not constitute SoTL and making public one's inquiry and focusing on students' learning are extensions of Boyer's original model (Kern, Mettetal, Dixson, and Morgan, 2015). Thus, faculty are encouraged to examine their own practice, record their successes and failures, and share their experiences with others (Hutchings and Schulman 1999).

In our study we apply Dimensions of Activities Related to Teaching (DART) from Kern et al, 2015. Our presentation will involve using DART as a framework upon which to locate our ongoing scholarship of teaching and learning in relation to personal development teaching on Apprenticeship Programmes. As we narrate our experience of DART, we can identify a number of particular challenges which are denoted by the dotted arrows. These revolve around either making our insights public or how to move our informal collaboration to become systematic in the form of publications.

Figure 1 provides our interpretation of the DART framework to capture our activities in terms of whether they are public or private and whether they are informal of systematic.

Diagram

Scholarly teaching — **Systematic** — **Scholarship of T& L**

- Theory informed (Marton et al) curriculum for module*
- Design of peer review approach for assignments
- Approach v2 re-designed around efficiency and student learning

- Design of data collection and ethical approval
- Write up approach both theoretical underpinning and practical application for different conferences
- Collect data on student experience for publication
- Present at conferences e.g RMLE (theory) Advance HE (teaching)
- Submit of articles for peer review (JME, SHE MTR)

Private ← → **Public**

- Teaching (workshop) design
- Adaptation of approach based on feedback
- Production of lesson plan/formalised curriculum
- Write up of approach in submission for SFHEA/PFHEA/Promotion

- Collaborate across institutions to share practice (our work)
- Develop others to use approach (associate lecturers)
- Articulate changes via learning platform spelling out benefits in terms of deep learning
- Communicate with students and wider group via LinkedIn

Practice of teaching — **Informal** — **Sharing about teaching**

*Differs to Kern's placement , they put below

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We have two main aspirations from our collaboration. Firstly, we seek to improve our understanding of SoTL in relation to the teaching of PD, so that we can share this knowledge with relevant stakeholders within our institutions, including learners and their employers as well as teaching colleagues and those who lead and manage these programmes. Secondly, we seek to make our insights public via research publications to highlight to a wider audience the value of PD teaching. Our submission aligns to SDGs: 3, 4 and 8.

References

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