

Developing the Scholarship of Technology Enhanced Learning (SOTEL)

Thomas Cochrane

Centre for Learning and Teaching
Auckland University of Technology

Vickel Narayan

Centre for Learning and Teaching
Auckland University of Technology

Embedding a reflective practice framework based upon SOTEL within collaborative curriculum design critically informs the evaluation and impact of the curriculum redesign process and provides a mechanism for dissemination to a broader, global audience. This symposium explores the potential of developing collaborative open scholarship networks for SOTEL and educational design research.

Keywords: Open Scholarship, Collaborative Scholarship, Scholarship of teaching and learning.

Introduction

Laurillard (2012) describes teaching as a design science and argues that this should involve collaborative curriculum design enabled by digital technologies. We propose a framework in which we embed an explicit focus upon the scholarship of teaching and learning (SOTL) to inform a deeper level of collaborative curriculum design (Weaver, Robbie, Kokonis, & Miceli, 2012). Originally conceptualised by Boyer (1990) as a way to validate reflective practice as a viable and valued research focus, a range of researchers have made a case for updating SOTL for the social media environment of twenty first century education (Garnett & Ecclesfield, 2011; Greenhow & Gleason, 2014; Haigh, 2010). Education is often seen as a transformative experience for learners, however the role of technology in mediating transformation in education has been hotly debated (JISC, 2011; Keane & Blicbau, 2012; Puentedura, 2006; Reeves, 2005). The application of SOTL to technology enhanced learning is one way to critically evaluate the broader impact of technology in education, and has led to the emerging development of the scholarship of technology enhanced learning (SOTEL) (Wickens, 2006). SOTEL links the scholarship of teaching and learning with the growing body of literature surrounding the exploration and impact of technology enhanced learning. Critical reflection on the experience of designing and implementing collaborative curricula have included conference proceedings, book chapters, and journal papers. These have helped refine and reshape the course design and also informed the design and development of subsequent courses. SOTEL also provides the opportunity to conceptualise the design of a course by making a direct link between theory and practice, and also provides a model for our lecturer colleagues within a department and the wider university to explore. The adoption of a SOTEL model has resulted in a wide body of research within a variety of educational contexts that now encompasses a network of over 37 lecturers as collaborative curriculum designers and reflective practice co-authors, producing over 100 peer reviewed publications. Embedding critical reflection upon the impact and effectiveness of our learning designs by an explicit focus and nurturing of the scholarship of technology enhanced learning enables a deeper reflective process and a wider impact via scholarly peer-reviewed publications. We encourage a culture of publication within open access journals, conference proceedings, and establishing research profiles on emerging social media research communities such as Researchgate.net and Academia.edu, but acknowledge that this is still an emergent avenue for academic scholarship. For many of the lecturers that we work in partnership with, SOTEL represents a new field of research that can compliment their discipline-based research activities. The symposium will provide some practical examples of how we attempt to build these collaborative research networks and invite participants to begin establishing their own SOTEL networks.

Format

1. Introduction to SOTEL (5 mins)

- Short participant SurveyMonkey Survey – what collaborative scholarship tools do you use and why?

2. Examples of open scholarship networks and collaboration tools for developing SOTEL (15 mins)
 - Embedding SOTEL within an educational design research methodology (EDR)
 - Researchgate and Academia.edu
 - Evernote, and Google Docs - Shared collaborative writing
 - Twitter – creating a global SOTEL network
 - Mendeley
 - Flipboard, Scooplt, and curation tools
 - Google Plus - Building collaborative communities
3. Participant Brainstorm: (10 mins)
 1. How could you use these tools in your context?
 2. What other social scholarship tools would you suggest?
 3. Discuss on Todaysmeet: <http://todaysmeet.com/sotel> and Twitter: #soteled



Strategies

The session will utilise a range of participant interaction strategies including an introductory survey, a Twitter conversation stream, and time for participants to sign up on collaborative scholarship platforms such as ResearchGate, Academia and Mendeley.

Audience

Any academic wanting to explore collaborative open scholarship. Participants will need to BYOD: laptop, smartphone, and/or wireless tablet.

Biographies of Presenters

Thomas Cochrane	 <p>Thomas Cochrane is an Academic Advisor and Senior Lecturer in educational Technology at AUT University's Centre for Learning and Teaching (CfLAT). Thomas has managed and implemented over 50 mobile learning projects, with a recent focus upon Android and iOS smartphones and the iPad as catalysts to enable student-generated content and student-generated learning contexts, bridging formal and informal learning environments. He has over 100 peer reviewed publications, receiving best paper awards at Ascilite 2009, ALT-C 2011, and ALT-C 2012. Research profile: https://www.researchgate.net/profile/Thomas_Cochrane/</p>
Vickel Narayan	 <p>Vickel Narayan a learning and teaching consultant at the Centre for Learning and Teaching (CfLAT) at the Auckland University of Technology. Previously, Vickel was an Academic Advisor (eLearning) at Unitec Institute of Technology from 2009 to 2011. He has a keen interest in Web 2.0 technologies and its potential to engage students and teachers in the teaching and learning process. Vickel is particularly interested in exploring mobile Web 2.0 tools for creating, nurturing and maintaining virtual communities, social connectedness, fostering social constructivism, student generated content and contexts.</p>

References

- Boyer, E. (1990). *Scholarship reconsidered: priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.
- Garnett, F., & Ecclesfield, N. (2011). Towards a framework for co-creating Open Scholarship. In D. Hawkrige, K. Ng & S. Verjans (Eds.), *Proceedings of ALT-C 2011 - Thriving in a colder and more challenging climate: The 18th international conference of the Association for Learning Technology* (pp. 199-216). University of Leeds, UK: ALT Association for Learning Technology.
- Greenhow, C., & Gleason, B. (2014). Social scholarship: Reconsidering scholarly practices in the age of social media. *British Journal of Educational Technology*, 45(3), 392-402.
- Haigh, N. (2010). *The Scholarship of Teaching & Learning: a practical introduction and critique*. Ako Aotearoa, National Office, Wellington, New Zealand: Ako Aotearoa.
- JISC. (2011). *Transforming curriculum delivery through technology: Stories of challenge, benefit and change* (Internet). Bristol: Higher Education Funding Council for England.
- Keane, T., & Blicbau, A. (2012). (Trans) Formation through educational technologies. Paper presented at the *ascilite 2012: Future challenges, sustainable futures*, Wellington, New Zealand.

- Laurillard, D. (2012). *Teaching as a design science: Building pedagogical patterns for learning and technology*. New York: Routledge.
- Puentedura, R. (2006). *Transformation, Technology, and Education*. Retrieved 18 February, 2013, from http://hippasus.com/resources/tte/puentedura_tte.pdf
- Reeves, T. (2005). No significant differences revisited: A historical perspective on the research informing contemporary online learning. In G. Kearsley (Ed.), *Online learning: Personal reflections on the transformation of education* (pp. 299-308). Englewood Cliffs, NJ: Educational Technology Publications.
- Weaver, D., Robbie, D., Kokonis, S., & Miceli, L. (2012). Collaborative scholarship as a means of improving both university teaching practice and research capability. *International Journal for Academic Development*, 18(3), 237-250. <https://doi.org/10.1080/1360144X.2012.718993>
- Wickens, R. (2006). SoTEL: Toward a Scholarship of Technology Enhanced Learning. *Canadian Journal of University Continuing Education* 32(2), 21-41. <https://doi.org/10.21225/D56300>

Cochrane, T. & Narayan, V. (2015). Developing the Scholarship of Technology Enhanced Learning (SOTEL). In T. Reiners, B.R. von Kinsky, D. Gibson, V. Chang, L. Irving, & K. Clarke (Eds.), *Globally connected, digitally enabled*. Proceedings ascilite 2015 in Perth (pp. 710-712). <https://doi.org/10.14742/apubs.2015.1042>

Note: All published papers are refereed, having undergone a double-blind peer-review process.



The author(s) assign a Creative Commons by attribution licence enabling others to distribute, remix, tweak, and build upon their work, even commercially, as long as credit is given to the author(s) for the original creation.