



## Beyond recommended readings: points of entry into SoTEL for disciplinary academics

**Penny Wheeler**

Australian Catholic University

For the last seven years, from 2016 to 2022, educators undertaking [a university's] Graduate Certificate in Higher Education (GCHE) have studied a subject on technology-enabled learning (TEL) at the midpoint of the program. The first assessment task in the subject is to find and summarise a published case study of TEL in action. This poster reviews all 198 case study articles that were summarised to examine how educators engage with and select from the scholarship of technology-enabled learning (SoTEL).

### Reading freely in a new field

The small-scale literature search that educators conducted to locate a suitable article was in most cases their first introduction to SoTEL (using the term coined by Wickens in 2006). With this exploration, unlike in earlier GCHE subjects, educators are venturing outside a recommended reading list, and beyond the core of the theorists - Vygotsky; Rogers; Sadler; Schön; Knowles; Biggs and Tang - commonly drawn upon to ground GCHE students in the scholarship of teaching and learning (SoTL).

### Connecting SoTEL with context

Institutional and other concerns appear to have influenced some article choices. For example, teachers in the thick of the first pandemic year tended to select studies on affective elements (a category from Lai and Bower's 2019 evaluation classifications) such as student perceptions and preferences in TEL. This year, with the pandemic well-entrenched, simulations were strong areas of interest.

### Balancing SoTEL and disciplinary scholarship

Because the articles both reflect and develop areas of interest for these GCHE student-educators, the choices they make provide insights into how SoTL and SoTEL are valued against disciplinary and discipline pedagogy authorities. For example, although the assignment instructions highlight sector-leading educational technology journals such as the British and Australasian journals of educational technology (*BJET* and *AJET*), these were sources for only a third of the selected articles. Articles from disciplinary education journals (for example, *Medical Education* or *Accounting Education*) comprise more than a quarter (28%) of the total, and journals on general education and higher education a further (18%).

### SoTEL as a departure point for design and inquiry

In this assignment educators are, in many cases, setting the path for their subsequent scholarly teaching investigations. The article chosen serves as one source of inspiration within a design inquiry of learning cycle ('Imagine, Investigate, Inspire, Ideate, Prototype, Evaluate, Reflect' [Mor & Mogilevsky, 2013]), an application of the learning design studio methodology. The educators in this subject move through the cycle to develop a design for a technology-enabled learning sequence in response to a challenge within their teaching: they return from the literature to enhance their problem statement (McKenney & Reeves, 2012) and refine their focus. This area of interest is then often taken into the GCHE capstone where it can be expanded into a plan for research, which is then followed by a teaching development grant and project.

In this way, an introduction to SoTEL can be an ‘animating force’ (Fenton & Szala-Meneok, 2010, p. 12) of inquiry for educators for the rest of the GCHE and beyond.

Keywords: SoTEL, SoTL, learning design, educational technology

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