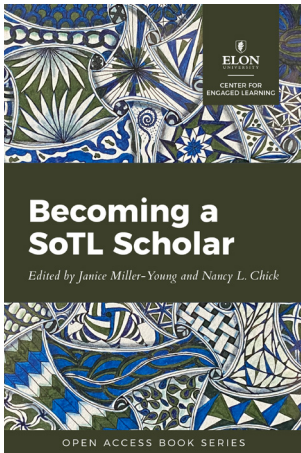


READING GROUP GUIDE

from the Center for Engaged Learning



Becoming a SoTL Scholar

Edited by Janice Miller-Young and Nancy L. Chick

Download the open access book and access supplemental resources (including additional discussion questions specific to each chapter) at:

<https://doi.org/10.36284/celelon.aa6>

FOR DISCUSSION

- What does “SoTL scholar” mean to you? In what ways do you see yourself as a SoTL scholar, or not? What kind of SoTL scholar do you aspire to be?
- Many chapter authors reflect on a changing identity as a result of engaging in SoTL.
 - How would you describe your disciplinary identity?
 - How would you describe your SoTL identity?
 - In what ways do elements of your disciplinary identity relate to your SoTL identity?
- Transitioning into SoTL is often described as a journey.
 - How do your past and/or current academic context(s) influence who you are?
 - How do those contexts relate to how you think of yourself as a SoTL scholar?
 - How would you represent—without words—your journey into the field of SoTL? What does this representation reveal to you? Now, describe your journey into SoTL as a narrative or story. What does this representation reveal to you?
 - Based on the chapters in this book, what barriers and enablers do you expect to encounter during the next phase of your journey? How can you seek out enablers and/or overcome these barriers?
 - One author explicitly describes keeping a journal (chapter 14). One group recorded their conversations while working on a collaborative project (chapter 17) and another conducted a narrative inquiry using written artifacts and group interviews (chapter 16). How might you record and reflect on your SoTL journey going forward?
- SoTL is rich with metaphors, such as the early descriptions of it as a “trading zone” (Huber and Morreale 2002, 2) or a “big tent” (Huber and Hutchings 2005, 4), and the above metaphor of the “journey” into SoTL. Several authors in this book use or allude to other metaphors to describe their SoTL experiences, such as being in the field (chapter 1), at home and in exile (chapter 3), in the SoTLscape (chapter 13), having a boundary experience (chapter 17), being a braid (chapter 4), a trickster, chameleon, or trojan horse (chapter 16), doing ecological fieldwork (chapter 7), or playing volleyball (chapter 16). What do these metaphors suggest about being or becoming a SoTL scholar?
 - What metaphor would you use to illustrate your SoTL identity, experience, or journey?
- Several chapters show how identity development is especially influenced by collaboration and interaction with others.
 - What SoTL collaborations or relationships have influenced your identity and how?
 - What collaborations might you seek out next?

Huber, Mary Taylor, and S. M. Morreale. 2002. “Situating the scholarship of teaching and learning: A cross-disciplinary conversation.” In *Disciplinary Styles in the Scholarship of Teaching and Learning: Exploring Common Ground*. 1–24.

Huber, Mary Taylor, and Pat Hutchings. 2005. *The Advancement of Learning: Building the Teaching Commons*. San Francisco, CA: Jossey-Bass.

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