

Appendix 1 – Defining SoTL at Yorkville U + TFS

Select SoTL References

1. Potter, M. K., & Kustra, E. D. H. (2011). The Relationship between scholarly teaching and SoTL: Models, distinctions, and clarifications," International Journal for the Scholarship of Teaching and Learning, 5(1), Article 23. <https://doi.org/10.20429/ijstl.2011.050123>
2. Gansemer-Topf, A. M., McCloud, L. I., & Braxton, J. M. (2024). "Defining the scholarship of teaching and learning (SoTL)," New Directions for Student Services, Vol 2024, Issue 185, p. 9-17.
3. What is SoTL? | ISOTL (ubc.ca)

Select SoTL-Related Journals and Organizations

1. [Canadian Journal for the Scholarship of Teaching and Learning \(CJSOTL\)](#)
2. [Teaching & Learning Inquiry \(TLI\) Journal](#)
3. [International Society for the Scholarship of Teaching and Learning \(ISSOTL\)](#)

Yorkville University + Toronto Film School's Description of SoTL

Consolidating definitions from several notable scholarship of teaching and learning (SoTL) scholars, including Boyer (1990), Potter and Kustra (2011) define SoTL as:

the systematic study of teaching and learning, using established or validated criteria of scholarship, to understand how teaching (beliefs, behaviours, attitudes, and values) can maximize learning, and/or develop a more accurate understanding of learning, resulting in products that are publicly shared for critique and use by an appropriate community. (p. 2)

Inspired by this definition, the Centre for Teaching Excellence and Innovation (CTEI) at Yorkville University and Toronto Film School (Yorkville U + TFS) suggests that SoTL projects should:

- Purposefully examine teaching and learning to address a challenge and/or opportunity in teaching and learning;
- Be informed by existing research on teaching and learning, including critical, creative, and affective dimensions and interventions;
- Aim to enhance learning experiences and/or outcomes; and
- Be shared with and beyond the Yorkville U + TFS communities.

At Yorkville U + TFS, we are interested in building on this definition to develop faculty towards engaging in a wide spectrum of scholarly activities, from practice-focused reflective teaching to more formal research. Examples:

- Experimenting with teaching methods and practices
- Examining student experiences to inform teaching

- Examining personal teaching experiences, or the teaching experiences of colleagues to inform teaching
- Reflecting on creative people, processes, and products to inform teaching
- Collaborating with an industry professional on your course delivery, design, assessments, networking, etc. to inform teaching
- Developing new teaching resources such as course packs, text, or cases
- Developing curriculum or designing a course
- Preparing and teaching a faculty workshop/seminar
- Organizing and supervising co-curricular learning activities and opportunities for students
- Organizing and/or managing and advising student organizations relevant to one's field of study