



# FROM MACRO TO MICRO: SOTL FROM AUSTRALIAN PERSPECTIVES

Associate Professor Colin Jevons and  
Associate Professor Michelle J. Eady





# Acknowledgement of Country

Michelle: I pay my respects to the traditional custodians of the land, the Wodi Wodi people of the Dharawal nation, and all Elders past, present and emerging.

I respect the land, animals and waterways from the roots of the earth to the tops of the trees. Thank you for letting us learn and grow on the land. We will try our best to protect it. We understand that if we look after the Country, the Country will look after us.

Colin: And I pay my respects to the traditional custodians of the land from which I am speaking to you today, the Wurundjeri and Bunurong peoples of the Kulin Nation. I regret the errors of the past and pay my respects to their Elders, past, present and – as an educator – particularly the emerging future Elders.

# Introduction: Colin Jevons

- I am course director of the B Bus degree at Monash University in Melbourne, Australia, with over 6500 students. I have been Adjunct Professor at IESEG in France and also guested at Auburn and Michigan State Universities, USA, and the University of Twente, Holland. I have worked on many university-wide initiatives, including developing an English language and cultural support program for international students.
- My research interests are student retention and attrition, graduate employability, student cross-cultural communication, and teaching critical thinking and scepticism in business education. I have an h-index of 17 and have received eleven competitive research grants.
- My pre-academic career was in consumer research and in book publishing, and he is an honorary life member of the Society of Editors. My twitter handle is @colinjevons

# SoTL in Australia – the macro level

Build networks and research groups

But need to show the reputation of SoTL

How to prove quality?

Citations?

Journal rankings?

Research-intensive approach

# SoTL journal ranking system

- Encourage scholarship in this area run in parallel with the existing discipline-based journal rankings
- Inform workloads and promotion applications for Education-focused staff
- To be used by Teaching and Research staff when making the education case for promotion

# SoTL journal ranking system

- List all teaching and learning journals classified as A\* or A on the local discipline-based ranking lists (ABDC and ERA 2010)
  - *Easy, but doesn't work well.*
- So we did the hard work.
- We used three numerical metrics to measure a journals 'impactfulness': SNIP, SJR and Citescore. We assigned A\* to any journal that fell in the top 40 according to any of these metrics.
- We did likewise for the next 120 journals, giving them "A". The next 140 got "B", and the remaining journals with any positive score got "C". This 40, 120, 140 approach is consistent with the original ERA 2010.

# SoTL journal ranking system

- The international metrics used do not differentiate between 'education' categories. Thus, we abandoned the use of FOR codes and created one aggregated list across the entire 'education' space, hence the very large number of journals listed which will doubtless be edited down.
- Overall our rankings include 1,463 journals broadly in the 'education' academic space:
  - *A\*: 63 journals,*
  - *A: 173 journals,*
  - *B: 257 journals, and;*
  - *C: 970 journals.*

*Many of these have broader relevance than simply business education.*



# Introduction: Michelle J. Eady

I am an Associate Professor in the School of Education at the University of Wollongong, Australia. I am a HERDSA fellow, an ISSOTL Fellow, a SFHEA (AdvanceHE), Research Lead at Elon Centre for Writing Excellence Summer Institute and hold a national teaching citation for my work in quality teacher preparation. My research interests include SOTL, Distance Learning/Synchronous Technology, Aboriginal Studies, Work Integrated Learning (WIL) and other current issues in Education. A central part of my work is to help students understand how to use their academic writing skills in reflection of WIL activities, connecting their experience with the expectations of the workplace and the theoretical frameworks that they are learning.

My twitter handle is @michelleeady

[https://scholars.uow.edu.au/display/michelle\\_eady](https://scholars.uow.edu.au/display/michelle_eady)

# SoTL in Australia – the micro level

- Public facing SoTL
- Academic SoTL

# Public SoTL Workshops

- Engaging in SoTL is something that we as a part of our quality teaching practices. However, it is worth acknowledging that “a scholarship of teaching is *not* synonymous with excellent teaching.
- Going Meta!
- Workshops designed

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## Learning to speak SoTL

SOC Faculty SoTL Workshop #1

Mrs Corinne  
Dr Michel

SoTL involves:

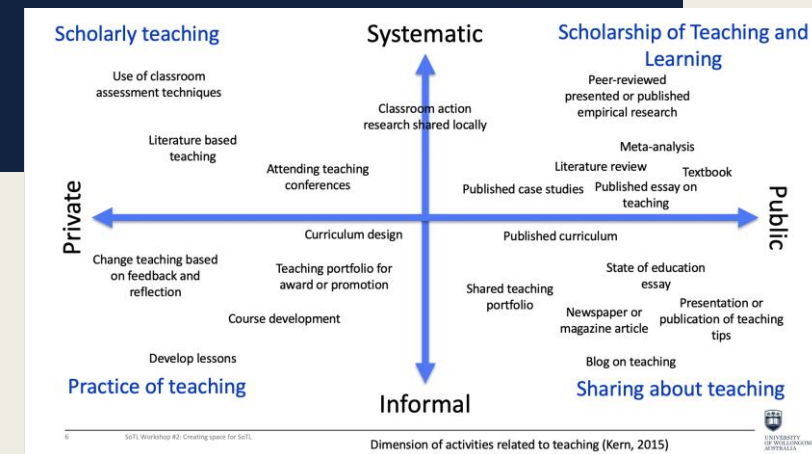
- asking **meaningful questions about student learning** and about the teaching activities designed to facilitate student learning,
- answering those questions by first **making relevant student learning visible** as evidence of thinking and learning (or **mis-learning**), and then systematically **analysing this evidence**,
- **sharing the results** of that analysis publicly to **invite review** and to **contribute to the body of knowledge** on student learning in a variety of contexts,
- aiming to **improve student learning** by strengthening the practice of teaching (one's own and others').

7 SoTL Workshop #1: Learning to speak SoTL

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## Creating space for SoTL

SOC Faculty SoTL Workshop #2



# Development of SoTL Workshops

- In developing the workshops, a variety of key SoTL research was drawn upon, we read literature such as Boyer (1990), Hutchings and Shulman (1999), and Felten (2013), with many of these sources assigned as pre-work to workshop participants.

# Four workshops

Four one-hour long workshops were developed, with the following foci:

- Learning to speak SoTL
- Creating space for SoTL
- Conducting SoTL projects
- Disseminating SoTL research

# Academic SoTL

## Foundational work in SOTL

- Boyer (1990): *Scholarship Reconsidered*
- Bass (1999): *The Scholarship of Teaching: What's the Problem?*
- Hutchings & Shulman (1999): *The Scholarship of Teaching: New Elaborations, New Developments*
- Felten (2013): *Principles of Good Practice in SoTL*

# Shifting from discipline based research to SoTL research

One example: Scholarship of marketing education (Snuggs and Jevons, 2018) – three alternative futurescapes

A brief summary of the futurescapes.

Futurescape	Potential outcomes
1. Addressing the void in highly ranked journals for SoME	Three options (or combination of):–The opportunity to publish in education journals regardless of discipline. - Improve the perceived quality and ranking of an existing journal. - Create a new high-ranking journal specifically for marketing education.
2. Looking beyond journals to disseminate SoME	- Set up a multi-discipline business education conference similar to FIE, the computing-engineering education conference. - Streamline the submission and review process, for instance preliminary review of abstracts to decide which authors are invited to write full papers.
3. Restructuring support mechanisms for SoME within business schools	- Increase institutional support positively for SoME through changing resourcing, narratives and culture (formal and informal). - Draw on the broader marketing community, such as ANZMAC, to support and reinforce the importance of conducting research in this area.

# Eady and Jevons papers of interest

- Eady et al. (2021): [Re-positioning SoTL toward the T-shaped Community](#)
- Simmons, Eady et al. (2021): [SoTL in the Margins: Teaching-Focused Role Case Studies](#)
- Green, Eady et al. (2020): [Beyond the conference: Singing our SSONG](#)
- Eady et al. (2019): [Supporting Writing Collaborations through Synchronous Technologies](#)
- Jevons et al. (2019). [Exploring student futures as business graduates: insights from capstone and internship experiences](#)
- Snuggs & Jevons (2018). [Reconceptualising the scholarship of marketing education—SoME futurescapes](#)
- Jevons, C., and Lindsay, S. (2018), [The middle years slump: Addressing student-reported barriers to academic progress](#)



Thank you!