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Here are the three key characteristics of SoTL that resonate most with me:

“Closing the loop” - Though I have employed the concept of continuous improvement in the progressive feedback I provide to my students and in the way I make adjustments to the delivery of subsequent courses, applying the more scientific approach of “closing the loop” ensures the improvements (or solutions to problems) I’ve implemented are being tested for their effectiveness and justify the required effort.

“Continually asking questions” - I have found myself continually identifying a problem or opportunity for improvement, researching possibilities, and implementing solutions. Having worked through this activity, it is clear to me now that I have actually been posing questions (usually as “how do I solve this new problem”) in continuous succession. Taking a SoTL approach to identifying these questions and testing the solutions is intriguing.

“Devising a methodology grounded in the nature of question and expertise of researchers” - The speaker who made this statement was quick to acknowledge that it may be a topic of contention. This statement resonated with me in its seemingly limitless potential for diverse perspectives. A single question posed by multiple independent researchers may yield varying results. The unique combination of question, researcher, audience, environment and time can add such diverse variability to the research and ensuing results.

Here are (just a few!) statements that motivate me to become more engaged with SoTL:

- Knowledge exchange among peers/colleagues within and across institutions
 - Opportunities for supported, self-directed faculty development
 - Availability of resources and opportunities to contribute to SoTL
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