

3 key characteristics of SoTL

The screenshot shows a Google Docs document titled "3 SoTL Keys & Motivations". The document content includes:

- 3. **Modelling** reflective skills that can be promoted within the field of early education
- 4. Providing students with time to **practice their own inquiry of teaching and learning**
 - TL Involved an inquiry based approach to teaching and the need to develop an Renewed faculty excitement about teaching and greater self-awareness.
 - I really like thMy
- 2. **Ensuring that practices aren't grounded in opinions (e.g., "It worked for me") or fads, which**

working to facilitate a better learning experience.

Yana Sokolova (ysokolov) - **3 key characteristics of SoTL:**

- 1) Attitude to the teaching as to the research with the usage of all tools of the research approach (hypothesis, experiment, assessment of the results, etc.).
- 2) Focus on student's learning.
- 3) Ask questions, find out answers and redesign, reboot the courses constantly.

The sidebar on the right shows comments:

- Excellent list of motivators, Sarah!
- Anahita Khazaei (May 5, 2021): Great point Sheryl! encouraging students to do the same, adopting a systematic approach to reflect on and improving their learning practices
- John & Beth Colling (Dec 9, 2021): Sometimes as long-term instructors, we get entrenched with the way we have always done it. To us, something that [Show more](#)
- Holly Ashbourne (Apr 9, 2021): I love this! This hits home for me when faculty (myself included) get excited about a new app or educational technology :) and use it because it's a fad. That is just one, simple example, of course! Great point!
- Anahita Khazaei (May 4, 2021): This is a great point Holly! Love think of it

Comments to other responses

The screenshot shows a Google Docs document titled "3 SoTL Keys & Motivations". The document content includes:

Munise Gultekin

3 Key Characteristics of SoTL

1. Habits to work: Brings habits of asking questions, gathering evidence of all **different** kinds, drawing conclusions or raising new questions, and bringing them to students' learning and their teaching.
2. Reflection on work: Depends on the notions of reflective practice and reflecting on their teaching as a starting point.
3. Research with work: Brings the research to their teaching systematically by testing what's

3 Key SoTL Characteristics

4. You need a good question to focus your **thinking**
 - Regardless of the interviewee in the video, all participants seemed to agree **that** **SoThree key messages:** This practice resonates with my teaching focus in the program I teach. I teach 2 courses essentially on being a Reflective Practitioner.
 1. Intentional Pedagogy: why am I doing what I am doing?
 2. Inquiry as a disposition of scholarly teaching
 3. Creating an intentional reflective practice as a continuous improvement strategy

The sidebar on the right shows comments:

- Yana Sokolova (5:27 PM Today): I like the idea of making a habit to ask the questions. I didn't think about this process through the prism of habit before.
- Yana Sokolova (5:25 PM Today): I also appreciated a lot this idea of a necessity of a good question.