

Empowering Educators through SoTL: Insights and Innovations from Real-Time Audience Engagement (Dataset)

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Dieter J. Schönwetter

This is the dataset that accompanies an invited article based on a HERDSA keynote address, which was presented at the 2024 conference held in Adelaide, 8-11 July. The article which makes use of this data may also be found on the ASRHE journal site (Schönwetter, 2025; <https://doi.org/10.59197/asrhe.v6i1.11735>).

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Appendix 1: Alphabetically Ordered Barriers (N=205)

- | | | |
|---------------------------------|------------------------------|-----------------------------------|
| 1. Academic rigour | 48. Curriculum | 95. Financial constraints |
| 2. Acceptance | 49. Data analysis | 96. Financial issue |
| 3. Acceptance | 50. Dean support | 97. Financial pressure |
| 4. Admin systems | 51. Dedicated time lacking | 98. Financial support |
| 5. Administrative support | 52. Demographics | 99. Financial support |
| 6. Agreement of terms | 53. Disciplinary research | 100. Financial support |
| 7. Ai | 54. Disconnected leaders | 101. Financial support |
| 8. Al | 55. discouraged by leaders | 102. Financial support |
| 9. allocation | 56. Disinterest | 103. financial support |
| 10. Assessment | 57. Edubabble | 104. Financial support |
| 11. Assessment policy | 58. Effort | 105. Financial support |
| 12. Authenticity | 59. Egos | 106. Finding collaborators |
| 13. Awareness | 60. Engagement of academics | 107. Finding out true collabor |
| 14. Awareness | 61. Engagement of students | 108. Focus |
| 15. Awareness | 62. Ethic approval | 109. Focus is not education |
| 16. Awareness amongst academics | 63. Ethics | 110. Focus on discipline research |
| 17. Bias | 64. Ethics | 111. Funding |
| 18. Budget | 65. Ethics | 112. Funding |
| 19. Budget | 66. Ethics | 113. Funding |
| 20. Budget | 67. Ethics access | 114. Funding |
| 21. Bureaucracy | 68. Ethics approval | 115. Funding |
| 22. Buy in | 69. Ethics process | 116. Funding |
| 23. Capabilities | 70. Ethics requirements | 117. Funding |
| 24. Capacity | 71. Evaluation of Practice | 118. Funding |
| 25. Capacity | 72. Expert support | 119. Funding |
| 26. Casual staff involvement | 73. Expertise | 120. Funding |
| 27. Casualisation | 74. Expertise | 121. Funding |
| 28. Casualisation | 75. Expertise | 122. Funding |
| 29. Casualisation of academic | 76. Expertise | 123. Funding |
| 30. Clarification | 77. Expertise support | 124. Funding |
| 31. Class size | 78. Finance | 125. Funding |
| 32. Classification | 79. Finance | 126. Funding |
| 33. Clear outcomes | 80. Finance | 127. Funding |
| 34. Collaboration | 81. Finance Collaboration | 128. Funding |
| 35. Collaboration | 82. Finances | 129. Funding |
| 36. Collaboration | 83. finances | 130. Funding |
| 37. Collaborations | 84. Finances for conferences | 131. Funding |
| 38. Colleagues unaware | 85. Financial | 132. Funding |
| 39. Commercial approach | 86. Financial | 133. Funding |
| 40. Commitment | 87. Financial | 134. Funding |
| 41. Competing Qs of purpose | 88. Financial | 135. Funding |
| 42. Complexity | 89. Financial | 136. Funding |
| 43. Confidence | 90. Financial | 137. Funding |
| 44. Conflicting tasks time | 91. Financial | 138. Funding |
| 45. Confused | 92. Financial | 139. Funding |
| 46. Connections | 93. Financial | 140. Funding |
| 47. Cost | 94. Financial constraints | 141. Funding Bias |

142. funding to publish
143. Genuine commitment
144. Genuine commitment
145. Genuine investment
146. Guidance
147. guidance in how to do
148. HE policy don't match
149. Hierarchical determinants
150. HREC complexity
151. Ignorance
152. Importance
153. Ineffective leadership
154. Insecure employment
155. Institution
156. Institution not engaged
157. Institutional expectation
158. Institution
159. interest by leadership
160. Invisibility
161. Know how
162. knowing where to start
163. Knowledge
164. KPIS
165. KPIs in research
166. Lack of body of know
167. Lack of collaborators
168. Lack of confidence
169. Lack of expertise
170. Lack of familiarity
171. Lack of funding
172. Lack of funding
173. Lack of graduate students
174. Lack of incentive
175. Lack of interest
176. Lack of knowledge
177. Lack of knowledge
178. Lack of mentorship
179. Lack of opportunity
180. Lack of outlet
181. Lack of people
182. Lack of recognition
183. Lack of recognition
184. Lack of recognition
185. Lack of staff
186. Lack of staff
187. Lack of status
188. Lack of support
189. Lack of support
190. Lack of time
191. Lack of time
192. Lack recognition
193. Lack research skills
194. Laco of priority
195. Leadership
196. Leadership
197. Leadership priorities
198. Learning how to do it
199. Less valued
200. Limited understanding
201. Lip service to value
202. Long term vision
203. Management
204. Mentor
205. Mentors
206. Mentors
207. Mentorship
208. Mentorship
209. Mentorships
210. Metrics-fetishisation
211. Middle management
212. Money
213. Money
214. Money
215. Needs a higher
recognition
216. No clear guide
217. No enthusiasm
218. No funding
219. No funding
220. No knowledge
221. No mentor
222. No teaching admin
support
223. No time to do SOTL and
just be in classroom is a
challenge
224. non-academic leaders
225. Not a focus
226. Not enough recognition
227. Not highly regarded
228. Not included in workload
229. Not prioritised
230. Not real research
231. Not recognised
232. Not seen as important
233. Not sure
234. Not sure how to start
235. Not sure what to do
236. Not valued
237. not valued as much
238. Not prioritised
239. Outlet for outputs
240. Output
241. Overcrowded curriculum
242. Overwork
243. Pathways to do it
244. People don't know TL
245. People working in silos
246. Perceptions
247. Performance measure
248. Personal
249. Platforms to record
250. poor collaborations
251. Poor processes
252. Preconceptions
253. Pressure
254. Priorities
255. Priorities
256. Prioritisation within work
257. Priority
258. Priority
259. Promotion
260. Publish or perish
261. Qualifications
262. Quality
263. Realising value of SoTL
264. Real-world experience
265. Recognition
266. Recognition
267. Recognition
268. Recognition
269. Recognition
270. Recognition
271. Recognition
272. Recognition
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286. Recognition
287. Recognition
288. Recognition
289. Recognition
290. Recognition
291. Recognition
292. Recognition of SoTL
293. Recognition of work

294. Reputation	345. Support	397. Time
295. Research	346. Support	398. Time
296. Research comes first	347. support	399. Time
297. Research priorities	348. Support	400. Time
298. Research priority	349. Support	401. Time
299. Resource	350. Support	402. Time
300. Resources	351. Support	403. Time
301. Resources	352. Support	404. Time
302. Resources	353. Support	405. Time
303. Resources	354. support	406. Time
304. Resources	355. Support	407. Time
305. Resources	356. Support	408. Time
306. Resources	357. Support	409. Time
307. Resources	358. support	410. Time
308. Resourcing	359. Support	411. Time
309. Resourcing	360. Support	412. Time
310. resourcing	361. Support	413. Time
311. Resourcing quality HEd	362. Support	414. Time
312. Respect	363. Support	415. Time
313. Respect	364. Support	416. Time
314. Respect	365. Support	417. Time
315. Restricted to academics	366. Support	418. Time
316. Reward	367. Support	419. Time
317. Rewards	368. support for pub	420. Time
318. Seed funding	369. Support for research	421. Time
319. Seen as worthy research	370. Support for Teaching	422. Time
320. Segregation	371. Survival mode	423. Time
321. Shared definition	372. Teaching load	424. Time
322. Skill	373. tenure track staff no int	425. Time
323. Skills	374. The value placed on it	426. Time
324. Skills	375. Time	427. time
325. Skills	376. Time	428. Time
326. SoTL literacy	377. Time	429. Time
327. Space	378. Time	430. Time
328. Staff workload	379. Time	431. Time
329. Staffing	380. Time	432. Time
330. Starting	381. Time	433. Time
331. Structures	382. Time	434. Time
332. Student experience	383. Time	435. Time
333. Student numbers less Staff	384. Time	436. Time
334. Superficial SoTL product	385. Time	437. Time
335. Supervisors	386. Time	438. Time
336. Support	387. Time	439. time
337. Support	388. Time	440. time
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- 508. Time
- 509. Time allocation
- 510. Time constraints
- 511. Time opportunities
- 512. Time poverty
- 513. TL not a focus
- 514. TL Resources
- 515. Too much change
- 516. Top down fixes
- 517. Training
- 518. Training
- 519. Training in methodology
- 520. Transparency
- 521. Unclear expectations
- 522. Under valued
- 523. Understanding
- 524. Understanding
- 525. Understanding pedagogy
- 526. Undervalued
- 527. Undervalued
- 528. Undervalued
- 529. Undervalued
- 530. Undervalued
- 531. Unrecognised
- 532. Untenable workloads
- 533. Validation of field
- 534. Value
- 535. Value
- 536. Value
- 537. Value
- 538. Value- not considered as
- 539. Value Support
- 540. Valuing
- 541. WBA
- 542. What the definitions
- 543. Work priorities
- 544. Work time for academics
- 545. Workload
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- 583. Workload
- 584. Workload
- 585. Workload
 - acknowledgement
- 586. Workload allocation
- 587. Workload allocation
- 588. Workload overload
- 589. Workload overload
 - workload priorities
- 590. Workload
- 591. support
- 592. Worth

2. What current teaching and/or learning challenge(s) would you like to know more information about?

- Academic integrity
- Academic integrity
- Academic integrity
- Academic integrity
- Active Learning
- Agility and agency in higher education approaches
- Ai
- Ai
- design of assessments
- AI and how best to harness is for T&L
- AI and how to include in the teaching safely and ethically
- AI and its impact and opportunities
- AI ethics
- AI integration into assessments
- AI on improving student learning
- Approaches for institutional support and how it can be maintained
- Assessment and AI.
- Assessment design
- Assessment design
- Assessment for engagement
- Authentic assessment
- Authentic assessment
- Authentic assessment in the face of GenAI. What authentic assessment is - there is a lot of use of the term without a useful or practical definition
- Barriers to academic development transformation in HE
- Being an online facilitator
- Building a better future
- Building SoTL capacity for teaching staff and n higher education
- Can heutagogy improve teaching partnerships between educators and learners?
- Casualization
- Cheating, plagiarism, academic integrity
- Co-construction of curriculum
- Collaboration
- Consistency of Professional development of dispersed team or located Australia wide
- Continuous positions
- Create authentic Assessment
- Cultural safety
- Learning environments
- Culturally sensitive teaching
- Currently researching professional identity formation in allied health
- Curriculum design
- Curriculum design & WIL
- Designing micro-credentials and shorter forms of learning
- Discipline differences related to student engagement
- Diversity, equity, inclusion
- Effective assessment using new teaching paradigms
- Effective design of AD support
- effectively engage student in learning
- Effectively standardising AI
- Effectiveness of teaching methods,
- Effectiveness of teaching on long term capabilities in professionals
- Embedding indigenous approaches as nonindigenous teachers
- Emotional experiences
- Empathy in teaching
- Empowering and/or engaging students in the process of learning design of curriculum
- Enacting student partnerships
- Engagement
- Engagement
- Engagement
- Engagement and interaction with students
- Engaging international students
- Engaging students - how to encourage them to come to class without it being assessable
- Engaging teachers in the online space
- English as a second language in tertiary institutions
- Enhancing and supporting positive change in higher education
- Enhancing student engagement in classes with high percentages of international students
- Ethics
- Evaluating impact of teaching practices and courses on student learning beyond student assessment
- Evaluation of learning outcomes
- Factors that inhibit or support a holistic approach to SOTL (whole of course/program rather than SOTL siloed to single subjects within a course; short-term frame for SOTL rather than life cycle of a c

- Factors that prevent teaching teams from collaborating effectively to ensure their teaching and curriculum development is scholarly.
- Factors to consider when deciding to pursue disciplinary vs SoTL research.
- Finding good funding sources and journals
- Finding time / making time to think and read and research when workday full of action
- First-year transition practices and embedding support - having institutions get on board
- Game based learning effectiveness
- Gen ai
- Gen AI
- Gen AI, Worldviews, the Left-Right Spectrum and Education
- GenAI
- GenAi
- Generational changes; use of social media; building engagement
- Generative AI
- Generative AI as a learning tool
- Getting students to want to learn, not just want to get a good grade.
- Getting support from institution to do SOTL
- HDR supervision, particularly for non-traditional candidates
- How can contract cheating and AI both be adequately addressed together?
- How can professional staff gain access to research opportunities within the institution
- How can we best support the diverse teaching and learning needs of higher education educators?
- How can we encourage students to adopt more deep learning approaches and move away from surface learning approaches
- How can we engage the new generation of students who are already disengaged from society?
- How can you inspire research-focused academics to efficiently understand pedagogy and engage them in SoTL?
- How do we engage and promote learning in students in today's post-pandemic population?
- How do we use genuine experiential learning in an online teaching format and make it a meaningful and collaborative learning experience?
- How EdTech changes how we perceive some traditional pedagogical notions, such as collaboration, engagement etc.
- How might we embed Graduate Attributes into learning design and assessment?
- How students learn
- The impact of assessments on student success
- How to assess processes of learning
- How to assess students in the race of gen-AI
- How to be recognised in this area.
- How to best maintain 'finger on the pulse' of student cohort sentiment, motivation, challenges/competing priorities and adjust teaching practice accordingly
- How to build in evaluation into prof development for staff
- How to change mindsets of supervisors
- How to collect sufficient unbiased data within the teaching period.
- How to create effective learning experiences for diverse student cohorts in theory focused subjects
- How to deal with or embed Gen-AI
- How to design a project from something I'm already doing? What research methods can be used
- How to design institutional qa processes that foster ongoing engagement and review rather than point in time compliance by staff
- How to discover what I don't know that I still need to know.
- How to easily fit SoTL into what we are already doing. Tips for ethics applications.
- How to encourage student engagement in traditionally 'boring' units of study
- How to engage academics in curriculum design?
- How to engage journal reviewers
- How to evaluate teaching effectiveness
- How to get buy in with academic teaching staff and heads of school
- How to get management to recognise the value
- How to get the powers who be to value teaching and to understand that SoTL is research 🤖
- How to give good feedback
- How to help academic staff better understand the theory behind what good teaching looks like
- How to identify research problems and questions
- How to indigenise the curriculum practically?
- How to integrate gen-AI into teaching practice (teach students how to use it effectively)
- How to link first year with what is currently taught in high schools
- How to make the readings valuable to the student
- How to make time to apply theory, and write about, the work that I do
- How to motivate students
- How to progress in completing the writing?
- How to promote/encourage engagement?

- How to shift from course to programmatic assessment?
- How to start
- How to support curriculum review and renewal at scale with appropriate resources
- How to support well-being among educators?
- How to teach students who have short attention span? In this age of AI?
- How to train casual teaching staff to effectively support student learning
- How to work within an institution that has very different values to my own.
- How to write up and share reflective practice
- How to connect SoTL and curriculum design more broadly to the higher social purpose of universities globally?
- I would like to know more about online learning and a new generation of learning materials that are not necessarily provided in text format.
- Identifying best practices for the context
- Impact of industry in curriculum
- Impact of political decisions (e.g. university accord n Australia) on SOTL capability development and value
- Impact of reliance on casuals on quality of teaching practice and student outcomes
- Impact of self-reflections on motivation and performance.
- Impacts of the pandemic on learning, connection and the student experience in a range of contexts - fully online, on campus, blended learning contexts
- Improving student assessment literacy. Exploring student engagement with and literacy of feedback. Supporting sessional staff to enhance teaching capacity and improve student learning experience
- Improving student engagement,
- Incorporating socially-just principles into my practice
- Indigenising curriculum
- Indigenizing my discipline-specific curriculum
- Indigenous methodologies - what, how, but appropriateness for non-Indigenous people
- Industry understanding and support for clinical training
- Interlanguage teaching
- international students' capability enhancement
- Intervention strategies to support students experiencing challenges in their learning
- Keeping scholarly standards high - not dumbing down to meet market
- Kindness & leadership
- Know what kinds of feedback works for what kind of assignments and what students
- Language teaching and learning with Gen AI
- Learning analytics
- Making our learning environments more inclusive
- Meaningful access valid assessment of graduate attributes
- Modifying assessment with the introduction of AI
- Motivating students to learn
- Nature of, ways of enhancing, and impact of leadership of teaching and learning in higher ed
- Navigating ethics committees
- No time to do SOTL and just be in classroom is a challenge
- Online asynchronous courses, use of mixed methods to improve learning and course design, advanced and nuanced use of learning analytics to improve design
- Online engagements, AI, financial restraints
- Online facilitation
- Online learning
- Online student engagement in synchronous sessions
- Overcoming social ills
- Peer learning and assessment
- Preparation for study
- Preparing students for rural placement
- Professional development
- Professional development for staff
- Professionalism and how to promote this in caring based professions.
- Professionally classified teachers
- Program level learning design
- Programmatic assessment
- Promoting a sense of a community of learners
- Promoting engagement in reflective teaching practice
- Providing timely feedback to students
- Recruitment of staff to teach in university from clinical practice.
- Re-engaging on campus students
- Authentic assessments
- Reflexive strategies for leaders' vocation
- responsible use of AI
- Retaining academic standards in context of mass market provision
- Retaining students in rural areas after graduation
- Scaling solutions for staff that are resistant
- Shift thinking from assessment-focus to learning focus in high-achieving students
- Simulation
- Social justice in education

- Storytelling strategies for foundational lab-based sciences
- Storytelling to for higher education teaching qualifications
- Student belonging
- Student engagement
- Student engagement
- Student Engagement
- Student engagement
- Student engagement and attendance
- Student engagement and belonging - what do students want?
- Student engagement and success
- Student engagement for online learning
- Student engagement post-covid
- Student engagement with deep learning, when faced with time and financial constraints, gen AI.
- Student engagement.
- Student engagement. Critically reflective learning. Applied learning. Integrating theories and practices. Authentic learning.
- Student entitlement
- Student online experience
- Student partnership impact
- Student perception of transferable skills education
- Student wellbeing
- Supporting and developing sessional educators
- Supporting diverse students
- Supporting first year international students
- Supporting new HE students
- Supporting staff
- Supporting student success
- Supporting students at risk
- Supporting students beyond the academic journey
- Teaching skills
- Teaching work related skills
- The academic and other needs of students from low SES backgrounds
- The challenge of trying to engage mgt in serious T&L
- The impact of teaching philosophy on learning and teaching effectiveness
- The new cohort of 17-year-olds
- The notion of using what is successful or what works to inform outcomes. As an AD it is rare for lecturers to have clarity on what learning they are seeking. Without this its easy to create an echo
- Transdisciplinary teaching
Wicked problems
- Transdisciplinary ways of learning and teaching for modern institutions
- Transforming assessment to authentic assessment in the age of AI
- Universal design for Learning
- Use of technology to enhance learning
- Use of Virtual reality in classroom
- Using AI to support teaching and learning
- Using for greater good
- Using GenAI in assessment
- Ways to break down institutional barriers
- Ways to collaborate with Indigenous communities about decolonizing the curriculum as a whole.
- What are the benefits of AR/VR/MR to teaching and student learning
- What are the foundational skills students need to make the most of genAI
- What are valid research questions and how can you get relevant outputs
- What impact does mentoring have on the mentor?
- What to do when you don't agree...how to navigate conflicting agendas in a program
- What works with regards to teaching and learning professional development for higher education educators?
- Whether or not the way we have set up higher education learning fits into today's world
- Which pedagogies best support the development of sustainability competences?
- Why do students not engage well with foundational units?
- Work integrated learning

6. As the result of today's presentation, what question would you still wish to have answered?

- Administrative and policy decision makers are a challenge in our uni.
- any tips on how to put together a HREC application that is flexible enough to navigate the fluidity of what you might want to capture in your SoTL?
- Are there agreed standards for quality in SoTL?
- Do you recognise the integrated skill set of education and technologies? These are often separated in higher ed.
- Ethics of scholarship of teaching and learning
- Framing the RQ
- Funding and grant opportunity
- Grant funding available
- Have you had the opportunity to compare Indigenous experiences and knowledges in higher education across nations, and if so, are the challenges the same in Canada and elsewhere?
- Hi to connect SoTL back to Boyers emphasis on SoTL as a constant questioning of a universities social purpose. Linking research and teaching more broadly?
- Highest ranking journals to publish in
- How to navigate ethics for SoTL
- How can students as partners be engaged more effectively in SoTL?
- How can we bring the students' perspectives within SoTL, as they have an objective in mind as they embark on a degree?
- How can we continue to educate researchers on the innovations ways we can generate and share knowledge?
- How can we effectively and meaningfully train and support academics in undertaking quality SOTL?
- How can we encourage academics to engage in SoTL given the constraints and barriers we explored earlier?
- How can we encourage journals to be more accepting of qualitative research in SoTL? I often find SoTL journals prefer quantitative methods as more "rigorous" which limits holistic investigations
- How do I extend my professional networks to become a more collaborative process and not working in a silo
- How do we balance advancing SoTL with avoiding being overloaded and burned out, given university KPIs needed to be met?
- How do we encourage institutions to value SoTL for balanced academics and education-focused academics?
- How do we ensure we're asking the most important questions together?
- How do we get disciplines other than education to take education research seriously and fund it!
- How do we get management to take SoTL seriously
- How do we improve recognition of SoTL when journals are not ranked very highly?
- How do you anticipate you will engage with the Grand Challenges for SoTL? (<https://issotl.com/grand-challenges-for-sotl/>)
- How do you enthuse disengaged academics in SoTL?
- How do you formulate a research question in SoTL? It feels uncomfortable not having test and control groups.
- How do you maintain a consistent SoTL research approach in your academic career
- How do you think the academic developers can collaborate with academics not just support academics in SoTL?
- How do you think we can increase the value of SoTL research in terms of academic recognition?

- How has teaching shaped your identity?
- How is author positionality part of SOTL research?
- How is SoTL different from Action Research in Education?
- How is SOTL like your work in wildlife photography?
- How powerful is the story telling approach in teaching tertiary students?
- How to convince university management and colleagues to take SoTL seriously?
- How to deal with rejection and critique
- How to develop whole of institution approaches to learning and teaching
- How to do SoTL when there are very little grants for HE research available in Australia?
- How to embed SoTL with ease into current teaching
- How to encourage better quality publication to improve the perceived value and quality of SoTL?
- How to encourage students' voluntary participation in SoTL without feeling pressured
- How to ensure SoTL is sensitive to and respectful of diverse student and staff experiences? e.g. Indigenous
- How to find a mentor to guide SoTL as a new academic?
- How to find a mentor to journey with me on SoTL?
- How to find grants in the area
- How to fit research into busy life
- How to get better recognition and support as a professional in the SOTL space?
- How to globally connect SoTL projects / people with shared interests
- How to identify and support career growth through SOTL
- How to influence institutions to respect and reward education and SoTL more
- How to influence up, the importance to learning and teaching scholarship, and giving educators time to do this
- How to look for grants in this area??
- How to make ethics processes robust but feasible to avoid them putting people off SoTL
- How to partner with others who have an interest in SOTL?
- How to raise the profile of SoTL?
- How to tease out how educational research and SoTL overlap and HPE!
- I found this interesting and started to frame a RQ.
What street the journal rankings for SoTL?
- I'm your experience has been most effective in bringing SOTL in from
The margins and centering it in universities
- Improve how promotion panel's view. SOTL.
- Institutionalising SoTL-How?
- Is there great value in
teaching awards?
- Learn more about SoTL to be a better academic
- More support for indigenous academics to undertake SoTL
- N a
- N/A
- Na
- Navigating ethics, particularly how to enhance student participant consent. Ethics/ limited consent #'s
tend to restrict potential for dissemination.
- New research areas to explore

- Nil
- No questions just thank you!!
- None, not new to the topic but appreciate your presentation
- Review process in SoTL journals seem to take really long. I have also received pretty unforgiving comments. We need to be more supportive if we want to grow this community. Any thoughts?
- Should we, how can we, encourage collaborations with the School of Education
- SoTL is often not taken as seriously as other research. Thoughts on how we can contribute to improving attitudes of others to that?
- Strategies to address any existing challenges
- Strategies to enable us to position (sell) SoTL in universities as equal in value to “other research”.
- Sustainable institutional approaches to supporting SoTL
- Thank you
- Thank you. Engaging presentation. Could you please name a few SoTL journals?
- Thanks, introducing SoTL to staff in a course now!, passing some insights on.. :-)
- Time is short - so my question is what efficiencies can be employed to do SoTL in a timely manner?
- Tips to create a culture of SoTL in our college
- What are the expectations for journal publications
- what are your thoughts on evolving notion of academic/ methodological rigour'. The notion of rigour has evolved from empiricist view towards holistic perspectives.
- What can we do to support and develop SoTL of professionally classified teachers? (Yes we exist!) Must our role always be to enable other people's research?
- What is one way policy and decision makers can support SoTL in their institutions?
- What is SoTL
- What is the exact definition of SoTL?
- What role does privilege play in advancing ideas in SoTL
- What would be your best advice to an early career researcher in how to best pursue SoTL journey alongside full time teaching academic work?
- Where to find grant money for SOTL
- Why is SoTL is going the way of traditional research where some have more opportunities than others to do it?
- With a focus at universities on publishing in A and A* journals, how focused do you think emerging SoTL researchers should be on those A and A* journals?
- Your challenges in the SOTL journey ?

7. Please share one idea, encouragement, or inspiration you gained from this session that you're committed to applying.

- A broader perspective of SoTL.
- A good sense of the importance of SoTL as educators. I would like to seek partnerships to collaborate.
- A reassurance of how essential SoTL is to higher education, even if it's overlooked by university leadership
- Apart from the thoughtful ideas in the presentation, I love the idea of conducting formal research during a presentation!
- Be more positive
- Boosting communities of practice
- Collaborate
- Collaboration across disciplines for new ideas can help to further SoTL
- Collaboration with others
- Collaboration with others
- Collaborators and mentors are key
- Confidence to own and publish story telling as a methodology.
- Confront senior mgt about funding T&L
- Connect and collaborate
- Consider the principle of 'conducted in partnership' more thoroughly
- Continue building reflective practices
- Continue SoTL research
- Create more partnerships
- Create space for indigenous self-determination in SoTL
- Cultural sensitivity is so important
- Deep exploring new ways to publish.
- Develop a clear SoTL strategy
- Developing research groups amongst like minded colleagues
- Different methods available for investigation
- Disseminating what I have learnt through an interactive activity using the tools we have available
- Diverse teams of SoTL doing research - look outside your discipline. I can connect with my TATAL colleagues to do this.
- Do more research!
- Do research to improve yourself and you community not just for research kudos
- Embedding culture
- embedding SOTL should be part of all learning design intervention
- Embrace qualitative research
- Examples of SOTL research questions
- Explore SOTL to validate existing practices and explore new ideas to improve student success
- Exploring more SoTL methodologies
- Find a mentor
- Find others to collaborate with

- Finding ways for decision-makers to support SoTL in Australian universities
- Focus on the importance of being mindful of the impacts of SOTL for diverse participants on provision of sort support to staff
- Further validation of SoTL research.
- Going back to the foundational SOTL literature
- Have an ongoing session with staff to talk about challenges and design a research project!
- Help academics reflect on their teaching philosophy in teaching practice
- I feel more confident!
- I realised I'm already doing SoTL research?
- I would like to explore collaborations with colleagues I have met here.
- I would like to try storytelling
- I'm encouraged to try and make time to do the ethics bit up front, so I can convert more of my work to SoTL for dissemination
- I'm glad there is an international community out there and that I can reach out for collaboration
- I'm in a senior administrative role, look at ways to incentivise staff to engage with SoTL
- I'm going to canvas my team to see if they are interested in researching together.
- Impact of collaboration and networking
- Importance of research
- Increase my networks in passion areas
- Indigenous perspectives under guidance.
- Inspired to publish papers from my work in course design and development
- Investigating different methodologies
- Investigating new data analysis approaches
- It's a journey. And there's lots of other people on this journey of SoTL. I'd like to connect with more SoTL scholars. They are inspiring.
- Just keep going how we're going
- Keep it up
- Keep trying
- Knowledge inspiration
- Learning more about embedding indigenous ways of knowing, being and doing into curricula
- local HERDSA revisited
- Look into background/history of SoTL
- Looking for collaborators
- Looking forward to reading your forthcoming ASRHE article
- My SoTL matters
- Now convinced to do SoTL
- Openness to SoTL - a community?
- Other opportunities for dissemination
- Passion
- Permission to be a SoTL champion in my institution - that this space is worth my time and leadership
- Principles of SoTL
- Promote
- Promote benefits of SoTL

- Promote SoTL
- Promoting SOTL equally as important as discipline research
- Publication
- Raising awareness and developing support systems that recognize and reward SoTL are key. Many thanks!
- Reading references you provided
- Reflect on SoTL opportunities in current non-academic role
- Reinvesting my practices and see if there is opportunity to engage in SoTL
- Reinvigorate SoTL among my colleagues
- Research why staff recruitment so challenging
- Revisiting SoTL literature
- Sharing these ideas with my team who aren't here... opening up space to connect on these ideas, inviting them in...
- Sharing, contributing to and building the SoTL community as a force for change.
- SoTL can be challenging but you're not alone.
- SoTL has value and I will go back to my Uni to be a voice for SOTL and enable it.
- SoTL is for EVERYONE
- SoTL process from conceptualisation to celebration was useful.
- SoTL research
- SoTL theoretical frameworks
- Spend some time really thinking about getting some projects started off of all the scholarly teaching that I'm already practicing
- Start my SOTL journey
- Start small but start.
- Story telling - would like to hear the rich stories from my students
- Student Interaction
- Students as partners
- Students as partners in SoTL
- Submit my articles
- Such a great overview of the SoTL process as a whole.
- Support my team to engage in SoTL. Allow time to do this.
- Talk about the benefits of HERDSA
- Talk to others about their questions
- That it's ok to challenge western paradigms with Indigenous ways of knowing and doing.
- That there are so many different roles under the banner of educators working in this space that have the potential to add real value
- The breakdown of the SoTL process was very clear. I know the way forward
- The broad range of people that can be invited to collaborate
- The impact of researching into SoTL
- The importance of ensuring that our SoTL and teaching benefits all, rather than having adverse impacts on any groups
- The importance of sensitization
- The importance of SoTL and how educational leaders should encourage and motivate it.
- The power of advocacy and collaboration

- the power of collaborations - there are so many like minded people out there and through banding together we can keep driving for real change
- There is a community of researchers out there who think like me in relation to innovative ways to generate and share knowledge to keep understanding 'what works' in teaching and learning.
- Think about who in adjacent roles may also wish they were research active in SoTL and collaborate
- This gave me some encouragement to continue, because we hear from academics that it is getting very hard to continue teaching and research with continuing demand of the role
- This has reminded me of a study I wanted to do years ago and made me think about how to do it
- To continue the research.
- To introduce and strengthen a framework of sotl in my institute.
- To keep persisting with my work
- Turn ideas and presentations into SoTL questions
- Turn new teaching task/challenge into a research question.
- Turning problems into do-able research questions
- Turning the tasks of my role into a research question.
- Use SoTL to help support colleagues who don't actively engage with SoTL
- Using SoTL to enhance learning of students at my institute
- What is my positionality? Promote my celebrations. Find ways to collaborate
- Will apply to my unit where I have huge philosophical commitment- the SoTL will improve my practice and actually make it more enjoyable and rich for my students
- Work harder to find fellow researchers
- Write about SoTL in my PhD introduction

References

Schönwetter, D. J. (2025). Empowering educators through SoTL: Insights and innovations from real-time audience engagement. *Advancing Scholarship and Research in Higher Education*, 6(1). <https://doi.org/10.59197/asrhe.v6i1.11735>