

Editorial: Volume 3(2)

Michelle Yeo

Volume 3, numéro 2, 2023

A Decade On

URI : <https://id.erudit.org/iderudit/1109354ar>

DOI : <https://doi.org/10.29173/isotl742>

[Aller au sommaire du numéro](#)

Éditeur(s)

Mount Royal University Library in partnership with University of Alberta
Library

ISSN

2563-8289 (numérique)

[Découvrir la revue](#)

Citer ce document

Yeo, M. (2023). Editorial: Volume 3(2). *Imagining SoTL*, 3(2), 1–1.
<https://doi.org/10.29173/isotl742>

© Michelle Yeo, 2023



Ce document est protégé par la loi sur le droit d'auteur. L'utilisation des services d'Érudit (y compris la reproduction) est assujettie à sa politique d'utilisation que vous pouvez consulter en ligne.

<https://apropos.erudit.org/fr/usagers/politique-dutilisation/>

EDITORIAL: VOLUME 3(2)

This fifth issue of *Imagining SoTL* consists of papers based on presentations at the 2022 Symposium for the Scholarship of Teaching and Learning, with a theme of “A Decade of Imagining SoTL: Looking Back, Looking Ahead,” our first in-person conference since the COVID-19 pandemic. It was good to be together. This issue follows our recent Call and Response issue (see Volume 3(1)). Here, we present the articles submitted in response to our more conventional call for contributors to develop their Scholarship of Teaching and Learning (SoTL) presentations from the conference.

Volume 3, Issue 2 contains six articles from SoTL scholars at Canadian institutions, involving a total of 19 authors. While not organized into sections, conceptually we might think of this issue in three sets of two articles each. The first two articles focus on decolonizing efforts, both featuring undergraduate students as lead authors (Gariepy/Kahpeaysewat). Both articles challenge and provoke us to rethink entrenched ideas within the academy and in SoTL. The second two articles consider aspects of the students-as-partners movement, investigating what this might look like in practice (Carroll et al.) and the degree to which meaningful partnership is actually occurring (Suart et al.). The final two articles take a closer look at student learning. One explores the potential use of an experiential learning map as a tool to increase student engagement in learning (Saggar et al.), and the other considers levels of science literacy in undergraduate students, including science and non-science majors alike and providing some surprising insights (Strzalkowski & Sobhanzadeh).

In all, this issue illustrates the range of both topical and methodological breadth that is a signature aspect of SoTL, along with its deeply collaborative character. We look forward to seeing you early in 2024, when our next issue will publish a final set of articles from the generative 2022 conference.

Dr. Michelle Yeo

Editor-in-Chief

Imagining SoTL: Selections from the Banff Symposium