

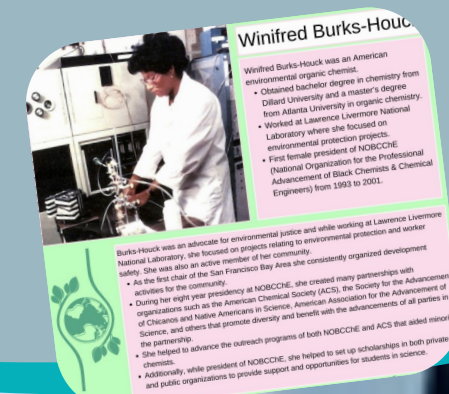
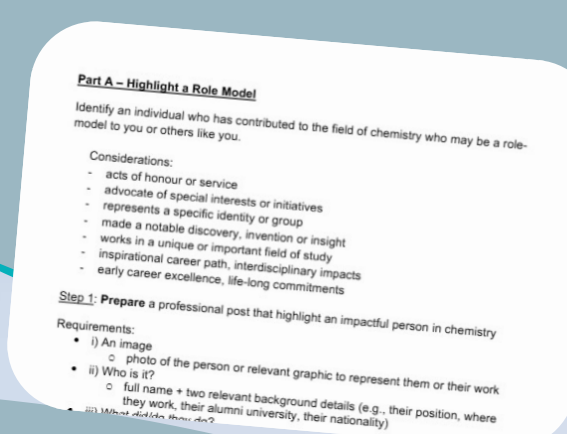
Charting New Waters at TRU: Reflections of the First SoTL Scholars Cohort

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Members of the 2024 SoTL Scholars Program Cohort at Thompson Rivers University



Teaching as Research

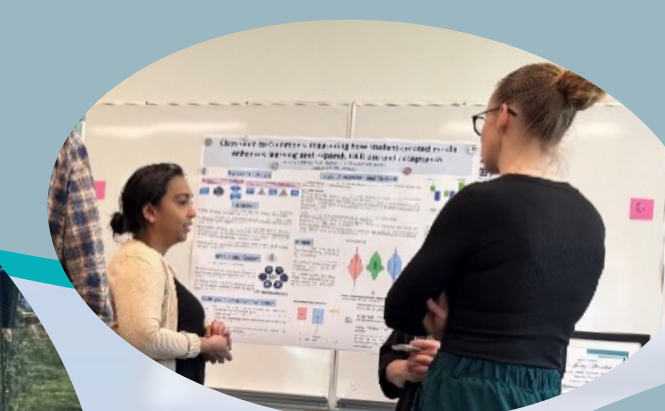
- Encourages a scholarly, evidence-based exploratory approach to teaching.
- Uses inquiry to explore what works, what doesn't, and why.
- Connects classroom practice with educational theory and data.
- Aims to improve student learning through systematic reflection.



Community and Support

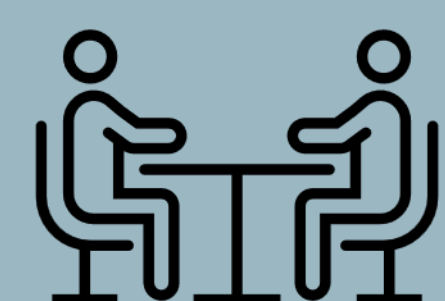
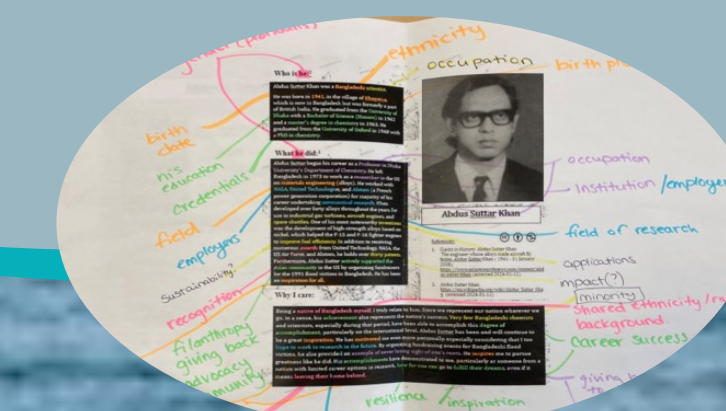
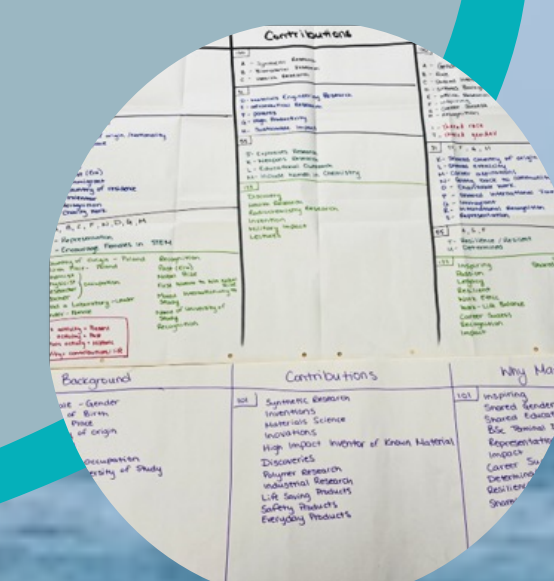


- Highlights the importance of peer support and shared learning in an interdisciplinary context.
- Reduces working in silos and in isolation often felt in teaching and research.
- Encourages collaboration and feedback among educators and students.
- Stresses the value of institutional supports (e.g., CELT, research assistants).



The Power of Qualitative Data

- Validates lived experience and perception as legitimate data sources.
- Normalizes the use of qualitative methods (e.g., interviews, reflections, focus groups).
- Counters fear or misunderstanding around non-quantitative research.
- Provides rich insights into complex teaching and learning dynamics.



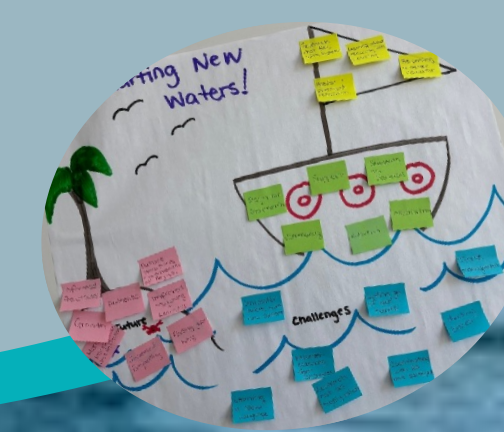
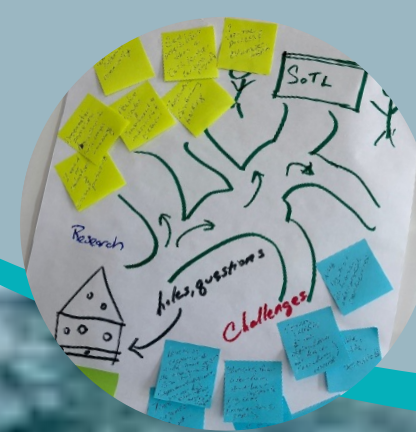
Students as Partners

- Views students as collaborators, not just research subjects.
- Involves students in co-designing, co-investigating, or reflecting on teaching and learning.
- Values student input to shape more inclusive, relevant learning environments.
- Enhances student engagement and ownership of their learning.



Authenticity and Growth

- Emphasizes personal reflection and bringing your full self into teaching.
- Encourages stepping outside comfort zones and challenging assumptions.
- Promotes continuous growth, no matter how long you've been teaching.
- Recognizes vulnerability as a strength in transformative education.



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