

Research Resources

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Please share your favourite resources with us at sotl@senecapolytechnic.ca and we'll feature them here.

SoTL Book Recommendations

- [Why Don't Students Like School](#)
- [The Scientist in the Crib](#)

SoTL General Resources

- ["Your course outline is a hypothesis"](#), Randy Bass, Vice Provost for Education, Georgetown University.
- [Society for Teaching and Learning in Higher Education](#)

Guides

- A [comprehensive guide](#) on how to understand and do SoTL projects from the University of Calgary
- Vanderbilt Center for Teaching has a very useful guide on [Understanding SoTL](#), edited by researcher Nancy Chick
- Explore the useful resources and conference listings over at the [Society for Teaching and Learning in Higher Education](#) (STLHE)
- The Seneca Libraries [Data and Statistics Guide](#) provides an overview on how to get started with data

Journals and Knowledge Sharing

- [Frontiers in Education](#)
- The [Canadian Journal for the Scholarship of Teaching and Learning](#) (CJSOTL) is a wonderful place to read about new topics that matter to Canadian teachers in higher education.

- Check out the [Teaching & Learning Inquiry](#) Journal explores new research in the field, and is a great starting point for new ideas.
- The [Collaborative Indigenous Research Digital Garden](#) from OISE/UT (The Ontario Institute for Studies in Education / University of Toronto)

SoTL Research Ethics

- Fedoruk, L. (2017). [Ethics in the scholarship of teaching and learning: Key principles and strategies for ethical practice](#). Taylor Institute for Teaching and Learning Guide Series. Calgary, AB: [Taylor Institute for Teaching and Learning at the University of Calgary](#).
- A great, comprehensive [SoTL Research Ethics Guide from York University](#), especially this section on [Ethical Issues](#)
- Healy, R, T. Bass, J. Caulfield, A. Hoffman, M.K. McGinn, J. Miller-Young, M. Haigh. 013). ["Being Ethically Minded: Practising the Scholarship of Teaching and Learning in an Ethical Manner."](#) *Teaching & Learning Inquiry: The ISSOTL Journal* 1:2, 23-32.