

Preface

The intended readers for this book are academics and leaders in higher education who care about student learning. With the fast expansion of higher education around the world, there is a pressing need to look into how to provide significant learning experiences for students and how student learning can be improved. The Scholarship of Learning and Teaching (SoLT), with a chief goal of improving student learning, provides a possible way for addressing this pressing need. The idea of SoLT originates from the classic book by Boyer (1990), who suggested that teaching in higher education should be regarded as a serious intellectual work similar to research. Researchers after Boyer have further elaborated and clarified the concept, no matter in the names of Scholarship of Teaching (SoT), Scholarship of Teaching and Learning (SoTL), or less frequently, SoLT, with a sharper emphasis on student learning.

In this book, we put forward a holistic conceptual framework for implementing SoLT in higher education. Unlike previous studies usually focusing on a specific aspect, we aim to integrate different aspects into a holistic framework, with three stakeholders identified, namely the higher education institution, teaching staff, and students. These stakeholders are connected by four interlocking themes: (1) staff professional development; (2) enhancement of student learning experience; (3) assessment; and (4) digital technology. This book aims to contribute to the advancement of SoLT in higher education in relation to existing theories and emerging practices. It contains three major sections, namely staff professional development, enhancement of student learning experience, and assessment, with chapters contributed by academic and teaching staff in higher education. Digital technology is a theme infused into all three sections. The chapters collected cover a whole range of subject areas and student learning outcomes. This book allows academics and leaders in higher education to implement SoLT for the improvement of student learning and teaching practices. It also contributes to the field of teacher education, as it systematically highlights the ways of building the capacity to teach. In addition to this holistic conceptual framework, a unique contribution of this book

is the theme of digital technology, which is less explored in the previous SoLT literature, and yet its importance in learning and teaching in higher education is increasingly recognized.

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