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## The scholarship of teaching and learning from a social justice perspective

Brenda Leibowitz and Vivienne Bozalek

### Abstract

We argue that there is a reciprocal relationship between all scholarly activities, most importantly between teaching, learning, research and professional learning. The article builds on the work of others who call for a social justice approach to inform the SoTL. It focuses on the implications for professional learning, as an aspect of the SoTL which has been neglected. The tripartite account of participatory parity as advanced by Nancy Fraser is shown to be a valuable frame to describe instances of social justice, as well as the kind of institutional arrangements that should be instituted to support participatory parity. Alongside this, the notion of a 'pedagogy of discomfort' is shown to be an effective, but challenging means to advance awareness of justice and injustice amongst academics. The article draws on examples from three action based research projects run by the authors.

### Introduction

In this article we wish to contribute to debates on the scholarship of teaching and learning (SoTL) by placing the concept within a social justice framework, most specifically that informed by the work of Nancy Fraser on participatory parity. We pose what we see as a relational or reciprocal view: that whatever aspects of teaching and learning one is dealing with and that one may be researching – whether the facilitation methods, the choice of research design, the graduate attributes enshrined in policy and programme documents, or the nature of the support for academics to engage in the SoTL – these should all be discussed in relation to the same social justice principles.

We begin this article with comments on the origins and definitions of SoTL before outlining the social and educational setting which has given rise to the approach towards the SOTL that we have taken. We then move to outline key concepts we are working with in relation to social justice, based on the views on social justice and participatory parity advanced by Nancy Fraser. We sketch in broad terms the implications of these principles for practice. After outlining the research design of the three research projects we refer to, in the penultimate section we illustrate how the principle of reciprocity plays itself out in professional development work with examples from our experience in this field, and finally, we summarise the implications for the professional development of academics.































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