Kelly Schrum, GEORGE MASON UNIVERSITY, kschrum@gmu.edu
Earle Abrahamson, UNIVERSITY OF HERTFORDSHIRE, e.abrahamson@herts.ac.uk

EDITOR'S INTRODUCTION

SoTL in Translation, SoTL as Translation

¡Buenos días! These were the opening words of Oscar Jerez's 2024 ISSOTL keynote, "SoTL in Latin America: Bridging Cultures, Transforming Teaching and Learning." For the first time, the keynote was delivered in a language other than English (*Español*) with live AI-generated text translation in English. Dr. Jerez, a *Teaching & Learning Inquiry* Editorial Board Member and director of the Teaching and Learning Center at the Faculty of Medicine at the University of Chile, has worked to expand SoTL throughout Latin America and to strengthen Latin American engagement with ISSOTL. His keynote provided a valuable and insightful history of SoTL in Latin America and emphasized the ways in which "SoTL practices and theories have been adopted, adapted, and reinterpreted" in new contexts (Jerez 2024).

The idea of SoTL in translation is not new to *Teaching & Learning Inquiry*. Over the years, the journal has published numerous pieces on translation broadly defined — translating SoTL through student-faculty partnership (Cook-Sather and Abbot 2016), translating SoTL across geographical, sociocultural, and political contexts (Chng, Mårtensson, and Leibowitz 2020), and translating between SoTL and educational research (Roxå 2018; Steiner and Hakala 2021). Other works explore the impact of cross-cultural engagement through study or scholarship (Behari-Leak 2020; Benham Rennick 2015; Moreno 2021; Vandermaas-Peeler et al. 2021). Collectively, these efforts embody and reflect the essence of SoTL which is, by its very nature, about translation and community across disciplines, teaching contexts, and place.

Presenting a keynote in Spanish, however, introduced new opportunities to grapple with the complexities of living in a truly global world — one in which the landscapes of technology and higher education are rapidly changing. Lauren Scharff, for example, used AI-generated images (see Figure 1) to explore visual representations of the ISSOTL Grand Challenges in her ISSOTL keynote, "Let's Be Grand Together" (Scharff 2024).

As higher education continues to evolve in response to shifting societal needs, *TLI* has deepened its support for diverse voices in SoTL. One strategy is the introduction of regional seminars that serve to promote the work of the journal, provide writing support, and engage with emerging scholars. To date, we have hosted a EuroSoTL seminar and will be hosting upcoming seminars in the US, Latin America, and Ghana. These seminars also foster dialogue around the roles of reviewers and editors, offering a platform for broader participation in scholarly conversation. This expansion of engagement helps ensure that *TLI* reflects a more inclusive and global understanding of teaching and learning, enabling scholars from different regions and perspectives to contribute to the field.

Looking ahead, *TLI* plans to pilot an initiative encouraging authors to tag their work with Grand Challenges keywords (Scharff et al. 2023), such as identities, complexities in learning, creativity, criticality, social justice, and educational access. This system will help readers connect SoTL research to pressing global educational issues.

Figure 1. Lauren Scharff's 2024 "Let's Be Grand Together" AI-generated image

Image representing "grand challenges of teaching and learning that are deeply rooted in the realm," co-created by Lauren Scharff and Copilot for the "fairytale history" opening of her plenary talk about the history of the Grand Challenges of SoTL. Initially, Copilot created humanoid-like creatures with glowing eyes to represent the grand challenges, but eventually Scharff learned to use the term "dark, complex, geometric, fractal things" to prompt Copilot to produce the renderings in this final image.

In the past year, *Teaching & Learning Inquiry* has continued its efforts to embrace inclusivity and methodological pluralism, to expand access, and to welcome new authors, reviewers, and readers. Over the last 12 years, the journal has published articles from 728 unique authors representing more than 270 institutions across 25 countries. In the past year alone, 79% of authors were new to *Teaching & Learning Inquiry,* and we simultaneously saw an increase in abstract views and citations (25%) as well as a decrease in production time. *Teaching & Learning Inquiry* remains a [Diamond Open Access](#) journal, meaning there is no charge for authors to publish and no charge for readers. This is made possible through the generous support of ISSOTL and the University of Calgary which hosts *TLI*.

TLI continues to celebrate the important contributions of those shaping the scholarship of teaching and learning. This year, we were pleased to recognize Sophia Abbot and Karin Watson as recipients of the 2024 [Gary Poole Distinguished Reviewer Award](#). Their exceptional dedication to providing thoughtful, constructive, and timely reviews exemplifies the standards set by *TLI* for rigorous scholarship. In particular, their reviews have contributed to the development of high-quality research that aligns with *TLI's* mission of fostering innovation and inclusivity within SoTL.

The 2024 [Nancy Chick Article of the Year Award](#) honors Faye Halpern for her article, "The Morphology of the SoTL Article: New Possibilities for the Stories That SoTL Scholars Tell About Teaching and Learning" (2023). Halpern's work stands out for its original insights into SoTL methodologies and its exploration of the ways these approaches can be used to challenge and reshape teaching narratives. Her article embodies *TLI's* commitment to advancing innovative and inclusive scholarship, expanding the boundaries of SoTL, and contributing to the ongoing conversation about equitable educational practices.

These awards, alongside *TLI's* growing initiatives such as podcasts, posters, and SoTL-in-process essays, highlight our efforts to expand SoTL engagement. These initiatives are gaining significant traction and creating new avenues for disseminating SoTL, making it more accessible and interactive for a wider audience. These efforts reflect our commitment to fostering a dynamic and responsive SoTL community that remains at the forefront of the evolving needs of education and society.

Looking ahead to 2025, we will say *adios* to Editorial Team members who are completing their time with the journal and *bienvenidos* to several incoming members:

Incoming Co-Editor

Jessie Moore (USA) is professor of professional writing and rhetoric at Elon University where she directs the Center for Engaged Learning, an international research center, and facilitates multi-institutional and multi-disciplinary scholarship of teaching and learning (SoTL). Her research focuses on engaged learning, mentoring, knowledge transfer, the writing lives of university students and recent graduates, and educational development.

Incoming Associate Editors

Corinne A. Green (AUS) is an early career researcher and educator. She is a Lecturer in Academic Development with the Teaching Innovation Unit at the University of South Australia (UniSA) where she prompts university educators to be intentional in their approach to teaching and learning by articulating what they are doing and why. Corinne has relished opportunities to collaborate with local and international colleagues on projects in the fields of academic development, teacher education, and SoTL. Her research interests include teaching and learning professional development, school-university partnerships, and SoTL projects.

Nira Rahman (AUS) is an academic in educational design and student engagement at the University of Melbourne. Her research focuses on identity, language, culture, diversity, and inclusion in higher education, with a special emphasis on Students as Partners, co-creation of knowledge, and intercultural competencies. With extensive teaching experience across diverse student backgrounds, she leads initiatives promoting student voice, agency, and collaborative practices. A Senior Fellow of HERDSA, Dr. Rahman is involved in international SoTL research, contributing to transformative and inclusive education.
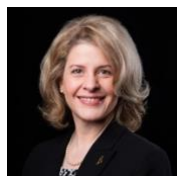
Jennifer C. Dalton (USA) holds a BS in speech pathology and audiology, an MA in communication disorders, and a PhD in speech and hearing sciences. With 25 years of clinical experience and over 15 years in higher education, she is a faculty member at Appalachian State University. Dalton teaches speech-language pathology and conducts research on critical thinking, experiential learning, and mentoring underrepresented students. An award-winning educator, she has served as a journal reviewer and co-chairs an international committee on Critical and Creative Thinking.

Leslie Shayer (CAN) began teaching math and stats in 1998 across Ontario, Manitoba, and British Columbia. In 2018, she returned to graduate studies at UBC Okanagan, focusing on math anxiety. After completing a master's in education, Leslie enrolled in a doctoral program, where she discovered SoTL research. Now a full-time faculty member at Okanagan College, her research explores contemplative pedagogy, math anxiety, and community-building in math courses. Leslie is excited to engage with the TLI community to deepen her SoTL knowledge and connections.

Breana Bayraktar (USA) is an educational developer at the Stearns Center for Teaching and Learning and affiliate faculty with the Higher Education Program at George Mason University. She specializes in blended learning, SoTL, faculty development, alternative grading, and AI in education. Previously, she taught ESL at the community college level and worked in curriculum development. Dr. Bayraktar holds an EdD from Manhattanville College, an MEd from George Mason University, and a BA from the College of William & Mary.

As we look toward 2025, *TLI* is firmly positioned to continue its transformative role in advancing SoTL. The journal's dedication to fostering global engagement will remain central, with initiatives such as regional seminars and SoTL-in-process, expanding access and ensuring that diverse voices are heard. By embracing new formats, such as podcasts and posters, *TLI* is enhances the accessibility and interactivity of SoTL while strengthening the connection between SoTL and the real-world challenges shaping education today.

As always, visit the *TLI* [website](#) to learn more!

AUTHOR BIOGRAPHIES

Kelly Schrum (USA) is a professor of higher education at George Mason University in Fairfax, Virginia whose work focuses on SoTL, digital pedagogy, and digital scholarship.

Earle Abrahamson (GBR) is a professor of the scholarship of teaching and learning at the University of Hertfordshire, whose work focuses on SoTL, mentoring, inclusive learning and clinical MSK anatomy.

REFERENCES

Behari-Leak, Kasturi. 2020. "Toward a Borderless, Decolonized, Socially Just, and Inclusive Scholarship of Teaching and Learning." *Teaching & Learning Inquiry* 8 (1): 4–23. https://doi.org/10.20343/teachlearninqu.8.1.2.

Benham Rennick, Joanne. 2015. "Learning That Makes a Difference: Pedagogy and Practice for Learning Abroad." *Teaching & Learning Inquiry* 3 (2): 71–88. https://doi.org/10.20343/teachlearninqu.3.2.71.

Chng, Huang Hoon, Katarina Mårtensson, and Brenda Leibowitz. 2020. "Leading Change from Different Shores: The Challenges of Contextualizing the Scholarship of Teaching and Learning." *Teaching & Learning Inquiry* 8 (1): 24–41. https://doi.org/10.20343/teachlearninqu.8.1.3.

Cook-Sather, Alison, and Sophia Abbot. 2016. "Translating Partnerships: How Faculty-Student Collaboration in Explorations of Teaching and Learning Can Transform Perceptions, Terms, and Selves." *Teaching & Learning Inquiry* 4 (2): 36–49. https://doi.org/10.20343/teachlearninqu.4.2.5.

Halpern, Faye. 2023. "The Morphology of the SoTL Article: New Possibilities for the Stories That SoTL Scholars Tell About Teaching and Learning." *Teaching & Learning Inquiry* 11. https://doi.org/10.20343/teachlearninqu.11.8.

Jerez, Oscar. 2024. "SoTL in Latin America: Bridging Cultures, Transforming Teaching and Learning." Keynote. ISSOTL 2024. French Lick, IN. [USA]. https://www.youtube.com/watch?v=WMi_dcu0l2w.

Moreno, Rhia. 2021. "Shaping a Critical Study Abroad Engagement through Experiential Arts-Based Inquiry." *Teaching & Learning Inquiry* 9 (2). https://doi.org/10.20343/teachlearninqu.9.2.4.

Roxå, Torgny. 2018. "Making Use of Educational Research in Higher Education – Academic Teachers Engaged in Translational Research." *Teaching & Learning Inquiry* 6 (2): 67–80. https://doi.org/10.20343/teachlearninqu.6.2.6.

Scharff, Lauren, Holly Capocchiano, Nancy Chick, Michelle Eady, Jen Friberg, Diana Gregory, Kara Loy, and Trent Maurer. 2023. "Grand Challenges for SoTL." International Society for the Scholarship of Teaching and Learning. https://issotl.com/grand-challenges-for-sotl/.

Scharff, Lauren. 2024. "Let's Be Grand Together." Keynote. ISSOTL 2024. French Lick, IN. [USA].

Steiner, Hillary H., and Christopher M. Hakala. 2021. "What Do SoTL Practitioners Need to Know about Learning?" *Teaching & Learning Inquiry* 9 (1): 79–85. https://doi.org/10.20343/teachlearninqu.9.1.7.

Vandermaas-Peeler, Maureen, Olivia Choplin, Kirsten Doehler, Amanda Sturgill, Nina Namaste, and Matthew Buckmaster. 2021. "The 'Authentic' Me: New Understandings of Self and the World As a Result of Global Learning Experiences." *Teaching & Learning Inquiry* 9 (2). https://doi.org/10.20343/teachlearninqu.9.2.11.