

Editorial

Explorations in the Scholarship of Teaching and Learning

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This year is the 12th year of Transformative Dialogues: Teaching and Learning Journal (TD). This journal was started as part of the Carnegie Foundation's Leadership Cluster Creating Communities. Our goal 12 years ago was to provide a forum where our colleagues could share their scholarly activities in order to have a conversation and transform our ideas regarding teaching and learning and encourage interrogation of our own teaching practices. We wanted to reflect on how we teach and how we learn. We hoped that through the journal we could provide opportunities, not only for Kwantlen Polytechnic University (KPU) faculty, but also our international colleagues, to engage with each other in order to create a teaching and learning global community.

This Issue continues to lean into how we teach and how we learn through a series of explorations in the Scholarship of Teaching and Learning. Each article has a role in helping to transform global ideas about the scholarship of teaching and learning. Focusing on post-secondary learners in their article *Self-Care Curriculum*, Patricia Kostouros, Deb Bennett, and Andrea Shippey-Heilman outline the most effective ways that faculty can support post-secondary students, while continuing to uphold rigor and expectations.

In *The Now and Now and Now of Acting Educated*, Joseph Anton Sokalski considers how Acting educated is a useful metaphor for understanding the position people undertake when they become students of a university. Julie A. Mooney, in her article *Podcasting as faculty development medium and method*, shares the story, through the eyes of an educational developer who, in collaboration with colleagues in the teaching and learning centre at a Canadian university, proposed, designed, hosted, and co-produced a podcast series on teaching practices in higher education. In *Creating Community and Connectedness through Cross-Campus Collaboration*, Kristel Gallagher, Shevaun Stocker consider the transition from graduate student to faculty

member in institutions where they become the sole expert in their particular field or discipline, a potentially academically isolating event that can be solved by cross-campus collaboration. In *Always On Stress: The Emotive Impact of Anytime, Anywhere Discussion Boards*, Megan Bardolph, George Porter, Paul Hadjipieris, and Jace Hargis, consider the number and volume of supplemental educational technology resources for classes in higher education, and how these may enable new options for accessing information. In *“We are here for research but also for teaching”: Exploring the Impact of Graduate Student Teaching Assistantships on Professional Development and First-Time Teaching Experiences*, Jana Grekul reports on the experiences of twenty sociology graduate students on their teaching assistant experiences, pointing to the value of seeing the ‘nuts and bolts’ of decisions that go into teaching, mentorship, constructive and meaningful evaluation. In *Gamifying the classroom*, Lynne N Kennette, Michelle P Beechler speak to taking advantage of student familiarity with gaming to engage and motivate. Finally, in *Infusing a Collaborative International Online Learning Experience into the Curriculum: A United States and Mexico Collaboration*, Flavia Iuspa shares collaborative online learning as a modality for global expression, international collaboration and engagement to address global challenges.

We hope you enjoy this intriguing collection of articles.