

Editorial: Volume 4(2)

This seventh issue of *Imagining SoTL* consists of papers based on presentations and experiences at the 2023 Symposium for the Scholarship of Teaching and Learning, which focused on the theme of “Expeditions in SoTL.” We gathered in Canmore, Alberta, for a stimulating few days in community, as is usual for this dynamic conference.

Volume 4, Issue 2 consists of four articles from Canadian institutions, involving a total of eight authors, representing five institutions. Joshua Hill, from Mount Royal University, explores decolonization and thinking about SoTL as reconciliation. Sarah Oosman and Carrie Stavness, from the University of Saskatchewan, discuss anti-oppressive pedagogy in a physical therapy program. Candi Raudebaugh, Marcia Finlayson, Kathleen Norman, and Sally Stewart, from institutions across Canada, describe their initiative of offering life skills training modules to therapy assistant students. Finally, Beth Everest, from Mount Royal University, reflects on her experience of writing Pop-Up Poetry for participants in the annual symposium. In this broad range of articles, the authors exemplify various approaches to and possibilities for the Scholarship of Teaching and Learning. These include thinking about the concrete level of the classroom as well as the big picture and purpose of education. What is education for, and how, through SoTL, does it function to create a more just society? The symposium itself also becomes a creative and generative space, as is visible through the piece about Pop-Up Poetry.

We hope you enjoy this collection and watch for the second set of articles in spring for Volume 5, Issue 1.

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Imagining SoTL