

# Chapter 11

## Navigating the Scholarship of Teaching and Learning in Malaysia and Beyond: A Reflective Journey of Three Practitioners in Higher Education

**Analisa Hamdan**


 <https://orcid.org/0000-0003-4225-129X>

*Asia Pacific University of Technology and Innovation, Malaysia*

**Abtar Darshan Singh**

*Asia Pacific University of Technology and Innovation, Malaysia*

**Jonathan J. S. Kovilpillai**

 <https://orcid.org/0000-0001-7517-2809>

*Asia Pacific University of Technology and Innovation, Malaysia*

### **ABSTRACT**

*This chapter explores the transformative journey of engaging in the Scholarship of Teaching and Learning (SoTL) within a multicultural higher education context. It highlights five distinct SoTL projects aimed at enhancing digital literacy, integrating AI in education, and fostering leadership skills. These projects include blended learning for TVET educators, digital competency development for NEET girls, AI-enhanced educational strategies, leadership training for women, and active learning methodologies in certificate programs. Emphasizing reflective practice, cultural sensitivity, and evidence-based approaches, the chapter demonstrates how SoTL fosters student-centered learning and professional development. It also addresses challenges such as securing funding and overcoming institutional biases towards SoTL, offering strategies to navigate these hurdles. Thus, the chapter illustrates the significant impact of SoTL on promoting inclusive education, driving pedagogical innovation, and contributing to both individual and institutional growth in the academic community.*

DOI: 10.4018/979-8-3693-3727-1.ch011

## INTRODUCTION

The Scholarship of Teaching and Learning (SoTL) is a model used in the higher education sector to reflect on and transform teaching and learning practices (Fanghanel et al., 2016). In the context of our multicultural and digitally advanced university setting in Malaysia, SoTL has become particularly vital in addressing the diverse needs of our students. By systematically investigating educational processes, SoTL helps educators enhance pedagogical effectiveness and improve student outcomes. This book chapter delves into the transformative journey of implementing innovative and reflective practices that enhance both teaching and learning. As educators, we embrace the profound responsibility of cultivating engaging, inclusive, and effective educational environments. SoTL provides a rigorous framework for investigating these educational processes, enabling us to systematically improve pedagogical strategies and student outcomes (Center for Engaged Learning, 2024; Kim, 2023; Felten, 2013).

Through this narrative, we highlight the complexities and rewards of integrating SoTL into our professional practice within the Malaysian higher education setting, where diverse cultural backgrounds, rapid technological advancements, and evolving student needs demand innovative and reflective teaching approaches. By examining our academic backgrounds, teaching experiences, and the cultural dynamics of our diverse classroom settings, we aim to uncover the motivations and challenges that have shaped our approach to teaching and learning. Reflecting on the adoption of various SoTL methodologies, this chapter details the obstacles encountered and the breakthroughs achieved, emphasizing the continuous evolution of our teaching philosophy. Ultimately, this journey underscores the transformative power of SoTL in fostering a student-centred, evidence-based educational practice that enhances learning outcomes and contributes to a broader dialogue on pedagogical excellence and innovation.

### **Analisa Hamdan's Perspective**

Analisa, holding a Master of Education, views SoTL as a way to bring her educational technology background into her teaching practices. Her role as a digital learning designer and lecturer has influenced her approach to SoTL, allowing her to integrate technology into the classroom effectively. She uses SoTL to explore how digital tools can enhance student engagement and learning outcomes, particularly in diverse and multicultural settings. Her work aligns with the goals of the Commonwealth of Learning, United Nations Educational, Scientific and Cultural Organization (UNESCO), and United Nations International Children's Emergency Fund (UNICEF), which emphasize the use of technology to improve access and quality of education (Commonwealth of Learning, 2021; UNESCO, 2020).

### **Prof. Dr. Abtar Darshan Singh Perspective**

Prof. Dr. Abtar, with a PhD in Web-Based Learning, leverages her expertise to mentor junior faculty in adopting SoTL practices. Her role as a Professor, Innovative Digital Learning and UNESCO Chair on Harnessing Innovations in Technology to Support Teachers & Quality Learning has provided her with a unique platform to advocate for inclusive and equitable education. She focuses on how SoTL can be used to design curricula that meet the diverse needs of students at APU and beyond. This aligns with the Sustainable Development Goals (SDGs), particularly Goal 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Additionally, by

22 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

[www.igi-global.com/chapter/navigating-the-scholarship-of-teaching-and-learning-in-malaysia-and-beyond/365222](http://www.igi-global.com/chapter/navigating-the-scholarship-of-teaching-and-learning-in-malaysia-and-beyond/365222)

## Related Content

---

### Using Experiential Learning to Improve Student Attitude and Learning Quality in Software Engineering Education

Ferdinand Ndifor Che, Kenneth David Strangand Narasimha Rao Vajjhala (2021). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-22).

[www.irma-international.org/article/using-experiential-learning-to-improve-student-attitude-and-learning-quality-in-software-engineering-education/273133](http://www.irma-international.org/article/using-experiential-learning-to-improve-student-attitude-and-learning-quality-in-software-engineering-education/273133)

### Prompt-to-Primal Teaching

Euzeli C. dos Santos Jr (2025). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-13).

[www.irma-international.org/article/prompt-to-primal-teaching/397015](http://www.irma-international.org/article/prompt-to-primal-teaching/397015)

### Faculty Videos of Resilience Narratives at Two Institutions: Residency Resilience Skills Program Innovation

Hedy S. Waldand Brenda Bursch (2020). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 16-24).

[www.irma-international.org/article/faculty-videos-of-resilience-narratives-at-two-institutions/245770](http://www.irma-international.org/article/faculty-videos-of-resilience-narratives-at-two-institutions/245770)

### Teaching and Learning in English as the Medium for Instruction for International Students

Paul C. Corrigan (2014). *Handbook of Research on Transnational Higher Education* (pp. 432-453).

[www.irma-international.org/chapter/teaching-learning-english-medium-instruction/78132](http://www.irma-international.org/chapter/teaching-learning-english-medium-instruction/78132)

### Open Educational Resources in Higher Education: Two Approaches to Enhance the Utilization of OER

Lubna Ali, Colette Knightand Ulrik Schroeder (2022). *International Journal of Innovative Teaching and Learning in Higher Education* (pp. 1-14).

[www.irma-international.org/article/open-educational-resources-in-higher-education/313374](http://www.irma-international.org/article/open-educational-resources-in-higher-education/313374)