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At the Intersections of SoTL: Transfer *and* Transformation, Diversity *and* Inclusivity

A review of ISSOTL22

ISSOTL22 took place 2 – 5 November 2022 in Syilx Okanagan Nation, Kelowna, BC, Canada. Attendees came from 16 countries around the world, including the US, Australia, South Africa and the UK. Amongst the attendees were eleven recipients of ISSOTL's Emerging Scholar Fund, who were awarded a conference fee waiver to support their attendance and engagement at ISSOTL22. A newcomer welcome session before the official conference opening ensured everyone had the opportunity to meet other attendees at the conference, as well as giving an insight into the breadth of the attendees' experiences and discipline areas.

Aligning with the conference themes, an important part of the event were the land acknowledgement statements shared by presenters, and this was highlighted within the welcome session by an elder blessing. This felt like a really important part of the conference and shaped the context of the space we were in – geographically and metaphorically. As somebody who lives outside of Canada, the explanations and introductions to this practice were very welcome.

Deciding which sessions to attend required some serious planning and consideration, with concurrent sessions offering 125 paper presentations, 20 interactive workshops and 25 panels. These were anchored by three keynote speakers, the first of whom delivered the opening plenary. Dr Bryan Dewsbury of Florida International University gave both an important talk on moving beyond inclusion, as well as a masterclass in delivering engaging and educational presentations. The large conference room was buzzing with the anticipation of the days to come, and Bryan's delivery added even more excitement. It was also a chance to reflect on why SoTL is so important.

Day two of the conference was jam-packed with sessions, including a plethora of sessions linked to technologies, such as online teaching and the use of simulation, as well as consideration of the diversity of SoTL practitioners. It seemed like every single attendee of the conference turned up for the poster presentations in the evening, where over 40 people presented their work. Some of the boards were so busy with participants chatting with presenters, that it was hard to even see the posters. For someone who appreciates visual learning, this was a real high point of the event.

Day three started with the second plenary, 'How We Hear Story Depends Upon Who We Are in Our Listening: Creating Spaces of Transformational Testimony in Indigenous Research, Teaching, and Learning.' Dr Margaret Kovach of University of British Columbia, an indigenous scholar and expert in indigenous research methodologies, gave a fascinating talk. Margaret spoke of Fricker's work around hermeneutical injustices (see Fricker 2007), which seemed particularly relevant to the themes of the conference.

After another busy morning of workshops, lunchtime also saw the ISSOTL AGM take place. Its location in the main hall alongside lunch ensured an excellent turnout and gave all attendees a good idea of some of the processes and decision making within the board.

Two fascinating paper presentations focused on mentoring followed lunch, selected from nine concurrent sessions. This was followed by a conference highlight; "Permissions, Play, and Pedagogy: Using LEGO® Serious Play® to Teach Reflective Practice". Coming from a social work background, where reflection is a key skill, and with an extensive collection of Lego at home, this was a must do of the programme (seemingly for lots of attendees – the room was packed!) Mary Anne Peabody from the University of Southern Maine, US, delivered a superbly interactive workshop, managing to blend the practical and theoretical aspects of the session perfectly. It was fascinating to see how different people approached what sounded like a straightforward task in completely different ways – and how different people's ideas are of what a Lego duck should look like.

The final day of the conference kept up the pace of the previous days, with a choice of 27 sessions available before Dr Katya Pechenkina from Swinburne University of Technology, Australia delivered the closing plenary. Entitled 'Navigating SoTL at the Intersections: Impact and transformation in the context of institutional change and uncertainty', this was a fitting final session for the conference.

The final part of the conference, and cause of much excitement, was the announcement of the theme and location for ISSOTL23. Postcards with a stroopwafel attached to them were a particular highlight, and a party from Utrecht University from the Netherlands warmly invited ISSOTL22 attendees to their city, with the theme of ISSOTL23 being 'Context Matters'.

Hopefully see you there!

Acknowledgments

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References

Fricker, M (2007) *Epistemic Injustice: Power and the Ethics of Knowing* Oxford, Oxford University Press