**PAST TRADITIONS IN HIGHER EDUCATION IN WHICH SCHOLARSHIP OF TEACHING AND LEARNING SoTL) IS BUILT**

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**ABSTRACT**

Scholarship of teaching and learning builds on many past traditions in higher education including classroom and programme assessment, action research, the reflective practice movement, peer review of teaching, traditional educational research and faculty development to enhance teaching and learning. The purpose of this study was to review the evolution of the term scholarship of teaching and to distinguish it from scholarly teaching and excellent teaching. The study was also conducted to scrutinise some of the above mentioned past traditions in Higher Education on which SoTL is built and articulate how they are related to SoTL. I have located the research of this paper within a qualitative approach (Gay 1992; Babbie 1998; Leedy & Ormrod 2013). This decision was informed by the fact that this paper is not interested in the quantification of data. However, its main interest lies in the painting of qualitatively rich picture of the phenomena being studied within the context of limited respondents (Hall 2007; Maserumule 2011; Baugh & Guion 2016). To this end, the problem of this study is explained descriptively and theoretically for generating a crispy understanding of the concept of SoTL at large. In terms of data collection, the authors sourced and reviewed literature on the topic. Among others, these sources included journal articles, books, magazines and newspapers in the area of SoTL. Documentary research approach, which consists of reviewing, analysing and examining information, was adopted for the study. The following four past traditions were identified and discussed in detail in this study: classroom and programme assessment, action research, the reflective practice movement and peer review of teaching. Literature also shows that there are two terms, which are closely related to SOtL, which, are good teaching and scholarly teaching. The study discussed these two terms in relation to the concept of SoTL

**Keywords**: good teaching, scholarly teaching, action research, reflective teaching, traditional research