Welcome! While you're waiting:

- Please stay muted except when speaking to the group.

- If you have a question, write it in the chat. One of the facilitators will make sure it is answered.

- Download/Save a copy of the worksheets & slides
  - Slides: https://docs.google.com/presentation/d/196hULmOFZqcZRFDKE3Kmrh39sO8sU8xuAv2SPidPwXk/edit?usp=sharing

  - Worksheets: https://docs.google.com/document/d/10A6TiPgHLO5nX7WYmlMh2nYYJJCNz-MtOVPtrkzovRc/edit?usp=sharing

Workshop Outline

Introduction (10 min)

Tips for thinking about SoTL writing (15 min)

Activity: Getting started with your paper (25 min)

What journals look for (10 min)

Questions? (15 min)

Workshop objectives

By the end of this session, you should be able to…

1. Understand how to frame a SoTL paper

2. Know how to search for relevant outlets to publish in

3. Be able to build on the outline to create your paper

4. Discuss strategies to strengthen your paper

Introductions

- Have you published SoTL work before?

- Are you currently working on a SoTL publication?

- What concerns do you have about publishing in SoTL (aka Why are you here)?
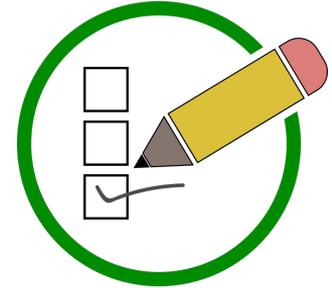
The importance of dissemination

"An act of intelligence or of artistic creation becomes **scholarship** when it possesses at least three attributes: it becomes *public*; it becomes an object of ***critical review*** and evaluation by members of one's community; and members of one's community begin to ***use, build upon, and develop*** those acts of mind and creation."

Shulman, 1999, p. 15

What makes SoTL writing unique?

1. Focus is on teaching and learning in the disciplines

2. Informed by both research in SoTL and disciplinary knowledge

3. Publishing in the disciplines ≠ Publishing in SoTL

   a. Methods, human subjects, practical implications.

   b. Multiple genres: case studies, book reviews, empirical work, reflective essays, opinion pieces.

Starting the writing process

What are your values and identities as a scholar?
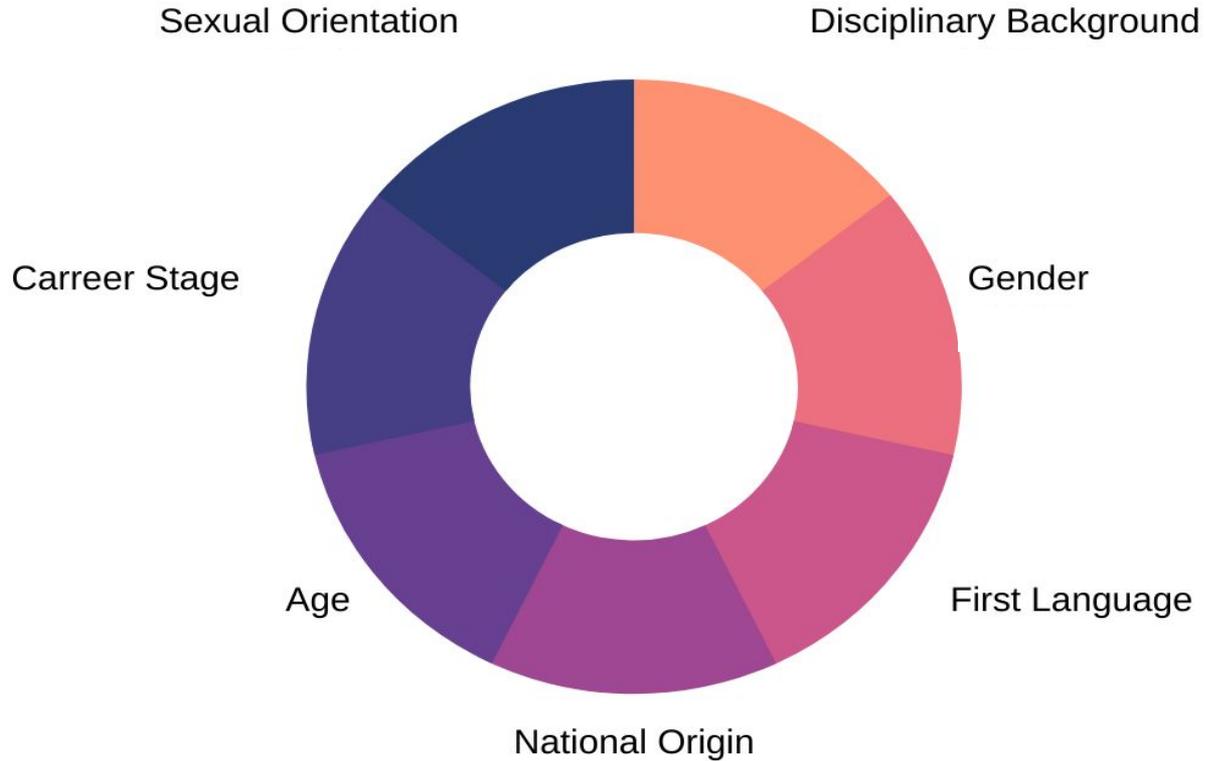
⬇

What is your purpose and motivation to write?

⬇

Where and with whom will you write?

✎ You as a writer

Sexual Orientation

Disciplinary Background

Carreer Stage

Gender

Age

First Language

National Origin

Starting the writing process

> **What are your values and identities as a scholar?**

⬇

> **What is your purpose and motivation to write?**

⬇

> **Where and with whom will you write?**

Guiding questions to reflect on your values as a SoLT writer

1. How can you use writing in learning and teaching in higher education to:
   - shape your identities and nurture your sense of belonging within the learning and teaching discourse community?
   - bring yourself to your writing and express yourself with a clear voice?
   - engage both emotionally and intellectually?

2. What opportunities does writing about learning and teaching afford you to:
   - inquire into the complexities of teaching (and learning) and of students' experiences of learning (and teaching)?
   - participate in an ongoing conversation with the learning and teaching in higher education discourse community?
   - push "conventional boundaries" within the discourse community by drawing on your disciplinary expertise or embracing a methodological pluralism?

3. How might you embrace the potential of learning and teaching writing to:
   - acknowledge, affirm, and constructively critique rather than attack or undermine?
   - represent context-specific complexity well, rather than reduce to generalizable simplicity?

Adapted from Healey, Matthews, and Cook-Sather (2019)

Choosing a style or genre for sharing your work

- ***Empirical Research Articles:*** Analyzing and reporting data/evidence
- ***Theoretical and Conceptual Articles:*** Advancing perspectives; critical examination of practices and theories
- ***Literature Reviews:*** Synthesizing what is known
- ***Case Studies:*** Focusing on everyday experiences
- ***Reflective Essays and Self-Studies:*** Sharing processes and lived experiences
- ***Books and Edited Collections:*** Telling bigger stories
- ***Conference and Workshop Presentations:*** Talking about teaching and learning
- ***Opinion Pieces:*** Provoking thought
- ***Social Media:*** Engaging in scholarly conversations online

Where should you publish?

- Choose your forum **before** you start writing to help you determine your writing focus and audience. When reviewing journal/venue guidelines consider:
  - The audience: Are these the type of scholars you want to be in conversation with?
  - The focus: Will this community benefit from or engage in new conversation based on your contribution?

- Reading a few articles, or even reviewing article titles, from journals that interest you/that you plan to cite will help you to answer these questions.

Adapted from Healey, Matthews, Cook-Sather, 2019; Moore, 2018

Where should you publish?

Disciplinary-specific teaching and learning journals

Consider: What SoTL practices/endeavours are common within your field.

Tip: Run a search for your discipline + "education" and/or "learning".

Cross-disciplinary SoTL journals

Consider: This will put your work into the broader SoTL context & discussions.

Tip: International Journal of SoTL, the Canadian Journal of SoTL, Teaching & Learning Inquiry, New Directions for Teaching and Learning.

Getting started with an empirical paper

A. Introduction (situating your work within SoTL literature & developments):

   a. Why is your scholarship important and what does it focus on?

   b. Braiding the disciplinary (i.e. sociology, mathematics) with educational theory and practice

B. Outline of your research or pedagogical problem

C. Description of the context (course, population, its elements, etc.).

D. Theory and Methods

E. Results and Discussion (often relating to the literature discussed in the intro)

F. How can your study benefit others and what shortcomings future scholars ought to consider

✎ Activity: Getting started with a paper

Draft a paper outline based on your research question(s) - this is a first step in organising and planning your SoTL article.

(Based on Kamler and Thomson, 2012)

- 15 min - Individual work (make a copy of the worksheet)

Worksheet:
https://docs.google.com/document/d/10A6TiPgHLO5nX7WYmIMh2nYYJJCNz-MtOVPtrkzovRc/edit?usp=sharing

Activity: Getting started with a paper

- What stood out to you while working on this?

- What areas did you struggle with?

What journals look for:
Example from the International Journal of SoTL

1. **Clear goals**
   - Does the scholar state the basic purposes of his or her work clearly?
   - Does the scholar define objectives that are realistic and achievable?
   - Does the scholar identify important questions in the field?

2. **Adequate preparation**
   - Does the scholar show an understanding of existing scholarship in the field?
   - Does the scholar bring the necessary skills to his or her work?

3. **Appropriate methods**
   - Does the scholar use methods appropriate to the goals?
   - Does the scholar apply effectively the methods selected?

4. **Significant results**
   - Does the scholar achieve the goals?
   - Does the scholar's work add consequentially to the field?
   - Does the scholar's work open additional areas for further exploration?

5. **Effective presentation**
   - Does the scholar use a suitable style and effective organization to present his or her work?
   - Does the scholar present his or her message with clarity and integrity?

6. **Reflective critique**
   - Does the scholar critically evaluate his or her own work?
   - Does the scholar bring an appropriate breadth of evidence to his or her critique?
   - Does the scholar use evaluation to improve the quality of future work?

Writing Process Tips

Before finalizing the first draft, **prioritize the guidelines** of the journal you want to submit to:
- Word count, style guide, guidelines for authors
- Examine similar publications and your audience

Editing your draft:
- Less is more
- Putting your paper aside and returning to it (time sometimes brings clarity)
- Consider guidelines for future research

Interactions with reviewers:
- Have a plan to deal with substantial revisions
- Feel free to ask, negotiate and clarify; Review timelines for resubmission

Scholarly Integrity: Who should be an author?

- Authorship should be considered when someone makes substantial contributions to:
    - Conceptualizing the study (e.g., formulating the problem or hypothesis, structuring the experimental design)
    - Collecting, analysing, or interpreting the data
    - Drafting, revising, and/or editing

- Discuss project times/expectations for team members regularly, as roles and tasks can vary over the project lifecycle

- SoTL tends to be **about** students, consider how you can invite students to be part of the process (investigators, co-authors, reviewers of the final paper)

Adapted from CCEL UBC guidelines; Cook-Sather & Alter (2011); Maurer (2017)

Remember this is just the start of the journey!

Reach out to writing communities and your SoTL peers to continue the momentum.

Questions?

ctlt.isotl@ubc.ca

https://isotl.ctlt.ubc.ca/services/sotl-dissemination-fund/

Resource list - SoTL Journals

An extensive listing of SoTL related journals (both interdisciplinary, general and discipline specific): https://provost.tufts.edu/celt/files/SoTL-Journals.pdf

The Canadian Journal for the Scholarship of Teaching and Learning:
http://www.cjsotl-rcacea.ca/

Teaching & Learning Inquiry (TLI): https://tlijournal.com/

International Journal of Scholarship of Teaching and Learning (IJ-SOTL):
https://digitalcommons.georgiasouthern.edu/ij-sotl/

New Directions for Teaching and Learning: https://onlinelibrary.wiley.com/journal/15360768

International Journal of Innovative Teaching and Learning in Higher Education (IJITLHE):
https://www.igi-global.com/journal/international-journal-innovative-teaching-learning/217719

Resource list - Conferences and Other Venues

International Society for the Scholarship of Teaching and Learning Conference:
https://issotl.com/issotl-events/

Open Education Conference: https://openeducationconference.org/

Professional & Organizational Development Network: https://podnetwork.org/

Society for Teaching and Learning in Higher Education Annual Conference:
https://www.stlhe.ca/conferences-events/

Scholarly Teaching & Learning in Post-Secondary Education: https://bccampus.ca/events/

Transformative Dialogues: http://www.kpu.ca/td

Resource list - SoTL Writing Guides and Online resources

University of Calgary: Research and writing literature reviews for SoTL
http://connections.ucalgaryblogs.ca/2018/02/28/research-and-writing-literature-reviews-for-the-scholarship-of-teaching-and-learning-sotl/

Illinois State University: Getting SoTL articles published – A few tips
https://sotl.illinoisstate.edu/resources/materials/publishing-tips.php

Academic Coaching & Writing
https://academiccoachingandwriting.org/academic-writing/academic-writing-blog/viii-going-public-with-your-sotl-project-how-to-go-public

Center for Innovation in Research and Teaching (CIRT)
https://cirt.gcu.edu/research/developmentresources/research_ready/sotl/publish_sotl

Writing Scholarship of Teaching and Learning Articles for Peer-Reviewed Journals (article)
https://journalhosting.ucalgary.ca/index.php/TLI/article/view/57600/53332

Resource list - Examples of SoTL Publications

Fukuzawa, S., & Boyd, C. (2016). Student Engagement in a Large Classroom: Using Technology to Generate a Hybridized Problem-based Learning Experience in a Large First Year Undergraduate Class. *The Canadian Journal for the Scholarship of Teaching and Learning, 7*(1).

Lock, J., Rainsbury, J., Clancy, T., Rosenau, P., & Ferreira, C. (2018). Influence of co-teaching on undergraduate student learning: A mixed-methods study in nursing. *Teaching & Learning Inquiry, 6*(1), 38-51.

McPhee, S. & Pickern G. (2017) Blended learning with international students: a multiliteracies approach. *Journal of Geography in Higher Education* 41(3), 418-433 https://doi.org/10.1080/03098265.2017.1331208

Alvarez-Bell, R., Wirtz, D. & Bian, H. (2017). Identifying Keys to Success in Innovative Teaching: Student Engagement and Instructional Practices as Predictors of Student Learning in a Course Using a Team-Based Learning Approach. *Teaching & Learning Inquiry, 5* https://doi.org/10.20343/teachlearninqu.5.2.10

Webb, A.S. (2019). Navigating the Lows to Gain New Heights: Constraints to SoTL Engagement. *Canadian Journal for the Scholarship of Teaching and Learning*, 10(2). https://doi.org/10.5206/cjsotl-rcacea.2019.1.8173

Stang, & Strubbe (2017). Paired Teaching for Faculty Professional Development in Teaching,"*Discussions on University Science Teaching: Proceedings of the Western Conference on Science Education, 1(1)*.

Resource list - Readings about Publishing in SoTL

Healey, M., Matthews, K. E., & Cook-Sather, A. (2019). Writing Scholarship of Teaching and Learning Articles for Peer-Reviewed Journals. *Teaching & Learning Inquiry*, 7(2), 28-50.

Maurer, T. (2017). Guidelines for authorship credit, order, and co-inquirer learning in collaborative faculty-student SoTL projects. *Teaching & Learning Inquiry,* 5(1), 1-17.

Moore, J. L. (2018). Writing SoTL: Going public for an extended audience. In N. L. Chick (Ed.), SoTL in action: Illuminating critical moments of practice (pp. 119-126). Sterling, VA: Stylus

Chick, Cornell-Swanson, Lazarides, & Meyers (2014). Reconciling Apples & Oranges: A Constructivist SoTL Writing Program. *International Journal for the Scholarship of Teaching & Learning,* 8(2)

Miller-Young & Yeo (2015). Conceptualizing and Communicating SoTL: A Framework for the Field, Teaching & Learning Inquiry.*Teaching and Learning Inquiry*, 3(2), 37-53.