

**UBC CTLT**

# **Getting your SoTL work published**

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# Workshop Outline

- Introduction (5 min)
- Tips for thinking about SoTL writing (15 min)
- Deciding where to publish (15 min)
- *Activity*: What does a SoTL publication look like? (30 min)
- What journal editors look for (5 min)
- Question and Answer period (10 min)



# Workshop objectives

By the end of this session, you should...

1. Be able to identify whether material is suitable for a SoTL publication
1. Understand how a SoTL paper differs from other academic publications
2. Know how to search for relevant publication outlets



# 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”)?



# What is (and isn't) SoTL?

The Scholarship of Teaching and Learning uses systematic and methodological inquiry into teaching in order to improve student learning (Potter & Kustra, 2011).



Main SoTL objectives and characteristics:

1. Improvement of student learning.
2. Scholarly examination of practice through methodologically-sound inquiry.
3. Dissemination and sharing of outcomes.

# 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  $\neq$  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?**



# Guiding questions to reflect on your values as a SoTL writer

**Consider how writing about teaching and learning might provide opportunities to:**



- Shape your identity within the learning and teaching community?
- Participate in an ongoing conversation with the learning and teaching community?
- Push “conventional boundaries” by drawing on your disciplinary expertise or embracing unfamiliar methodologies?
- Affirm findings and/or constructively critique rather than undermine outcomes?
- Represent context-specific complexity rather than reduce to generalizable simplicity?

# 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)



# Choosing a style or genre for sharing SoTL

- ***Empirical Research Articles:*** Analyzing and reporting data/evidence
- ***Theoretical and Conceptual Articles:*** Advancing perspectives; critical examination of practices and theories
- ***Reflective Essays and Self-Studies:*** Sharing processes and lived experiences
- ***Books and Edited Collections:*** Telling bigger stories
- ***Conference and Workshop Presentations:*** Talking about SoTL
- ***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.



# 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.*

# Activity: What does a SoTL publication look like?



- Choose a reading by clicking one of the links provided in the chat:
  - <https://celt.uwindsor.ca/index.php/CELT/article/view/4971> (pages 66-72; Assignment Context - Instructor Reflections)
  - <https://journalhosting.ucalgary.ca/index.php/TLI/article/view/69499/55092> (pages 4-13; Purpose-Results)



- Read the (short) piece and identify:
  - Research question(s)
  - Method(s)



- Discuss:
  - Were the research question(s) clearly articulated?
  - Were you able to understand what and how the project was carried out?

# What journal editors look for:

## Example from the Canadian Journal of SoTL

### 1. Clear goals

- Is the manuscript relevant to SoTL, focusing sufficiently on a SoTL question or inquiry?
- Does the manuscript have clear goals and provide knowledge applicable to the teaching and learning process?
- Does the scholar define objectives that are realistic and achievable?

### 2. Adequate preparation

- Does the scholar show an understanding of existing scholarship in the field?

### 3. Appropriate methods

- Does the manuscript use appropriate research methodology?

### 4. Significant results

- Does the manuscript give evidence of significant and ethical SoTL research?
- Are the manuscript's conclusions valid based upon the evidence systematically gathered and upon the argumentation provided?
- Does the manuscript provide original or new knowledge and advance the scholarship of teaching and learning?

### 5. Effective presentation

- Is the quality of writing adequate?

### 6. Reflective critique

- Does the manuscript serve to promote national knowledge, conversations, or collaborations about the topic or about SoTL in general?



# Scholarship of Teaching and Learning Dissemination Fund

Apply for up to \$2,000 in funding to put towards  
conference and article expenses.

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# Questions?



Connect with us: [ctl.isotl@ubc.ca](mailto:ctl.isotl@ubc.ca)

# Resources: SoTL Journal Examples

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: <https://tljournal.com/>

International Journal of Scholarship of Teaching and Learning: <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: <https://www.igi-global.com/journal/international-journal-innovative-teaching-learning/217719>



# Resources: Conferences and 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/>

Scholarly Teaching & Learning in Post-Secondary Education:

<https://bccampus.ca/events/>

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



# Resources: Readings about SoTL Publishing

Chick, Cornell-Swanson, Lazarides, & Meyers (2014). Reconciling Apples & Oranges: A Constructivist SoTL Writing Program. *International Journal for the Scholarship of Teaching & Learning*, 8(2), 1-42.



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.

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

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.

# Resources: Examples of SoTL Publications

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/teachlearningqu.5.2.10>



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>

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

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>