

Publication and Presentation Venues for the Scholarship of Teaching and Learning: A Brief Review

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Publication and Presentation Venues for the Scholarship of Teaching and Learning

INTRODUCTION AND BACKGROUND

Central to the scholarship of teaching and learning (SoTL) is the idea that teaching is serious intellectual work, requiring the academic scrutiny of one's peers, deserving its designation of scholarship, and worthy of funding, institutional reward, and professional respect. Like any kind of scholarship, the scholarship of teaching and learning calls for systematic inquiry, public presentation, and critical peer review. Huber, Glassick and Maeroff (1997) indicate six standards for evaluating scholarly work: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. Scholars are judged by their abilities to meet these six standards, whether they are working in the fields of anthropology, legal studies, theatre history, food science or any of the burgeoning disciplines emerging from the so-called "knowledge explosion." But where do scholars in teaching and learning find venues that allow them to display work that meets these six standards? And given that the scholarship of teaching and learning has rocked the boat of what has traditionally been considered scholarship, what does "public presentation" and "critical peer review" mean in SoTL circles?

This document seeks to address such questions and to provide information pertinent to publication and presentation of work in the scholarship of teaching and learning. The paper begins with a discussion of the meaning of the terms "making public" and "peer review" in the scholarship of teaching and learning. It then presents an overview of publication and presentation venues for work in the scholarship of teaching and learning in a variety of settings. The overview is not intended to be exhaustive; rather it presents brief annotated bibliographies of local and provincial SoTL venues and of the main national, US and international environments for scholars of teaching and learning who wish to make their work public. The document closes with a list of other possible presentation venues for SoTL work.

The Meaning of "Making Public"...

The question, "what does *making public* mean in scholarly circles?" has a multiplicity of answers. Kathleen McKinney (2007), Carnegie Scholar and Sociology professor at Illinois State University, identifies a variety of traditional ways and means to make scholarship public, including publications, presentations, websites, performances, shared reflective artifacts (e.g., portfolios) and juried shows of various types of work" (p. 83). However, McKinney also argues that "notions of making public ... are socially constructed; they vary by time and history, context, and the groups involved in defining them" (p. 85). McKinney puts forward the view that scholars in teaching and learning have expanded the notions of "public presentation" and that they conceptualize "going public" as a way to make teaching community property.

The phrase "teaching as community property" was coined by Lee Shulman in 1987 and became popular after he published a 1993 *Change* magazine article of the same name about putting an end to pedagogical solitude. It refers to the collective nature of education in a democracy, to the idea that the act of teaching and its effects should be made visible and public through research, and to the sense of community and belonging that can be fostered by open and constructive criticism of teaching

among teachers and students. Shulman and his colleagues Pat Hutchings and Mary Hubert at the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) have long promoted the idea that what goes on in classrooms ought to be open to the scrutiny of one's peers; however, they and others suggest a richer array of venues for "going public" than those traditionally used in scholarly circles. Patricia Cross (quoted in McKinney, 2007) describes how public presentation of scholarly work has traditionally been seen as "one-way communication. i.e. an announcement...publication or presentation." Cross indicates that SoTL researchers tend to view the public presentation of their work as a dialogue rather than a lecture, as collaboration rather than presentation, and as a step toward involving others in inquiry rather than a publication announcing the findings of an inquiry.

While affirming the value of traditional peer-reviewed publications and presentations, all of the above teachers and scholars acknowledge that broader views of "making public" are called for in the scholarship of teaching and learning, and that "making public" will look quite unique in different disciplines and at different institutions. All share the view, however, that it is indeed time to put an end to pedagogical solitude, and that the scholarship of teaching and learning is a route toward this destination.

...And the Meaning of "Peer Review"

McKinney also tackles the question of what constitutes peer review in the scholarship of teaching and learning. Here too we find differences between traditional scholarship and the scholarship of teaching and learning. She cites current debate about formality or informality of peer review; peer review by colleagues at one's own institution or by those external to one's place of work; whether book review, course portfolios, review by an editor or by institutional curriculum committees are viable forms of peer review; whether conversations, faculty development workshops or interviews constitute critique by one's peers; what kinds of peer review are acceptable for performances or juried shows; whether peer review must be blind; how the mission of an institution or the funders of an educational initiative influence definitions of peer review; whether traditional peer reviewed publications or presentations deserve their privileged place in academic domains; and whether newer, more local forms of peer review might not more effectively further the building of knowledge and understanding, especially in the scholarship of teaching and learning. Of course no clear answers emerge, but McKinney urges scholars of teaching and learning to engage in the above debates, and to clarify the meaning of peer review at their own institutions, in their own geographic area, in their own disciplines and at their own institutions when they seek to publicly present their SoTL work.

The Difficulties of "Going Public" in the Scholarship of Teaching and Learning

Numerous scholars and practitioners (Hatch, 2006, Shulman, 2004, Bass, 1999) have noted the difficulty of making work in the scholarship of teaching and learning public. Hatch in particular points out the challenges of moving from scholarly teaching to the scholarship of teaching and learning while carrying out the many and varied responsibilities of full time teaching. He cites lack of time, energy, resources, collegial and institutional support, tension regarding the validity of scholarship in teaching and learning, lack of institutional incentives and reward, and the pressing demands of classroom life as primary obstacles in taking classroom research the next step to publication or presentation. Cox, Huber and Hutchings (2004), reporting on the experience of Carnegie Scholars, indicate that the biggest obstacle to going

public with SoTL work is time and money – that is, the lack of both. And Bass (1999) articulates the internal stresses experienced by post-secondary instructors who identify problems in their classrooms in an environment where problems in teaching have traditionally been viewed as indicators of poor performance rather than as areas of potentially fruitful inquiry.

Yet the scholarship of teaching and learning is thriving in North America, Australia, Great Britain, Hong Kong, and other parts of the world. One approach used by Carnegie Scholars and other scholars of teaching and learning has been to link SoTL research with institutional, local and national studies and initiatives, such as prior learning assessment, the first year experience, student success programs, and specific studies such as the National (or College) Survey of Student Engagement. Still, whether the work is related or unrelated to initiatives such as those cited above, the question, “what are some publication and presentation venues for making SoTL work public?” remains.

SCOPE OF THIS DOCUMENT

The following annotated bibliography of publication and presentation venues for the scholarship of teaching and learning is intended for educators living on the west coast of British Columbia, Canada and working in post-secondary institutions. It begins with a reminder of local publication and presentation opportunities at one’s own institution, and goes on to provide a list of journals (both hard copy and on-line) and conferences in BC that can provide venues for presenting SoTL work. The document goes on to describe other SoTL publication and presentation venues in Canada, the US, and the international community.

For the sake of clarity, the term “publication” refers to written communication about SoTL work, either in hard copy or electronic form; “presentation” indicates spoken communication about the work such as workshops, speeches, conference presentation, and the like. A brief description of the nature and focus of the presentation or publication venue has been provided for each Canadian and many US items. In many cases, direct quotes from websites indicate the scope and focus of the publication venue. Where possible, links to websites are also included. The document closes with a list of discipline-specific journals that place a focus on teaching and learning.

PUBLICATION AND PRESENTATION VENUES FOR THE SCHOLARSHIP OF TEACHING AND LEARNING

Publication Opportunities at One’s Own Institution

Perhaps the easiest and most overlooked SoTL publication opportunities are those that are local and institution-based. Many institutions produce in-house newsletters, a faculty association newsletter, and other internal publications where articles about local SoTL work could be featured. Post-secondary employees are usually aware of internal publications at their own organization, but may be unaware of similar publications at other institutions. A scan of institutional websites can surface specific information about publication opportunities at nearby colleges and universities.

Two Douglas College publications are presented below as examples of local internal publication venues.

- a) ***INside*** is published by the Douglas College Communications and Marketing Office. This monthly publication seeks to “celebrate faculty, employee and administrative excellence” and features articles related to Douglas College events. “All members of the Douglas College community are invited to contribute ideas for news items, events, kudos and announcements.” Past issues have included articles about College involvement in CASTL work and about the SoTL work of Visiting Scholar Dr. Richard Gale.

Information about *INside* can be found at <http://www.douglas.bc.ca/media/news.html>; articles can be submitted to the editor at kittleburgl@douglas.bc.ca.

- b) **Douglas College *Faculty Matters***: Faculty Matters is the official newsletter of the Douglas College Faculty Association. The focus of the publication is on matters related to faculty work at the College. Articles about the scholarship of teaching and learning have been printed in *Faculty Matters* in the past. Submissions can include “letters, articles, reports, reviews and announcements.”

More information about *Faculty Matters* can be found at <http://www.dcfa.net/facmat.html>.

Presentation Venues at One’s Own Institution

- a) **Department and Faculty Meetings**
Requesting 20-30 minutes to present SoTL work at a Department or Faculty meeting allows opportunities for local colleagues to offer informed peer review. Peers within one’s institution are likely to have a good grasp of institutional culture, local issues, and the nature of the student population. Because their critique is grounded in common knowledge, it can be uniquely helpful.
- b) **Faculty Development or Teaching and Learning Centre Programs**
Many post-secondary institutions have some kind of faculty development program. Perhaps the program is offered within a teaching and learning centre, or housed within institutional research or scholarly activity offices. Programs are focused on the improvement of teaching and learning, and therefore SoTL work is a good match. The coordinator or leader of the faculty development program can advise would-be presenters about opportunities. Information about faculty development programs at various institutions can be found through an internet search on the institution’s website.
- c) Again, opportunities within the Douglas College Faculty Development program are offered as an example.

The Douglas College Centre for Faculty and Academic Development offers a venue for going public with the scholarship of teaching and learning. Workshops that focus on pedagogical matters and that model best practice are offered through the Faculty Development Office. Sessions are generally two hours in length and are usually scheduled between the hours of 10:00 a.m. and 4:00 p.m.,

Monday through Friday. Contact Lin Langley (llangleyl@douglas.bc.ca) in the Faculty Development Office at Douglas College for more information.

BC Publication Venues

Following is a list of venues for publication of SoTL work within the province of British Columbia. In many cases, direct quotes from websites indicate the scope and focus of the publication venue.

a) ***Educational Insights (Electronic Journal from the University of BC)***

The website for this journal indicates that it is an “on-line, open access, peer reviewed educational research journal” whose intent is to “encourage a community that honours difference and polyphony while sharing a vision of pedagogy, education and inquiry as spaces of challenge and hopeful conversations.” The journal editors seek “contributions from ground-breaking educators, curriculum researchers and scholars” and publish “articles, essays, works of poetic and/or artistic reflection and book reviews.”

More information about *Educational Insights* can be found at <http://www.educationalinsights.ca/>.

b) ***Paideusis*** is a scholarly journal produced out of **Simon Fraser University** by members of the Canadian Philosophy of Education Society. It is edited by local SFU professor Heesoon Bai. The *Paideusis* website indicates that the journal is “dedicated to the culture of critical inquiry, reflective judgment and dialogues in the field of Educational Studies.” The editors invite inquiry and scholarly work “concerning aims of education, curriculum, pedagogy, epistemology, ethics, political dimensions of education, leadership, and educational policy and practice.” The journal “particularly encourages submissions that address topics ...that have been peripheral to the hitherto dominant Anglo-American and European traditions.”

Information about *Paideusis* can be found at <http://journals.sfu.ca/paideusis/index.php/paideusis/about>.

c) ***Teacher*** is a newsmagazine of the **BC Teachers’ Federation** that is published in both hard copy and on-line. *Teacher* articles are largely focused on teaching and learning issues and topics in or related to the public school system and the BC Teachers’ Federation (BCTF). However, articles that draw connections between topics and issues in the public schools and the BCTF, and matters in the post-secondary system are sometimes included.

View the *Teacher* website at <http://bctf.ca/Publications/teachernewsmag.aspx> or mail submissions to editor Murray Dobbin at newsmag@bctf.ca.

d) ***Transformative Dialogues: Teaching and Learning Journal*** is an electronic journal out of **Kwantlen Polytechnic University**. The Transformative Dialogues website describes the e-journal as “a forum for conversations intended to foster the improvement of adult teaching and learning and to facilitate multi-disciplinary exchange ... in the scholarship of teaching and learning.” Such conversations are intended to “focus on improving student and faculty learning, and critical thought

processes.” The website indicates that “relevant contributions from diverse settings such as academia, vocational training, continuing professional development, and workplace learning” are all invited. “Inquiry articles, essays, descriptions of service projects, personal reflections, images and other media, and artifacts including presentations and poetry are accepted.

The *Transformative Dialogues* website can be found at <http://www.kwantlen.ca/academicgrowth/TD/>.

BC Presentation Venues

- a) **Kwantlen Polytechnic University** is committed to offering an annual conference that is focused on the scholarship of teaching and learning.

More information can be obtained by contacting Alice Macpherson of the Centre for Academic Development at alice.macpherson@kwantlen.ca.

- b) **Simon Fraser University** (SFU) hosts an annual spring conference related to teaching and learning in post-secondary education through the Learning and Instructional Development Centre. The conference theme is identified annually; calls for proposals go out early in each new year.

Information is posted at the SFU Learning and Instructional Development Centre website at <http://www.lidc.sfu.ca/>.

- c) **The University of British Columbia** (UBC) through the Teaching and Academic Growth (TAG) Centre offers an annual late spring conference related to teaching and learning in post-secondary settings. Calls for proposals related to an annual theme usually go out in January or February, and the conference is listed at the Centre’s website on their conference page.

The TAG conference page also provides a top notch list of conferences and events in post-secondary education offered both locally and around the globe. The conference page website is available at <http://www.tag.ubc.ca/links/conferences.php>.

- d) **The University of Victoria** (UVic) often hosts conferences on teaching and learning in the late spring, with calls for proposals going out early in the new year.

Information can be found at the website for the UVic Learning and Teaching Centre at <http://www.ltc.uvic.ca/about/index.php>.

- e) **Vancouver Island University (formerly Malaspina University College)**
This small university on Vancouver Island boasts a first rate teaching and learning centre and often sponsors conferences and events related to the Scholarship of Teaching and Learning. Head of the Vancouver Island University’s (VIU) Teaching and Learning Centre, Nancy Randall, chairs one of the CASTL Institutional Leadership Program’s theme groups. Calls for proposals go out through the University, Colleges and Institutes Professional Development

(UCIPD) Association, whose members typically work in post-secondary faculty development offices.

Check the VIU Teaching and Learning website for possible presentation opportunities at upcoming events. The website events and workshops page is located at <http://www.mala.ca/teaching/EventsandWorkshops.asp>.

Canadian Publication Venues

The Society for Teaching and Learning in Higher Education (STLHE) is “a national (bilingual) association of academics interested in the improvement of teaching and learning in higher education.” The French title of the association is La Societe pour L’Avancement de la Pedagogie dans L’Enseignement Superior (SAPES). Founded in 1981, the Society offers a publication opportunity through the **STLHE/SAPES Newsletter**, which focuses on college and university teaching and learning. Guided by a steering committee, co-editors Corine Beauguis and Sandra Bassendowski produce the newsletter three times a year. They plan to include a section for peer-reviewed articles on the scholarship of teaching and learning in upcoming issues.

Documents can be submitted for consideration at any time to the newsletter at <http://www.mcmaster.ca/stlhe/publications/newsletter.html>.

Canadian Presentation Venues

a) **Association of Canadian Community Colleges (ACCC)** is “a national organization formed to represent colleges and institutes to government, business and industry in Canada and around the world.” The ACCC website indicates that the Association “organizes conferences and workshops for college staff, students and board members.” Their annual conference is held at different cities across Canada. Calls for papers usually go out to member institutions and then are further distributed to employees.

For more information about upcoming ACCC conferences and symposia, check their website at <http://www.accc.ca/english/index.htm>.

b) **Educational Developers Caucus**

Within the STLHE organization lives a network of people whose work is focused on the professional development of faculty. This group, called the Educational Developers Caucus (EDC) defines itself as a STLHE community with “a mission to ... facilitate the advancement and evolution of educational development as a field of practice and scholarship.” An annual conference that profiles scholarly and other developments is held each year (usually in February) at various sites rotating from the west to the centre and the east of Canada.

To find out about upcoming conferences and calls for proposals, go to <http://www.mcmaster.ca/stlhe/edc.conference.html>.

c) **Society for Teaching and Learning in Higher Education/ La Societe pour L’Avancement de la Pedagogie dans L’Enseignement Superior (STLHE/SAPES)** (mandate is described above) is the Canada’s largest bi-lingual

society of post-secondary educators. The Society hosts an annual conference focused on teaching and learning in various cities across Canada, to which proposals are invited. Conferences are organized around a specific theme, the most recent of which focused on the impact of internationalization and globalization in post-secondary environments.

Calls for proposals to the annual conferences can be found via the “conference” button at the STLHE website, <http://www.mcmaster.ca/stlhe/welcome.html>.

Publication Venues in the United States

- a) The **Journal of the Scholarship of Teaching and Learning (JSoTL)** is described as “a forum for the dissemination of the Scholarship of Teaching and Learning in higher education for the community of teacher-scholars.” The peer reviewed Journal out of the University of Indiana at Bloomington “promotes investigations that are theory-based and supported by evidence. JoSoTL’s objective is to publish articles that promote effective practices in teaching and learning and add to the knowledge base.”

Information about the Journal of the Scholarship of Teaching and Learning can be found at <http://www.iupui.edu/~josotl/>.

Submission information is available at <http://www.iupui.edu/~josotl/submissions.htm>.

- b) ***Liberal Education*** is a journal of the Association of American Colleges and Universities. It seeks to “express the voices of educators working to enrich liberal learning and undergraduate education” by publishing articles that offer the “best thinking about liberal learning, the latest research, and how that research is translated into practice.” Manuscripts “on topics of relevance to college and university faculty, staff and administrators who are working to improve the quality of undergraduate education” are welcome.

To visit the *Liberal Education* website go to <http://www.aacu.org/liberaleducation/about.cfm>. To view article submission guideline, visit <http://www.aacu.org/liberaleducation/guidelines.cfm>.

- c) **Teaching Professor Newsletter** is a publication out of Madison, Wisconsin, that offers a forum for discussion about scholarship on teaching and about teaching strategies that are supported by theoretical research. Articles in the newsletter range from assessment and evaluation to student engagement to faculty survival strategies; all are expected to be evidence-based. Submissions that “discuss trends, present original research, and detail best practices in higher education” are invited. Editor Maryellen Weimer is the author of *Enhancing Scholarly Work on Teaching and Learning*.

More information about the Teaching Professor Newsletter can be found at <http://www.teachingprofessor.com/newsletter/index.html>.

Presentation Venues in the United States

- a) **Association of American Colleges and Universities (AAC&U)** identifies itself as “the leading national (US) association concerned with the quality, vitality, and public standing of undergraduate liberal education.” Comprised of “more than 1,150 accredited colleges and universities that collectively educate over five million students every year,” AAC&U is considered an “influential catalyst for educational improvement and reform.” The AAC&U Annual Meeting is attended by upwards of 1500 people each year. Its focus is on “current research, national trends, and innovative approaches to undergraduate education reform.”

The 2009 meeting will be held in Seattle, Washington, January 21 – 24.
Information about the meeting is at
<http://www.aacu.org/meetings/annualmeeting/index.cfm>.

Calls for proposals can be viewed at
<http://www.aacu.org/meetings/annualmeeting/AM09/CallforProposals.cfm>.

- b) **Teaching Professor Conference** is an annual event held at various places in the USA, usually in late June. The conference is billed as an opportunity to learn more about the scholarship of teaching, learn from and with national and international scholars and instructional experts, and network with colleagues from across the US.

Information about the submission of proposals to the 2009 conference can be found at <http://www.teachingprofessor.com/conference/index.html>.

International Publication Venues

- a) **The International Commons** is a publication of the International Society for the Scholarship of Teaching and Learning which focuses on SoTL work, issues and events. The newsletter seeks to balance contributions from various parts of the globe via articles from Australasia, Europe. To gain an understanding of the diverse scope and focus of the newsletter, view the most recent edition at <http://www.issotl.org/newsletter.html>.

News, events, stories and queries for the newsletter can be submitted to editor Nancy Chick at Nancy.Chick@uwc.edu.

- b) **The International Journal for the Scholarship of Teaching and Learning** is “an open, peer reviewed international electronic journal” published twice a year out of Georgia Southern University. It is intended to be “an international vehicle for articles, essays, and discussions about the scholarship of teaching and learning and its applications in higher/tertiary education.”

To learn more about the e-journal, go to
<http://academics.georgiasouthern.edu/ijstl/>.

All submissions undergo a double-blind peer review process. Information about the submissions process can be found at <http://academics.georgiasouthern.edu/ijstl/sm.htm>.

- c) **Mountainrise** is another open, peer reviewed international electronic journal whose focus is on the scholarship of teaching and learning. Published twice a year, Mountainrise is intended to “provide a forum for scholarly research, reflection and writing on teaching and learning” and to “stimulate dialogue about the nature, meaning, methods and goals of teaching and learning”. All submissions to this Western Carolina University-based journal undergo a double-blind peer review process.

To learn more about the Mountainrise e-journal, go to <http://mountainrise.wcu.edu/index.html>.

For submission guidelines, go to <http://mountainrise.wcu.edu/submitting.html>.

International Presentation Venues

- a) **Higher Education Research and Development Society of Australasia (HERDSA)** is “a scholarly society for people committed to the advancement of higher and tertiary education. It promotes the development of higher education policy, practice and the study of teaching and learning.” HERDSA offers an annual international conference on teaching and learning.

For more information, visit http://www.herdsa.org.au/index.php?page_id=7.

- b) **The International Society for the Scholarship of Teaching & Learning (ISSOTL)** is comprised of faculty members, staff, and students who consider teaching and learning as serious intellectual work. The goal of the Society is “to foster inquiry and disseminate findings about what improves and articulates post-secondary learning and teaching.” Annual conferences alternate between Canada, the US, and a country outside North America. The 2008 conference is in Edmonton, Alberta; in 2009 the conference moves to Bloomington, Indiana. Calls for proposals for the Bloomington conference will likely go out in January 2009.

For more information go to <http://www.issotl.org/conferences.html>.

OTHER PUBLICATION VENUES

Higher Education Journals that Include a Focus on SoTL Work

The following education journals focus on post-secondary teaching and learning and include sections and articles that discuss or report about various aspects of SoTL work. Although their main focus and *raison d’être* is not the scholarship of teaching and learning, they do offer publication opportunities for faculty wishing to submit SoTL work. One or two of them (*Change Magazine*, *Inventio*) have on occasion published seminal articles on SoTL work. Readers wishing to investigate particulars about each journal may do so by undertaking a Google search.

- Academic Exchange Quarterly
- Change: The Magazine of Higher Learning

- College Teaching
- Innovative Higher Education
- International Journal on Teaching and Learning in Higher Education
- Inventio: Creative Thinking about Teaching and Learning
- Journal of Effective Teaching
- Journal of University Teaching and Learning Practice
- Journal on Excellence in College Teaching
- Learning and Teaching in Higher Education
- National Teaching and Learning Forum
- Reaching Through Teaching
- Teaching in Higher Education

Discipline-Specific Journals that Include a Focus on SoTL Work

The following discipline-specific journals offer other potential publication opportunities for scholars of teaching and learning. Many of the journals listed below focus on the post-secondary education environment; others include a focus on vocational training and high school education. Most are produced out of the United States. A Google search can provide particulars about each publication.

- Journal of Accounting Education
- American Biology Teacher
- Journal of Biological Education
- Business Education Forum
- Journal of Business Education
- Chemical Educator
- Education in Chemistry
- Communication Education
- Communication Teacher
- Computer Science Education
- Journal of Information Systems Education
- Journal of Criminal Justice Education
- Research in Drama Education
- Community College Journal of Research and Practice in Education
- Journal of Higher Education
- Review of Educational Research
- English Education
- Journal of Teaching Writing
- Research in the Teaching of English
- Journal of Environmental Education
- Journal of Geography in Higher Education
- Advances in Health Science Education
- Health Educator
- History Teacher
- Teaching History
- College Mathematics Journal
- Teaching Mathematics and its Applications
- International Journal of Music Education
- Journal of Nursing Education

- Physics Teacher
- Journal of Political Science Education
- Teaching of Psychology
- International Journal of Science Education
- Journal of College Science Teaching
- Journal of Social Work Education
- Teaching Sociology
- Feminist Teacher

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