

# Understanding and Publishing Scholarship of Teaching and Learning

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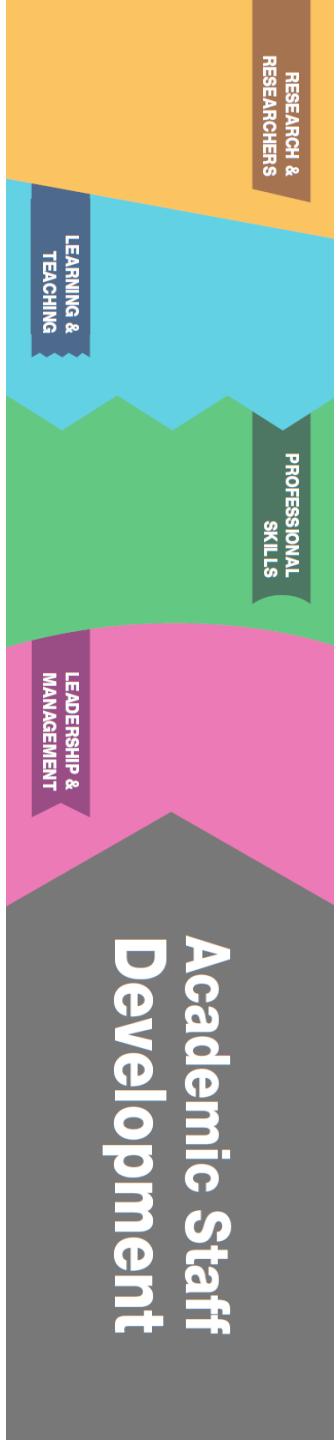
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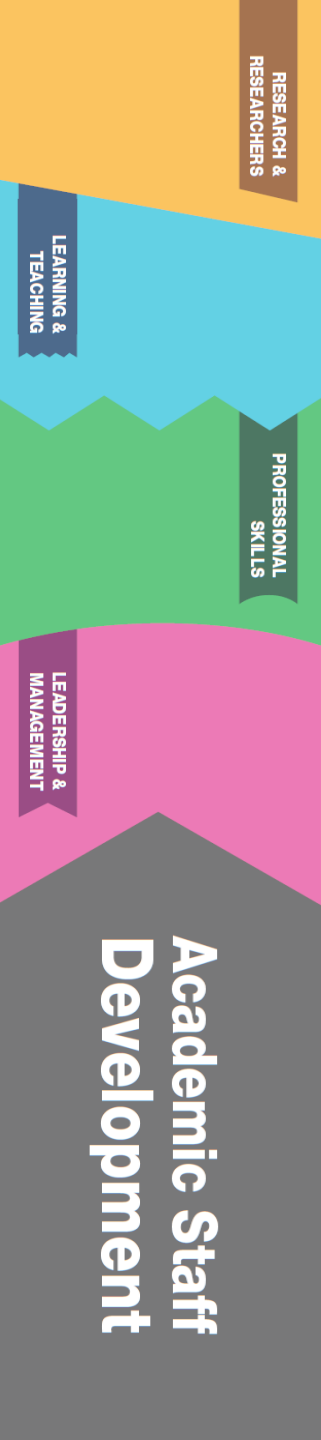
# Overview

- Introductions
- Your questions
- SoT-SoTL-SoLT.....
- Reviewing
  - What qualities make a good paper
- Other journals and criteria
- Writing
- Next steps

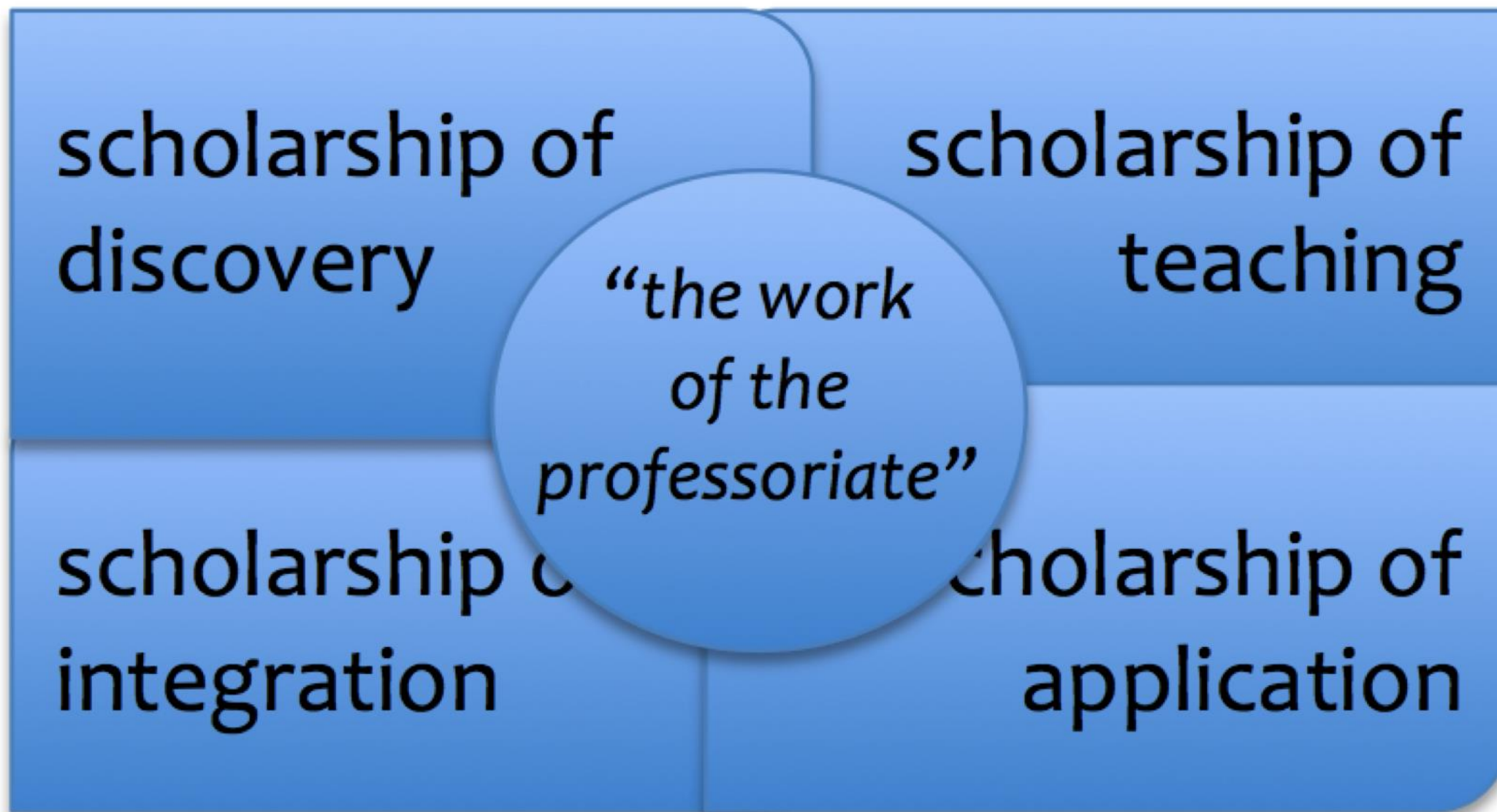
# MENTI 1



# What does SoTL mean to you?



## Boyer (1990)



## Hutchings and Shulman (1999)

- Learning not just teaching – SoT to SoTL
- A scholarship of teaching is *not* synonymous with excellent teaching. It requires a kind of "going meta,"
- Not for everyone
- SoTL is a condition—as yet a mostly absent condition for excellent teaching.
- Way the profession of teaching itself advances, c.f others view it as a ‘seat-of-the-pants operation’
- SoTL has the **potential** to serve all teachers—and students

- Scholarly teaching versus SoTL
- *‘Teachers who are more likely to be engaging in scholarship of teaching seek to understand teaching by consulting and using the literature on teaching and learning, by investigating their own teaching, by reflecting on their teaching from the perspective of their intention in teaching while seeing it from the students’ position, and by formally communicating their ideas and practice to their peers.’*
- *‘aim of the scholarship of teaching is not just to disseminate teaching practices and ideas, but to allow such scholarship to inform practice, so that teaching, and thus learning, is improved’*

# Shulman (1999) (my favourite)

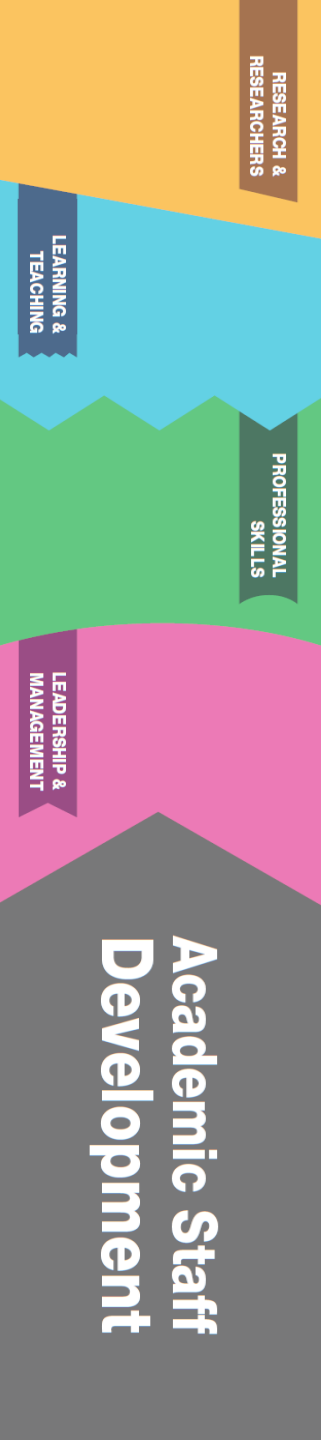
- *For an activity to be designated as SoTL, it should manifest at least 3 key characteristics:*
  1. *It should be **public**,*
  2. *susceptible to **critical review and evaluation**,*
  3. *accessible for **exchange and use** by other members of one's scholarly community*



# How do these compare with your own thoughts on what SoTL is?

- Review MENTI

# So what does it mean to go 'public' with SoTL?



## What makes a good T&L paper?

- As a reader/reviewer what for you makes you read a T&L paper and consider it **trustworthy and credibility** OR **valid and reliable**?

# Thoughts from reviewers (1 of 2)

- Operational - right length, correct format, follows guidelines, correct referencing
- Ethical approval
- Title makes sense
- Abstract tells reader what is in the paper and makes reader want to read more
- Introduction uses appropriate literature
  - *Important. Not all the literature 'I know on a topic; but it's what makes sense to frame the paper*
- Interesting research question/hypothesis
  - *Something that is enquiring and open*



# Thoughts from a reviewer (2 of 2)

- Methodology and methods that make sense
  - *can be contentious because some editors don't agree with the methods or the methodology. For us, so long as it makes sense it is none of my business what methodology an author has used. Check journal aims and scope*
- Open findings - also include limitations or things that didn't go well and talk about them in the discussion.
- Make the discussion and the conclusions interesting
  - *Refer back to the literature. How does your study fit in with what is known already? Where does it differ? How does it add to the story?*
- Recommendations. Make some! Always think about where this is going next
- References. Please use a reference manager

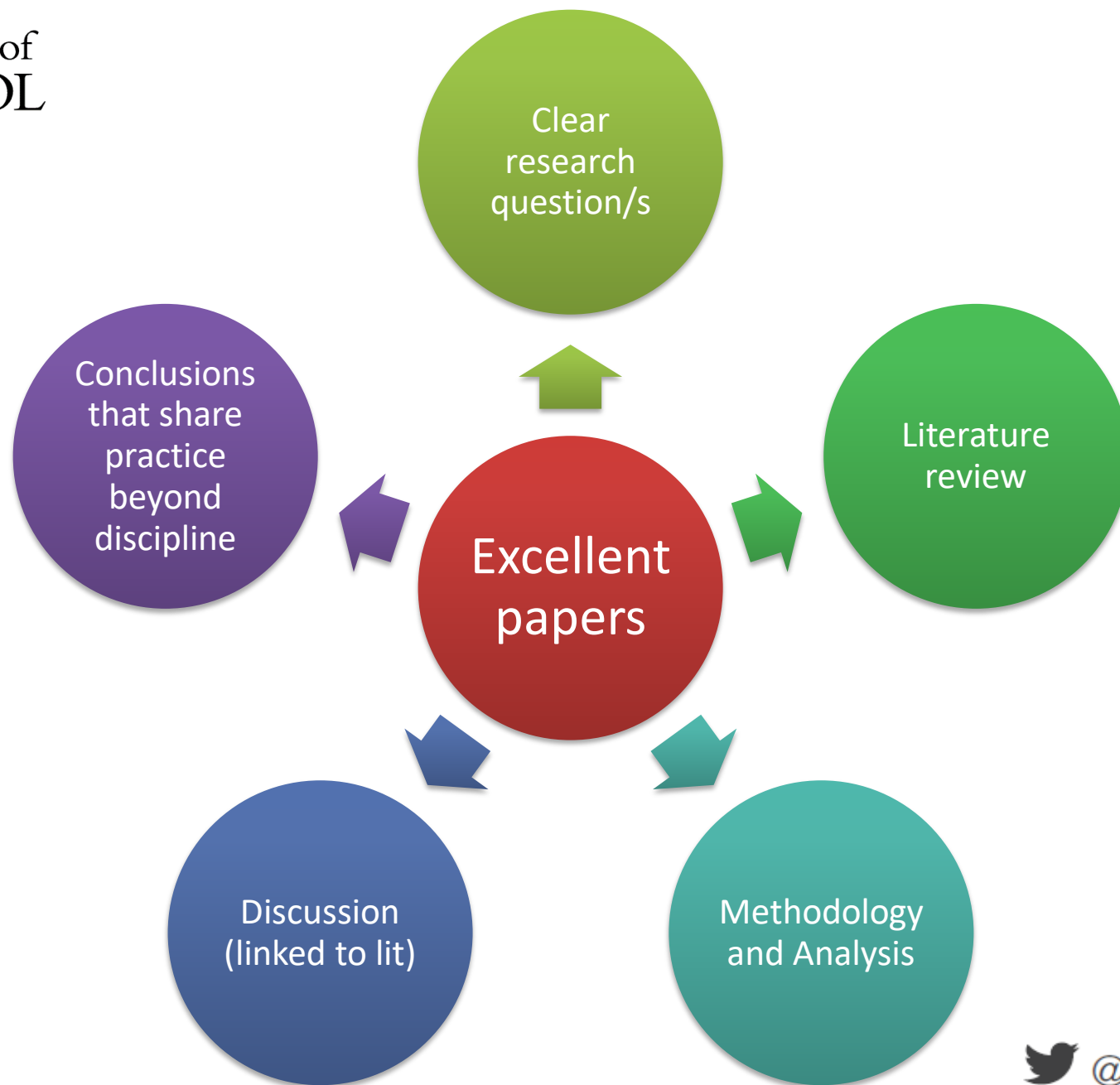


## Aims and Scope

- You may now open your envelopes
  - Each select/share one journal aims and scope
  - Look for the variety not details of the aims and scope and accompanying papers

## Examples of papers

- Now look at pack of papers and different types of papers





# What is your 'research' question/hypothesis?

## Short story time... 'exam conditions'

- Write 100 word very short-story about your SoTL work you want to share with others

## Where to start

- Read lots of papers in a range of T&L journals
  - ALL subject areas
- Identify a potential journal
  - Go gently – don't start out with the Nature level journals but cut your teeth – your SoTL apprenticeship
- **FILL THE WHITE SPACE**
  - Get a piece of paper and put all the headings for that journal on it, Title, your name, sections etc,

# Publishing Your Work

- **Finding the right journal:** Read similar papers in the journal/s you think might accept a paper/study of the type you've done; check the impact factor
- If the paper doesn't 'fit' the journal then look elsewhere, the editor will almost certainly agree and reject it
- Check you have cited relevant papers from the journal:
  - *There is a fair chance one of those authors will be asked to review your paper so not including their paper in your references won't help their attitude towards your paper!*

# ABSTRACT

- write this first – know the shape of the paper and rewrite it at the end
  - [Browns 8 questions](#)
- Review your abstract you have brought with you
  - Does it tell a good short story?
  - How does it fit with Browns 8 questions?

# Ethics Approval

- Gain Ethics Approval
  - Start the process early
  - ‘Forgetting’ to gain ethics approval has consequences...
  - Good research design will ensure ethical projects – ethics enable not hinders
- Most journals (including educational journals) won’t accept papers without ethics committee approval

# Literature Review

- Ask yourself, have I really done a thorough **literature review**?
- While reading & preparing your ‘Introduction’ it’s helpful to:
  - **Jot down** (mentally if not literally) the style i.e. how others describe (write up) the methods, results etc.
  - Consider the ‘limitations’ identified in other studies e.g. have you thought about your study’s limitations, how will you explain (and defend) the limitations
  - Read across disciplines e.g. higher education, education in your discipline, education in other disciplines e.g. STEM
  - And... Someone may have published a similar project already (*can be a bit of a ‘disappointment moment’*) – so consider what or how can you still add to the published literature?

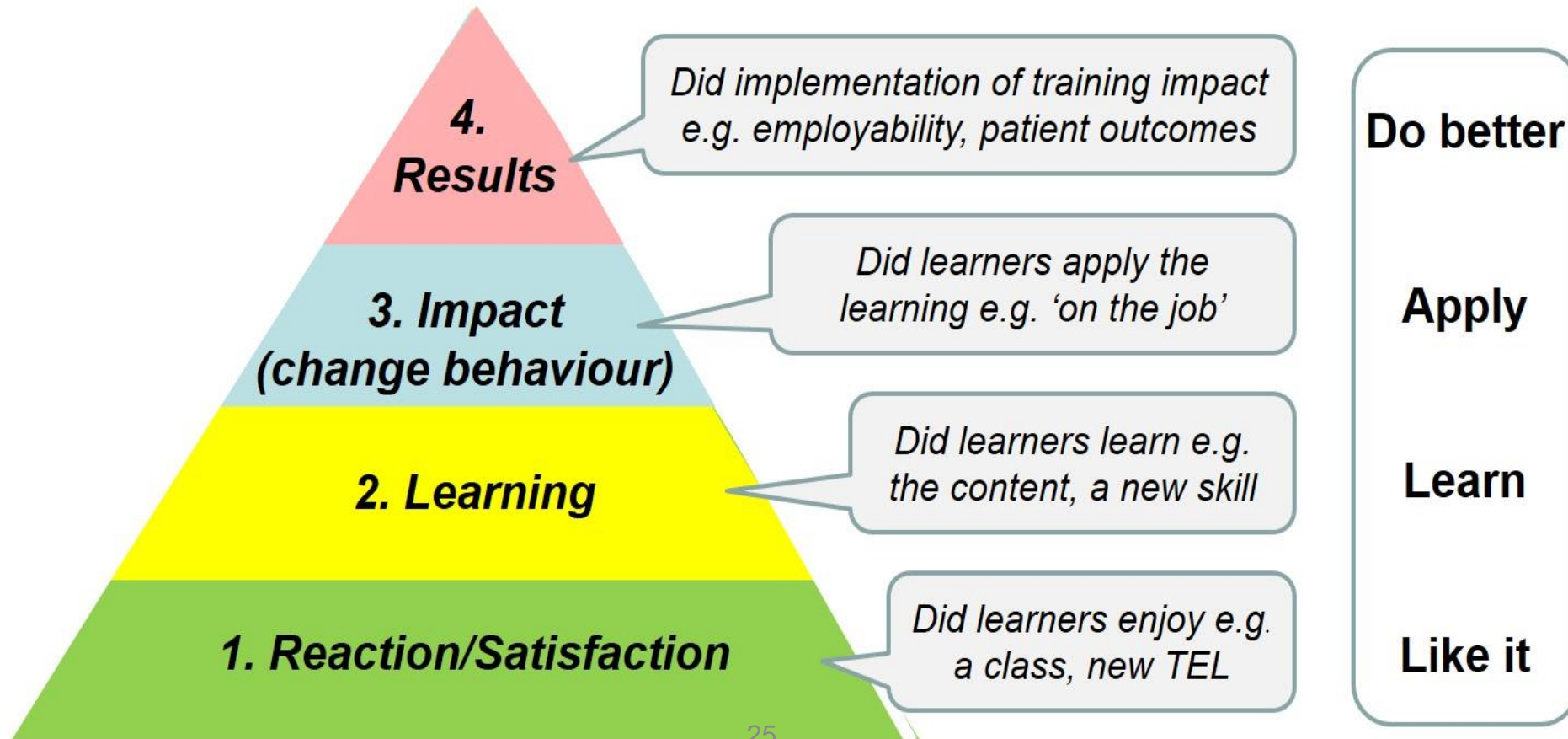
- Analysis and methodology - be clear in your research design what your theoretical framework and perspective is for analysing your data
- Beware 'Results' creeping into 'Methods' and vice versa
- Limitations - be explicit about the limitations of your study
- Risk of over claiming - try not to over claim on your data
- Beware of using 'greatly' 'very' & absolutes ('always' 'never')



# What can you 'claim'?

Sense check: Reflect on what you have 'proven'?

Kirkpatrick's hierarchy



## Title

## Authors

Affiliations

## Introduction

- Paragraph 1
- Paragraph 2
- Paragraph 3
- Lead into to study (RQ)

## Methods (or equivalent title)

What you did

(tip re-read similar papers in journal for preferred terminology, etc.)

## Results (or equivalent title)

## Discussion

- Thought A
- Thought B
- Etc.

Acknowledgements

References

In style of journal

# Starting to Write the Paper

## Tips:

- Once you've decided on a journal:
  - Carefully follow the instructions for authors (to avoid unnecessarily annoying the editor or reviewers!)
  - It can help to work/write with co-author/s or mentor who regularly publishes (or get advice from such a person) - such experience and skill is invaluable during the writing process
  - Writing papers is a transferable skill i.e. the 'co-author' doesn't need to be an expert in education but it helps if they have a proven record regularly publishing (although they also need to have the time to help...)

# Writing the Paper

## Tips:

- Analysis and methodology
  - Clearly describe your rationale, theoretical framework and researcher perspective in relation to analysing your data
  - Applies to qualitative and quantitative studies and associated data
- Beware 'Results' creeping into 'Methods' and vice versa
- Limitations - be explicit about the limitations of your study
- Have you thought about what you'll propose as future work?
- Risk of overclaiming - try not to overclaim on your data
- Beware of using 'greatly' or 'very' & absolutes ('always' or 'never')

# Publishing Your Work

## Some final tips:

- Set yourself a timeline:
  - And a specific date by which to submit
- Consider finding a mentor and/or collaborators
  - Preferably someone who has undertaken similar published work and/or has experience with similar types of study
- Develop your digital profile
  - ResearchGate (or equivalent)
  - Enter your publications onto **University of Bristol's PURE**  
*(a requirement now anyway & then is added to your staff webpage)*
- Develop and record your portfolio of evidence

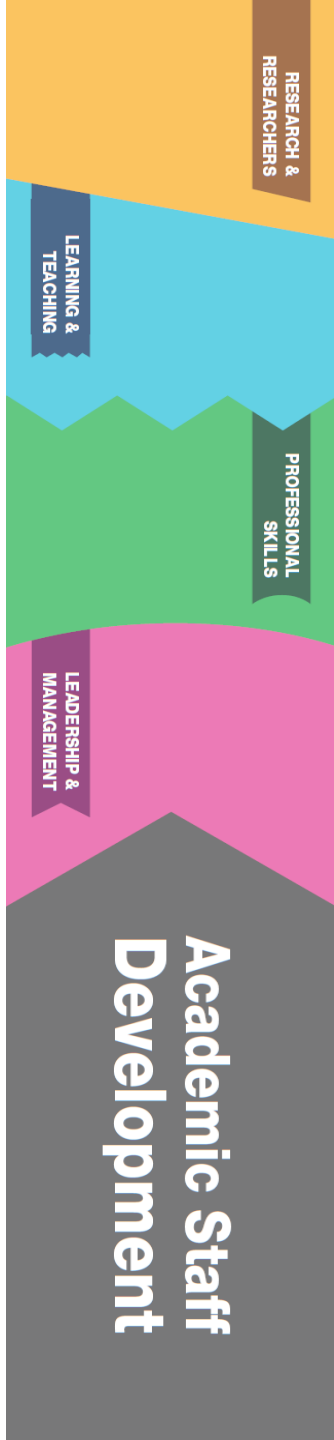


# SoTL - more than publishing but going public is key and publishing is one way to engage with SoTL

- For an activity to be designated as SoTL, it should manifest at least three key characteristics:
  1. It should be public,
  2. susceptible to critical review and evaluation,
  3. accessible for exchange and use by other members of one's scholarly community

(Shulman, 1999)

# MENTI 3



## Next steps

- For you – identify a journal
- For us all – write more
- Read – read widely
  - <http://www.journaltocs.hw.ac.uk/>



## References

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