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**Getting published: Going public with your SoTL work**

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**2-4pm**

**References**

In press Writing scholarship of teaching and learning articles for refereed journals. *Teaching and Learning Inquiry* (Healey, M., Matthews, K., & Cook-Sather, A.)

In preparation *Writing in a range of genres about learning and teaching in higher education: Joining scholarly conversations and fostering identities*. Center for Engaged Learning Open-Access Books, Elon University (Healey, M., Matthews, K., & Cook-Sather, A.)

**Table 1: Key features of six selected publication genres**

|  |  |  |
| --- | --- | --- |
|  | **What they do** | **How they look** |
| Empirical research articles | Gather and use observable data (e.g. from interviews, surveys, document analyses, reflections, and narratives) to offer evidence to support a particular aim or question. | Research articles typically include an introduction, a literature review, sections on methods, findings, discussion, and implications, plus a conclusion. |
| Conceptual articles | Draw on literature and theories (without presenting new data) to provoke, deepen, or expand thinking about a particular concept or practice. | Conceptual articles typically describe the method or approach guiding the writer’s process but otherwise do not follow a prescribed set of headings typical of data-drive research articles. |
| Literature reviews | Synthesize what is known and reveal what else we can learn about a topic by reviewing existing research  | Literature reviews tend to be organized around a guiding question with an introduction and methods, findings, and discussion sections. |
| Case studies | Delve deeply into, and provide rich descriptions of, specific examples of successful teaching and learning practices, often within a single course, program, or institution, and influence others to enhance their practices  | Case studies are usually organized around a ‘rich description’ of a learning and teaching practice or context and include an introduction, discussion of the case study, and implications for other scholars. |
| Reflective essays | Share lived experiences of the messy, unfinished, personal, and relational work of learning and teaching and offer analyses of the resulting insights. | Reflective essays are written in the first person and present learnings rather than empirical findings or arguments while describing the teaching and learning practice. |
| Opinion pieces | Assert a value judgement about teaching and learning that draws directly on the writer’s experience and informed perspective. | Opinion pieces tend to be short (usually less than 1000 words), written in the first person, and focused on a single point with no conventions for headings or sub-headings. |

*Source*: Healey *et al*. (in preparation)

**Table 1 Harnessing the abstract as a planning tool for a learning and teaching publication**

|  |  |  |  |
| --- | --- | --- | --- |
| **Moves** | **Purpose** | **Question/s** | **Sentence starter/s** |
| **Locate** | Describe the broader context within which your study makes a contribution. | What is the broader topic of your SoTL study? | [xxx] is an issue of growing concern in universities. |
| **Focus** | State the issues, questions, or opportunities that your study explores. | How does your study explore this broad topic more specifically? | This study reports on research into … [conducted where and with whom] to explore … [linked to above topic]. |
| **Anchor** | Articulate an overview of your theoretical framework and research design. | What literature, models, or theories did you draw on?How did you gather data? | Our study was informed by [xxx] model/theory/ work.The views of [specific study participants] were captured through … |
| **Report** | Present the key findings arising from your research. | What did you find overall from the analysis of your study? | The results of our study were … |
| **Argue** | Make an argument with implications. | What are you arguing as a result of your research?What are the implications arising for SoTL broadly? | We argue that …Our findings imply that… |

*Source*: Healey *et al*. (2019) modified from work of Thomson and Kamler (2013)

**Table 2. Applying Thomson and Kamler’s (2013) approach to writing an abstract for an article on ‘Writing scholarship of teaching and learning (SoTL) articles for peer-reviewed journals’**

*LOCATE:* There are many general books and articles on publishing in peer-reviewed journals, but few specifically address issues around writing for scholarship of teaching and learning (SoTL) journals. One of the challenges of beginning to write about SoTL is that most scholars have become interested in exploring teaching and learning issues in higher education (HE) alongside their disciplinary interests and have to grapple with a new literature and sometimes unfamiliar methods and genres as well. Hence, for many, as they write up their SoTL projects, they are simultaneously forging their identities as SoTL scholars.

*FOCUS*: We unpack the process of producing four types of SoTL writing for peer-reviewed journals: empirical research articles, conceptual articles, reflective essays, and opinion pieces. Our goal is to support both new and experienced SoTL scholars (faculty/academics, professional staff, and students) as they nurture and further develop their voices and their SoTL identities and strive to contribute to the enhancement of learning and teaching in HE.

*REPORT*:We pose three related sets of overarching questions for consideration when writing SoTL articles for peer-reviewed journals and offer heuristic frameworks for publishing in the four specific writing genres noted above. We also discuss how to get started with writing, preparing to submit, and responding to reviewers, focusing on the importance of contributing to a SoTL conversation.

*ARGUE*: Using the metaphor of *being in conversation*, we argue that writing is a values-based process that contributes to the identity formation of SoTL scholars and their sense of belonging within the SoTL discourse community.

1 The terms “locate,” “focus,” “report,” and “argue” in the abstract are explained in the text. Note the “anchor” move was not relevant, as we did not have a research design

*Source*: Healey *et al*. (2019)

A possible mnemonic to help remember the five moves ‘L F A R A’ is ‘**L**earning **F**rom **A**cademic **R**esearch **A**rticles.’

**Guiding questions to support planning, revising, and refining of articles for publication in different genres**

**Figure 1: Potential process for employing the guidelines for writing for publication**

Decide on a genre

Select relevant questions from the guidelines

Write brief answers to the questions

Arrange the questions/answers into a logical narrative

Identify 2-3 potential publication outlets and note word limits

Assign ‘word count’ to each question/section of the publication

Draft the abstract, if appropriate, that articulates your stance or argument

Draft a timeline with roles for each co-author

Engage in the writing process

Re-order sections as needed, refine, and revise

Select specific outlet, if you have not already done so, format accordingly, and polish

Invite feedback from critical friend(s)

Revise and submit

 *Source*: Based on Healey et al., 2019 in press, forthcoming

The following tables A- F present a set of guiding questions to support planning, revising, and refining of articles in six different genres for publication: Empirical research articles, conceptual articles, literature reviews, case studies, opinion pieces and reflective essays. They arebased on our book (in preparation).

Select those questions that are relevant to your context, add others as appropriate, and decide the order in which you will address them to communicate effectively with your audience.

**A. Guiding questions to support planning, revising, and refining of an empirical research article for publication**

|  |  |
| --- | --- |
| 1. | **Why is this topic important in research into teaching and learning, to whom, and why at this time?** |
| 2. | **What previous research has been undertaken on this topic? What is your contribution to the literature and the learning/teaching conversation?**  |
| 3. | **What is your argument or stance? What question(s) are you addressing?** |
| 4. | **What is your underlying conceptual or theoretical framework? If appropriate, what is(are) your hypothesis(es)?** |
| 5. | **What are your research methods and what is the rationale for your approach?*** **What data have you collected, and how?**
* **Who are your participants?**
* **What is the context (e.g. discipline, institution, nation)?**
 |
| 6. | **How have you analyzed the data?** |
| 7. | **What are your findings and what do they contribute to the ongoing learning and teaching conversation?** |
| 8. | **How do your findings compare with previous research?** |
| 9. | **How does the context influence your findings? What are the implications for others in different contexts?** |
| 10. | **What are the limitations of your research? What unanswered questions remain? What other questions follow for future learning and teaching research?**  |
| **B. Guiding questions to support planning, revising, and refining of a conceptual article**

|  |  |
| --- | --- |
| 1. | **What is your overall aim and rationale for this article?** |
| 2. | **What does your work contribute to the wider field of learning and teaching in HE research?** |
| 3. | **What concepts/theories are you exploring in your article and how do you define them for the purposes of your study?** |
| 4. | **How was the analysis conducted?** |
| 5. | **Why do these concepts/theories matter in teaching and learning and to whom?** |
| 6. | **How do scholars discuss and critique these concepts/theories?** |
| 7. | **What new insights or frameworks are you bringing to these concepts/theories?** |
| 8. | **What are the implications of your analysis for researchers and/or practitioners?** |
| 9. | **What further research or actions are prompted by your analysis?** |

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**C. Guiding questions to support planning, revising, and refining of a literature review**

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| --- | --- |
| 1. | **What is the focus and aim of your review? Who is your audience?** |
| 2. | **Why is there a need for your review? Why is it significant?** |
| 3. | **What is the context of the topic or issue? What perspective do you take? What framework do you use to synthesise the literature?** |
| 4. | **How did you locate and select sources for inclusion in the review?** |
| 5.  | **How is your review structured?** |
| 6. | **What are the main findings in the literature on this topic?**  |
| 7. | **What are the main strengths and limitations of this literature?**  |
| 8. | **What conclusions do your draw from the review? What do you argue needs to be done as an outcome of the review?** |

**D. Guiding questions to support planning, revising, and refining of a case study**

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| --- | --- |
| 1. | **Into what broad area of teaching and learning research does your case study fit?** |
| 2. | **Why should your case study matter to other scholars?** |
| 3. | **What is the context of your case study (e.g., discipline, institution, nation)?**  |
| 4. | **Who was involved in the practice that is the focus of your case study?** |
| 5. | **What did your practice look like?** |
| 6. | **How did you collect evidence about impacts of your practice?** |
| 7. | **What were the outcomes arising from the practice described in your case study?** |
| 8. | **What lessons have you learned, and what will you do differently as a result?** |
| 9. | **What are the implications for others in different contexts?** |

**E. Guiding questions to support planning, revising, and refining of a reflective essay**

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| --- | --- |
| 1. | **What situation, scenario, or event are you reflecting upon?**  |
| 2. | **Who is doing the reflection and what are your/their roles in the situation, scenario, or event?** |
| 3. | **What is the broad teaching/learning context of your reflection?** |
| 4. | **What prompted your reflection on this topic or situation?** |
| 5. | **How did you go about doing your reflection?** |
| 6. | **How can you convey to readers the particulars of your experience rather than assume familiarity with or understanding of how the experience unfolded?** |
| 7. | **What did you learn from the reflection that others can benefit from reading about?** |

**F. Framework of guiding questions to support planning, revising, and refining of an opinion piece**

|  |  |
| --- | --- |
| 1. | **What is the broad topic you are writing about?** |
| 2. | **What is your opinion or stance on the topic?** |
| 3. | **Why are you writing this opinion piece?** |
| 4. | **Who is your intended audience—who are you writing it for, in particular?** |
| 5. | **How did you come to form this opinion? What literature or experiences are you drawing on to support your opinion?** |
| 6. | **What examples will you use to illustrate the argument for your opinion?** |
| 7. | **How might your opinion make a difference for others—in practical and/or policy terms?** |
| 8. | **What is the call to action/advice arising from your opinion piece?** |