



International Journal for the Scholarship of Teaching and Learning

Volume 3 | Number 2

Article 1

7-2009

Editor's Comment

Alan Altany

aaltany@georgiasouthern.edu

Recommended Citation

Altany, Alan (2009) "Editor's Comment," *International Journal for the Scholarship of Teaching and Learning*: Vol. 3: No. 2, Article 1.

Available at: <https://doi.org/10.20429/ijstl.2009.030201>

Editor's Comment

Keywords

Editor's comment, Scholarship of Teaching and Learning, SoTL

Creative Commons License

Creative

Commons

Attribution-

Noncommercial-

No

Derivative

Works

4.0

License

This work is licensed under a [Creative Commons Attribution-Noncommercial-No Derivative Works 4.0](#)

[license](#).

Editor's Comments
Volume 3, Number 2
July 2009

International Journal for the Scholarship of Teaching & Learning (IJ-SoTL) aspires to be an agent and catalyst for SoTL's transforming work for a renewed awareness of and attentiveness to teaching and learning, for questioning assumptions and thinking about teaching, and for systematic and effective ways to improve learning and teaching in higher/tertiary education. IJ-SoTL's goal is to serve as a crucible or nexus for creating international contacts, conversations, contemplation, and collaborations in connection with SoTL.



Readers can request email notification when each new issue of IJ-SoTL is published by going to: http://www.georgiasouthern.edu/ijsoctl/email_notification.htm

As of the publication of this issue, over 4,774 people from 114 countries have requested email notification about new issues (twice a year).

In this issue authors are from **Australia, Canada, Fiji, Ireland, Korea, New Zealand, United Kingdom**, and the **United States**. Authors from various parts of the world are encouraged to send their work to IJ-SoTL so that it becomes increasingly international in scope.

I also want to thank all the authors who submitted manuscripts that were not accepted for publication. I hope the review process and the reviewers' comments have been of benefit to their SoTL work. Those submissions came from **Argentina, Australia, Bahrain, Bangladesh, Canada, China, Cyprus, Hungary, Iran, New Zealand, Nigeria, Qatar, South Africa, Singapore, Sweden, Trinidad & Tobago, Turkey, United Arab Emirates, United Kingdom, United States, and Uzbekistan**.

The acceptance rate for Volume 3, Number 2 was 18%.

This issue contains:

- 1) **7 Invited Essays** by people with reputations for advocacy of SoTL,
- 2) **15 Research Articles** that demonstrate the research-led, evidence-based nature of SoTL and its applications for improving learning,
- 3) **5 Essays About SoTL** that focus on various roles and potentials for SoTL in academic contexts and communities,
- 4) **4 Personal Reflections**,
- 5) **1 Book Review**, and
- 6) ways for readers to **join the reflections and conversations about SoTL**.

Those ways include **contacting authors** via their email addresses to discuss their articles and essays; writing critical responses to articles or essays for possible inclusion in the **"Readers' Responses"** section of the subsequent issue; [joining the IJ-SoTL listserv](#) for

asynchronous conversations about SoTL (currently about 465 international subscribers), and sending your suggestions for improving IJ-SoTL to aaltany@georgiasouthern.edu.

The 7th issue of IJ-SoTL (Volume 4, Number 1) will be published in January 2010.

The deadline for submitting articles and essays for the Volume 4 Number 1 issue is November 15, 2009.

See [Call for Papers](#) and [Submitting Manuscripts](#) for details.

Thank you for reading this issue of IJ-SoTL.

A handwritten signature in blue ink that reads "Alan".

Alan Altany, Editor