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## Letter from the Editor Vol 11, no 1

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## Letter from the Editor Vol 11, no 1

### **Abstract**

Volume 11, no. 1 presents ten articles addressing SoTL from various perspectives as teachers, learners and researchers. Two articles focus on peer support to enhance teaching and learning: one with a focus on a teacher-to-teacher support program for innovative teaching, and one with a focus on student-to-student support utilizing various Apps to enhance writing development.

Five articles call our attention to the activities and strategies taking place in classrooms. One of these articles is a replication study of student perceptions of the first day of class. A second article in this set presents a study of the effectiveness of Team Based Learning (TBL) in teacher education classrooms. Third, is an exploration of both digital and analog teaching tools in the teaching of history. A fourth article in this set utilizes SoTL as an assessment tool for contemplative pedagogies. And, the fifth article provides an exploration of the concept of inspirational teaching.

Two articles in this volume provide research on Play Therapy in the field of counselor education. One study reports on self-perceived competence of students in using Play Therapy following intensive coursework; and the other study uses a constructivist-developmental framework to evaluate the teaching of Play Therapy in counseling courses.

The final article in this issue explores the impact of “taking Fordism into the university sector.” This essay worries about the homogenizing of the ideal of the university. Marketing to reach larger and larger audiences with larger and larger class sizes results in the university becoming “a distilled version of its former self.”

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# Editor's Note

Delores D. Liston, Co-Editor

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Stepping into the role as co-editor constitutes following in the footsteps of my “sister in scholarship,” Lorraine Gilpin, who envisioned the Scholarship of Teaching and Learning as a vehicle for reducing inequities by supporting development of “the Commons” whereby both teachers and learners share in the excitement of “new” discoveries. I too, value SoTL for its promise of transformation in the field of teaching, and envision the Commons as a place that can promote transgressive education (hooks, 1994) through *conscientizacao* (Freire, 1970), leading in turn to more equitable structures and enabling social justice.

I am both excited and apprehensive in taking on this role. First, I value the work of the editors who have filled this role ahead of me, and I wish to further the work that they started. I feel honored to follow this path, and cautious that my contributions help enrich the vision and mission of the journal, rather than allow it to become entrenched in its own traditions. Further, in stepping into this role, I am becoming more aware of the processes and the vast network of people involved in producing the journal. I am more appreciative of the role of the reviewers who provide expertise and help maintain the scholarly standards for the journal.

I am also becoming aware of the challenges facing the journal; such as maintaining the network of reviewers who volunteer their time and expertise to support the mission of the journal. Another important challenge is continuing to attract the highest caliber of manuscript submissions. My hope is that IJSoTL will be a “first choice” outlet for disseminating the scholarly work of researchers across many disciplines, and that those seeking to better understand teaching and learning will find articles worthy of pursuit in the web-pages of our journal. In light of this, expanding our categories of submissions to include literature reviews; enhancing methodological explanations to enable future research; and widening our audience to make public the pedagogical work of teachers remain our primary aims.

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Freire, P. (1970/2006). *Pedagogy of the oppressed*. New York, NY: Continuum Press.

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