

JoSoTL Mission

Founded in 2001, the Journal of the Scholarship of Teaching and Learning (JoSoTL) is a forum for the dissemination of the Scholarship of Teaching and Learning in higher education for the community of teacher-scholars. Our peer reviewed Journal promotes SoTL 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.

The themes of the Journal reflect the breadth of interest in the pedagogy forum. The themes of articles include:

1. Data-driven studies: formal research projects with appropriate statistical analysis, formal hypotheses and their testing, etc. These studies are either with a quantitative or qualitative emphasis and authors should indicate the appropriate domain. Acceptable articles establish a research rigor that leads to significant new understanding in pedagogy.
2. Reflective essays: integrative evaluations of other work, essays that challenge current practice and encourage experimentation, novel conclusions or perspectives derived from prior work
3. Reviews: Literature reviews illuminating new relationships and understanding, meta-analysis, analytical and integrated reviews, etc.
4. Case studies: These studies illustrate SOTL and its applications, usually generalizable to a wide and multidisciplinary audience.
5. Comments and communications: Primarily, these are comments based on previously published JoSOTL articles, but can also include book reviews, critiques and evaluations of other published results in new contexts or dimensions