

PUBLICATION OUTLETS FOR WRITING ON TEACHING AND LEARNING IN HIGHER EDUCATION

JOURNALS ON TEACHING AND LEARNING

Active Learning in Higher Education

Frequency: two issues a year

Publisher: Sage, England (<http://www.sagepub.com/journal.aspx?pid=266>)

Scope: “all aspects of developments, innovations and good practice in higher education teaching and learning worldwide”

Refereed: yes

Assessment and Evaluation in Higher Education

Frequency: six issues a year

Publisher: Taylor and Francis, England (<http://www.tandf.co.uk/journals/titles/02602938.asp>)

Scope: publishes “pragmatic, research-based or reflective studies which help to illuminate the everyday practice of assessment and evaluation in higher education”

Refereed: yes

Canadian Journal of Higher Education

Frequency: three issues a year

Publisher: Canadian Association for the Study of Higher Education (<http://www.education.mcgill.ca/csshe/Pub/pub.html>)

Scope: mostly empirical research studies on various aspects of Canadian higher education, including teaching and learning issues

Refereed: yes

College Teaching

Frequency: four issues a year

Publisher: Heldref, USA (<http://www.heldref.org/ct.php>)

Scope: short articles on a wide range of teaching and learning issues and methods

Refereed: yes

Higher Education

Frequency: four issues a year

Publisher: Kluwer, Netherlands and USA (<http://www.kluweronline.com/issn/0018-1560/contents>)

Scope: long-established international scholarly journal with an emphasis on empirical studies of teaching and learning in higher education

Refereed: yes

Higher Education Research and Development

Frequency: three issues a year

Publisher: Taylor and Francis, England, on behalf of the Higher Education Research and Development Association of Australasia (HERDSA) (<http://www.tandf.co.uk/journals/titles/07294360.asp>)

Scope: scholarly international papers on teaching and learning in higher education, with a preference for empirical studies

Refereed: yes

Innovations in Education and Training International

Frequency: four issues a year

Publisher: Taylor and Francis, England, on behalf of The Staff and Educational Development Association (<http://www.tandf.co.uk/journals/titles/14703297.asp>)

Scope: short papers on innovations in higher education world-wide, with an emphasis on cases and methods relating to educational technology

Refereed: yes

Innovative Higher Education

Frequency: four issues a year

Publisher: Kluwer, Netherlands and USA (<http://www.kluweronline.com/issn/0742-5627/contents>)

Scope: an American journal that aims to present “fresh ideas in higher education in a straightforward and readable fashion”

Refereed: yes

Journal of Higher Education

Frequency: four issues a year

Publisher: Ohio State University Press, USA (<http://www.ohiostatepress.org/>)

Scope: the leading scholarly journal in the field of higher education, including teaching, learning and educational development issues

Refereed: yes

Journal of Student Centered Learning

Frequency: three issues a year

Publisher: New Forums Press, Stillwater, Oklahoma, USA (<http://www.newforums.com/>)

Scope: publishes theory-based articles, case studies, and descriptions of applications of student-centred learning (e.g. collaborative learning, project-based learning, experiential learning, etc.).

Refereed: by editorial board

Journal on Excellence in College Teaching

Frequency: three issues a year

Publisher: Miami University (Oxford, Ohio), USA (<http://ject.lib.muohio.edu/>)

Scope: papers on teaching and learning in higher education, including empirical studies, conceptual discussions, and case studies

Refereed: yes

Quality in Higher Education

Frequency: three issues a year

Publisher: Taylor and Francis, England (<http://www.tandf.co.uk/journals/carfax/13538322.html>)

Scope: mainly empirical studies of evaluation and quality issues, including quality of teaching and learning

Refereed: yes

Review of Higher Education

Frequency: four issues a year

Publisher: Johns Hopkins University Press, on behalf of the Association for the Study of Higher Education, USA (http://muse.jhu.edu/journals/review_of_higher_education/)

Scope: wide range of issues in higher education, including historical, political, and sociological perspectives; some papers deal with teaching and learning issues

Refereed: yes

Studies in Higher Education

Frequency: four issues a year

Publisher: Taylor and Francis, England, on behalf of the Society for Research into Higher Education (<http://www.tandf.co.uk/journals/carfax/03075079.html>)

Scope: leading British journal for a wide range of issues in higher education, but with a particular focus on teaching and learning; publishes empirical and conceptual papers as well as case studies

Refereed: yes

Teaching in Higher Education

Frequency: four issues a year

Publisher: Taylor and Francis, England (<http://www.tandf.co.uk/journals/carfax/13562517.html>)

Scope: papers on teaching, learning, curriculum and educational development, including empirical and conceptual papers as well as case studies

Refereed: yes

DISCIPLINE-BASED JOURNALS

Nearly all the major disciplines and professions have one or more journals that focus on teaching, learning, educational development and curriculum issues in that discipline. There are too many journals to list here, but a good overview is provided by Maryellen Weimer in her article "The disciplinary journals on pedagogy" that appeared in *Change*, November/December 1993, pp. 44-51. (See <http://pqasb.pqarchiver.com/change/>)

JOURNALS ON EDUCATIONAL DEVELOPMENT

A number of the journals listed above include some papers on educational and faculty development, though that is not their main focus. In addition there are two international journals that are devoted to educational development issues.

International Journal for Academic Development

Frequency: two issues a year

Publisher: Taylor and Francis, England, on behalf of the International Consortium for Educational Development (<http://www.tandf.co.uk/journals/routledge/1360144X.html>)

Scope: papers on any aspect of academic development in higher education, including empirical and conceptual papers as well as case studies

Refereed: yes

Journal of Faculty Development

Frequency: four issues a year

Publisher: New Forums Press, Stillwater, Oklahoma, USA (<http://www.newforums.com/>)

Scope: this is the new title for the former *Journal of Staff, Program, and Organization Development* and publishes short, mostly practical articles on educational development

Refereed: yes (by editorial board)

Journal of Graduate Teaching Assistant Development

Frequency: three issues a year

Publisher: New Forums Press, Stillwater, Oklahoma (<http://www.newforums.com/>)

Scope: short, mostly practical articles on educational development for teaching assistants

Refereed: no

Staff and Educational Development International

Frequency: three issues a year

Publisher: Aravali Books International, New Delhi on behalf of the Network for Staff and Educational Development (spanda@ignou.ac.in)

Scope: an eclectic Indian-based journal that publishes many different types of paper on all aspects of educational development in higher education; although many papers are from Indian universities, international submissions are welcomed

Refereed: yes

MAGAZINES, PERIODICALS, AND NEWSPAPERS

Chronicle of Higher Education

Frequency: weekly newspaper

Publisher: Independent commercial company based in Marion, Ohio (<http://chronicle.com/>)

Scope: in addition to news about higher education in the USA and elsewhere, the paper accepts contributed articles, including opinion pieces on teaching and learning issues; the Chronicle also has special sections on educational technology and distance education

Refereed: no

Change

Frequency: bi-monthly periodical

Publisher: Heldref Publications on behalf of the American Association for Higher Education, Washington, DC (<http://www.heldref.org/change.php>)

Scope: Change calls itself “the magazine of higher learning” and publishes a wide range of articles on teaching, learning, educational development and curriculum issues, including descriptions of empirical research, case studies of teaching innovations, and discussions of organisational and policy issues

Refereed: no

Times Higher Education Supplement

Frequency: weekly newspaper

Publisher: Times of London (<http://www.thes.co.uk/main.aspx>)

Scope: in addition to news about higher education in Britain and elsewhere, the paper accepts many contributed articles, including articles on teaching and learning issues

Refereed: no

NEWSLETTERS

There are many hundreds of newsletters relating to teaching and learning in higher education, many of them published by educational development centres. Many accept short submissions from faculty at the local institution, but not usually from outsiders. There are also several

commercial newsletters, such as the well-known, **Teaching Professor**, published by Magna and edited by Maryellen Weimer (http://www.magnapubs.com/subscribe/magnapubs_tp.html). Most accept outside submissions only rarely, but one that welcomes contributions is the **National Teaching and Learning Forum**, edited by James Rhem, and published Oryx Press, of Westport Connecticut (<http://www.ntlf.com>). And STLHE (<http://www.stlhe.ca/>) has its own newsletter, **Teaching and Learning in Higher Education**, which welcomes contributions from members. Newsletter submissions are generally not refereed.

WEB PUBLICATIONS

Many of the publications listed above are available electronically in on-line versions, but access is usually restricted to paid subscribers. There are also some publications that exist exclusively in on-line versions. One example is **Positive Pedagogy** sponsored by the 3M Teaching Fellows and edited by Ron Sheese, Alan Slavin, and Barry Joe (<http://www.mcmaster.ca/cll/posped/>). The journal is refereed and accepts submissions, articles, and commentaries dealing with “innovative, successful and otherwise noteworthy practices in Canadian postsecondary education”.

BOOKS AND MONOGRAPHS

Hundreds of books appear each year that deal with every conceivable aspect of teaching and learning in higher education. Most are issued by commercial publishing houses based in Britain and the USA. A very broad classification would include **Guidebooks and Handbooks** (such as *Teaching Tips* by McKeachie and Associates or Cannon and Newble’s *Handbook for Teachers in Colleges and Universities*), **Monographs** (more conceptually based works that focus on a particular topic, issue, or method, such as *Transformative Learning*, by Cranton or *Lifelong Learning in Higher Education*, by Knapper and Cropley), and **Edited Works** that comprise contributions from different authors around a common theme, such as *Teaching Improvement Practices* by Wright and Associates.

Two edited series are especially worthy of mention because they have published contributions from a wide range of North American faculty and educational developers. **To Improve the Academy** (http://www.ankerpub.com/books/imp_acad.html) is an annual collection of articles on instructional, faculty, and organisational development in higher education, published in Bolton, Mass. by Anker on behalf of the Professional and Organizational Network in Higher Education (POD). Generally there is no specific theme to each volume and submissions are refereed. **New Directions in Teaching and Learning** (<http://www.josseybass.com/WileyCDA/WileyTitle/productCd-TL.html>) is a series of quarterly “sourcebooks” published by Jossey-Bass of San Francisco. Potential editors can make a proposal to the series editor, Marilla Svinicki, for a collection of short contributions by different authors around a particular theme. Sourcebooks are typically around 100 pages in length and recent issues from Canadian editors have included *Fresh Approaches to Teaching Evaluation* (Knapper and Cranton), *Scholarship Revisited* (Kreber), and *Using Consultants to Improve Teaching* (Knapper and Piccinin).

Worth a special mention is the STLHE’s own **Green Guide** series of short (40-50 page) practical manuals for university and college faculty on important teaching and learning issues (<http://www.tss.uoguelph.ca/stlhe/gguides.html>). These are not edited collections but

monographs written by one or two authors on a teaching approach or issue, such as *Teaching Large Classes* (Gedalof), *Active Learning* (Cameron) or *Teaching the Art of Inquiry* (Hudspith and Jenkins). Details about making a proposal for a guide can be obtained from the series editor, Alan Wright (alan_wright@uqss.quebec.ca).

Although a large number of publishers issue books on teaching and learning in higher education from time to time, the following is a list of those who have a major emphasis on university teaching and educational development.

Anker Publishing, Bolton, Mass: <http://www.ankerpub.com/index.html>

A relatively small private publishing house with a list that includes a number of books on teaching and learning in higher education. on such topics as *Communication Skills for Department Chairs* and *The Teaching Portfolio*.

Jossey-Bass (a division of Wiley), San Francisco: <http://www.josseybass.com/WileyCDA/>

Probably has the largest list of books on teaching and learning topics of any publisher in the world.

Kogan Page, London, England: <http://www.kogan-page.co.uk/>

Large list of books on all aspects of teaching and learning in higher education.

Magna Publications, Madison, Wisconsin: <http://www.magnapubs.com/>

Mostly a publisher of newsletters (including the Teaching Professor, but they also have a small list of books on such topics as *First Steps to Excellence in College Teaching* and *How Am I Teaching?*

New Forums Press, Stillwater, Oklahoma: <http://www.newforums.com/>

Mainly a journal publisher, but has a small list of books on teaching and learning, for example *Cooperative Learning* and *Classrooms without Fear*.

Open University Press (now in conjunction with McGraw-Hill), Buckingham, England, on behalf of the Society for Research into Higher Education: <http://www.srhe.ac.uk/publications/SRHEOpenUniversityPress.htm>

SRHE Open University Press has a large list of scholarly books on many aspects of higher education. Examples of teaching and learning titles include *Assessment Matters in Higher Education* and *Learning to Effect*.

Sage Publications, London, England, and Newbury Park, California: <http://www.sagepub.com/>

Higher education is not the primary focus of this very large conglomerate, but their new series "Survival Skills for Scholars" has a quite extensive list of titles related to teaching and learning issues, including such topics as *Confronting Diversity Issues on Campus*, and *Improving your Classroom Teaching*.

