

Submission Guidelines for Journals in Teaching Online Resources

College Teaching Manuscript Submission

College Teaching provides an interdisciplinary forum on issues related to teaching at the undergraduate and graduate levels. This journal is interested in articles that explore: (1) aims and outcomes of teaching philosophy and practices that have significance beyond a specific discipline, including teaching of techniques, new classroom procedures, evaluations of innovative programs, and examination of contemporary developments; (2) teachers' roles, education, professional development, preparation to teach, and evaluation; and (3) incentives that encourage good teaching and ways good teaching is evaluated and rewarded. The editors welcome thoughtful reactions to articles appearing in the journal.

The journal welcomes articles on research in one field as long as it has applications to others as well. However, the journal cannot use: (1) articles that are purely descriptive without any critical evaluation or analysis, (2) those that are limited to one specific discipline, or (3) those that show no awareness of current work and literature in the field.

Articles range from 750 to 5,000 words, depending on the nature of the topic. Discussion of promising practices should be short, whereas articles on research material may be longer. Commentaries, of no more than 850 words, will be considered. The journal is refereed. Each article is read by two reviewers, with a total review time of three to four months. Accepted manuscripts usually are published within one year.

Manuscripts must be submitted exclusively to *College Teaching*. We cannot review—or publish—multiple submissions. Contributors should submit visit <http://mc.manuscriptcentral.com/heldref/ct> for submission information and guidelines.

The Chicago Manual of Style, 15th ed. (University of Chicago Press, 2003), should be used as a style reference in preparation of manuscripts. References at the end of the manuscript should be unnumbered and listed alphabetically according to the author's last name, followed by the year of publication, as in Smith, J. 1989. Citation in the text should list author, date, and applicable page numbers, as in (Smith 1989, xx).

Reproductions of figures (graphs and charts) may be submitted for review purposes, but must be supplied electronically, in their original source files, if the manuscript is accepted for publication. Tables should be prepared exactly or adapted as they are to appear in the journal. For tables reproduced or adapted from another publication, *permission must be obtained by the author* and noted on the manuscript.

Avoid explanatory notes whenever possible by incorporating their content into the text. For essential notes, identify them with consecutive superscripts and list them in a section entitled NOTES at the end of the text.

We reserve the right to make editorial changes in style and format.

Authors will receive complimentary online access to the entire issue in which they are published.

Submit manuscripts to: <http://mc.manuscriptcentral.com/heldref/ct>

Source: <http://www.heldref.org/ctmanu.php>

International Journal for Academic Development

Instructions for Authors

Contributors are asked to first send to the editors, preferably via the journal website at <http://www.itl.usyd.edu.au/ijad/> a summary of any proposed contribution - roughly 200 words. The editors will provide feedback on the suitability of the contribution to the journal.

One copy of the submission should be submitted via the journal website at <http://www.itl.usyd.edu.au/ijad/>, preferably in MS Word format. The submission should be formatted using the template below.

Papers are refereed blind so please enter the author(s) contact details and brief biographical notes on the website. These should contain an address (including email) for correspondence. If the paper is accepted, these will be published.

Straightforward language is preferred. While contributions must be in English, we are happy to receive manuscripts from those speaking a language other than English as their first language. Once such a paper is accepted for publication, the editors are willing to work with the author(s) to ensure appropriate English usage. An abstract in the first language of the author will be included in the published version.

As per the template, the body text should be in 12-point Roman type, single spaced throughout. The body of the text is justified at both the left and the right margin. How to clearly indicate levels of headings is described in the template.

Diagrams and tables must be submitted in the same file as the article and should be placed in their expected final position within the text. It is worth looking through printed back issues of the journal to see how tables and figures have been presented.

Footnotes must not be used. If necessary, notes may be marked with 1, 2 and included at the end of the article.

Style guidelines

Description of the Journal's [article style](#)

Description of the Journal's [reference style](#), [Quick guide](#)

Any consistent spelling and punctuation style is acceptable.

This journal requires a short paragraph of bibliographical details for all contributors. A [Word template](#) is available for this journal (please save the Word template to your hard drive and open it for use by clicking on the icon in Windows Explorer). If you have any questions about references or formatting your article, please contact authorqueries@tandf.co.uk

We strongly encourage you to send the final, revised version of your article, electronically, by email. [More help and guidelines on submitting articles already accepted for publication](#). Please note that this information applies only to authors whose articles have been reviewed, revised, and accepted for publication.

PDF proofs will be sent to authors for checking; the editors reserve the right to make minor editorial changes.

Corresponding authors will receive free online access to their article through our website (www.informaworld.com) and a complimentary copy of the issue containing their article. Reprints of articles published in this journal can be purchased through Rightslink® when proofs are received. If you have any queries, please contact our reprints department at reprints@tandf.co.uk

Please see our [Guidelines on Electronic Article Processing](#) for manuscripts already accepted for publication.

It is a condition of publication that authors assign copyright or licence the publication rights in their articles, including abstracts, to Taylor & Francis. This enables us to ensure full copyright protection and to disseminate the article, and of course the Journal, to the widest possible readership in print and electronic formats as appropriate. Authors may, of course, use the material elsewhere after publication without prior permission from Taylor & Francis, provided that acknowledgement is given to the Journal as the original source of publication, and that Taylor & Francis is notified so that our records show that its use is properly authorised. Authors retain a number of other rights under the Taylor & Francis rights policies document. These policies are referred to at <http://www.tandf.co.uk/journals/authorrights.pdf>. Authors are themselves responsible for obtaining permission to reproduce copyright material from other sources.

Scope and emphasis of *IJAD*

The *International Journal for Academic Development* is the journal of the International Consortium for Educational Development. The purpose of the journal is to enable educational developers in higher education across the world to exchange ideas about practice and extend the theory of educational development, with the goal of improving the quality of higher education internationally.

The editors welcome for review original contributions on any aspect of academic development in higher and other post-school education (including staff development, educational development, instructional development and faculty development) and closely related topics.

The main criteria for acceptance of all types of submissions are that they make a contribution to the knowledge, understanding and/or practice in the field and are not currently under submission anywhere else.

Contributions must be of international interest. Authors can achieve this in several ways. Ideas and practice can be introduced from more than one country. A contribution may be based in practice in one country, or even one institution, and accompanied by commentaries from colleagues in other countries. Or, a contribution may be contextualised with reference to issues of concern to educational developers worldwide as evidenced in the scholarly literature, such as institutional change, and the nature or role of educational development. Other approaches to addressing the interests of an international audience will also be welcomed.

The editors welcome submissions of papers, research notes, opinion pieces or descriptions of practice and book reviews. Contributions should explore the wider implications for educational developers by both drawing on and connecting back to the literature. Thus, articles that describe a local initiative without describing the wider implications for educational developers elsewhere will not normally be published.

Papers are 5000 words or less including the abstract and citations. They may include one of the following: original work of research, literature reviews of current or recent work, potential new methods or ideas which are well elaborated and argued, or relevant conceptual and theoretical issues. Papers should clearly define the issue or problem being tackled, include some analysis or evaluation of the issue, and be linked to the academic development literature.

Research notes are short pieces of 800-1000 words and provide a window into the lived world of academic development research. They examine issues and challenges in conceptualising and conducting research, not the results of research. They are discussions of methodological dilemmas or conceptual concerns.

Opinion pieces or descriptions of practice, also 800-1000 words, provide for the open exchange of ideas about academic development practice worldwide. They raise and consider critical issues, demonstrate an awareness of the diverse nature of academic development and recognise that those who read the journal come from countries around the world. Responses to opinion pieces are encouraged.

Book reviews, 1000-1500 words, of both English and non-English books, are welcomed. Reviews clearly explore the implications of the book to the research and/or practice of academic development from the reviewer's perspective. Please contact the relevant book editor for English or non-English books (page ii for email addresses).

Source: <http://www.tandf.co.uk/journals/journal.asp?issn=1360-144X&linktype=44>

International Journal for the Scholarship of Teaching and Learning

Submitting Manuscripts

The focus of *IJ-SoTL* is the improvement of student learning in higher/tertiary education today through Scholarship of Teaching and Learning.

Authors are requested to follow the *IJ-SoTL* guidelines for the submission of manuscripts for each year's January and July issues. Authors are also invited to become familiar with the [editorial review process](#). Because SoTL is multi- and trans-disciplinary, and encompasses any teaching methods in their potential connections to improved student learning outcomes, *IJ-SoTL* is open to people from any discipline, field, program and is open to research on any pedagogical methods in any pedagogical contexts, media, and mediums. *IJ-SoTL* exists to help bring assumptions about teaching and learning into the light and to promote an evidence-based, collegial, public approach to teaching and learning that continuously builds a body of understanding and knowledge that is open to and for all. In so doing, *IJ-SoTL* exists to help transform ideas, practices, attitudes and results in higher education, as well as higher education culture itself.

Process

- Submissions may be made at any time.
- All submissions must be previously unpublished manuscripts and must only be submitted to *IJ-SoTL* (multiple submissions of a manuscript to more than one publication at a time is not accepted).
- All submissions are to be Word documents attached to emails sent to the editor, Alan Altany, at aaltany@georgiasouthern.edu. The email should contain a statement that the manuscript is unpublished and is only being submitted to *IJ-SoTL*.

Format and Style Guidelines

- All submissions are to be in **English**, while recognizing that *IJ-SoTL* has an international readership for some of whom English is not their native language. Please avoid using colloquialisms and regional terminology that may be unknown to many.
- Use **APA format** as found in the *Publication Manual of the American Psychological Association* (APA), 5th Edition, for headings, citations, references.
About APA Style/format: <http://www.apastyle.org/aboutstyle.html>
APA Citation Style: <http://www.liu.edu/cwis/CWP/library/workshop/citapa.htm>
APA Style Workshop: <http://owl.english.purdue.edu/workshops/hypertext/apa/index.html>
- The **font** is to be 10 point Verdana with the manuscript being single-spaced with a space between each paragraph, and one-inch margins are both sides of the text.
- The **Title Page** should contain the author(s) name, position/affiliation, institution, address, phone number, email address, as well as a **100 – 150 word Abstract** and a **list of keywords** (4 – 6 words). The abstract needs to describe and summarize the project, its purposes, methods, and results. If there are multiple authors, one author should be identified as the contact person.

- The author(s) name(s) should not appear in the original submission of the manuscript (except on the Title Page).
- The text of a manuscript should be divided in **headings** (not more than three levels deep).
- **Tables, Graphs and Illustrations** are to be placed at the appropriate places within the body of the text and color may be used in them.
- Notes, citations, and suggested sources should be placed at the end of the submission in APA format.
- Place **page numbers** in the upper right hand corner of each page.
- Articles in the form of a hypertext document with stable, relevant and referenced web sites and graphics, as well as a brief list of suggested links for further consideration by readers, are encouraged.
- Read through the [Note to Authors](#) page for known technical issues.

Length of Submissions

1. SoTL Articles: 3,000 – 8,000 words
2. Essays on SoTL: 2,000 – 5,000 words
3. Personal Reflections/Experiences of SoTL: 1,000 – 1,500 words
4. Readers' Responses: 300 – 500 words

The deadline for submissions for the July 2008 issue
is May 15, 2008.

Areas for Submissions

SoTL articles are to focus upon a research question or issue in any area of pedagogy and contain the implication, application, and assessment of the findings of that research for teaching and learning in higher education. Articles that simply describe and advocate a method or approach to teaching and learning, but that do not include a research question and the gathering, assessing and application of evidence to actual teaching and learning contexts, are not appropriate for *IJ-SoTL*. The focus of *IJ-SoTL* articles is the actual doing of research and of *IJ-SoTL* essays on the nature, role, meaning and implications of SoTL for higher education today. Articles will go through a blind review process involving a very strong, international Editorial Review Board.

Essays on SoTL can be on such topics as how SoTL can directly improve student learning outcomes; how SoTL has transformed an academic community/culture; the connections between SoTL and other forms of scholarship; how best to integrate SoTL into higher education today, or into a college or university community; the problems and benefits of international collaboration in doing SoTL and applying the results to college teaching (classroom, online, or in combination); the benefits of SoTL for professional faculty development; SoTL and a shifting of paradigms for teaching and learning; identifying and overcoming obstacles to SoTL; projections about the future for SoTL internationally; SoTL in the faculty reward system; etc. Essays should be insightful, imaginative, evocative, and applicable. Publication decisions will be made by the editor.

Personal reflections about SoTL may discuss how SoTL has affected one's attitude and/or approach to teaching and student learning; how SoTL has changed one's attitude towards the

profession of college teaching or an academic career; how SoTL has inspired or re-inspired one's spirit for teaching and working with students; how one has promoted and supported SoTL; one's experience in dealing with resistance to, or misunderstanding of SoTL; etc. Publication decisions will be made by the editor.

Readers' Responses

Critical responses to any *IJ-SoTL* articles are welcome for possible inclusion in the Readers' "Responses" section of the subsequent issue of *IJ-SoTL*. Readers are invited to send their responses to any articles as single-spaced, Word documents in 10 pt verdana font to aaltany@georgiasouthern.edu for potential publication in the next issue after the original articles appear. Publication decisions will be made by the editor.

Copyright Information

[See Copyright & Terms of Use.](#)

Source: <http://www.georgiasouthern.edu/ijsofl/sm.htm>

The Journal of Scholarship of Teaching and Learning (JoSoTL)

Submissions

Authors are encouraged to submit work in one of the following categories:

- **Traditional Research Reports: data driven studies with either a quantitative or qualitative emphasis**
- **Reflective Essays on SoTL**
- **Reviews of current themes in SoTL research including meta-analysis**
- **Case studies illustrating SoTL and its applications**
- **Comments and Communications on previous Journal articles, or book or software reviews**

In your e-mail with your submission, please indicate which of the above categories most applies to your submission. Despite their differences, all of these types of submissions should include the author's expression of the implications their work has for the teaching-learning process. This reflective critique is central to our mission in furthering understanding of SoTL. Authors are encouraged to review the [Guidelines for Reviewers](#) in order to understand how their submissions will be evaluated. **Authors are strongly encouraged to study the [Reviewer's Rubric](#) that reviewers shall apply in evaluating their submitted work.**

Authors should submit their article to jsofl@iupui.edu. Submissions must be prepared in an electronic format using Microsoft Word on either PC or Macintosh platforms. Submissions should be uncompressed files attached to an e-mail, not in the body of an e-mail text. All submissions must be prepared following the guidelines below. While there is no formal page limit, authors should adhere to recent article lengths, typically 20 pages or less. Authors are

expected to include proper referencing for their sources, especially URLs for web sites that might contain material of interest to our readership.

Every submission must include a cover page preceding the article with the following information:

- Title of article
- For each author:
 - Name and affiliation
 - Postal address
 - e-mail address
 - telephone number
- Abstract (less than 100 words)
- Keyword list related to the submission (less than eight words or short phrases)

This cover page should be followed by the article formatted according to the [JoSoTL Style Sheet](#) (available in either .doc or .pdf format).

Accepted Work

Authors will be required to sign a [Copyright Agreement](#) with the Trustees of Indiana University. Authors must be prepared to sign this agreement upon acceptance of their work and prior to publication in the Journal. For more information regarding copyright, please see the [statement of copyright and terms of use](#).

If you have any questions regarding the submission policy, please e-mail [Kimberly Olivares](#) (JoSoTL Production Coordinator) or call her at 317-274-0086, or contact a member of the [Editorial Board](#).

MountainRise

MountainRise is published each spring and fall. Submissions can be made at any time during the calendar year with notification about the review of submissions given as soon as the editorial process allows. Send manuscripts as word documents to mountainrise@email.wcu.edu.

Authors are invited to become aware of the [editorial review process](#).

Format

All submissions must be previously unpublished and sent to the editor as a Word document. Articles in the form of a hypertext document with relevant and referenced web sites and graphics, as well as a brief list of suggested links for further consideration by readers, are especially encouraged.

- *All submissions are to be double-spaced and between 3000 - 6000 words in length*
- *Notes, citations, and suggested sources should be placed at the end of the submission in APA format (APA Publication Manual, 5th Edition)*
- *APA style for heads should be followed*

- *Submissions are blind reviewed and the author's name should not appear on the electronic document*
- *Use 12p, arial font*
- *Place page numbers in the upper right hand corner*
- *Each manuscript needs to be prefaced with a 50-100 word abstract that will be included with the published article.*
- *Any tables, figures, diagrams, images need to be camera-ready*

Author(s) of accepted work will be asked to provide and a 75-100 word bio-essay.

Suggested Areas for Submissions

Articles are to focus upon research in any area of pedagogy or focus upon current issues in teaching & learning and the practical implications of that research for teaching and learning in higher education. Some possible directions include but are not limited to the following:

- *Explain a particular problem in teaching and/or the learning experience and, based upon research, provide a solution with justification and results and how those results are to be understood*
- *Present a personal case study or pedagogical problem, how and why it was researched as it was, the results, and the evaluation of those results with suggestions for further changes*
- *Explain the perspectives and expectations of students today on teaching & learning based upon measured investigation, interviews, etc. and what are their reasons and the implications of those perspectives for faculty*

Reflection

Each issue may publish 1-2 non-scholarly reflections about the nature, art, meaning, spirit, experience of teaching or why SoTL is of value today. (Length: 1000-1500 words.)

Poetry

Each issue may publish 1-2 original poems about the experience of teaching and learning in higher education.

Peak Responses

MountainRise readers are welcome to send their responses to any article as a double-spaced Word document in 12p Arial font to habel@email.wcu.edu for potential publication in the next issue. Published reader responses will be found in the "Peak Responses" section of *MountainRise*. These letters or essays should be no longer than 500 words. Decisions about publication will be made by the editors.

Copyright Information

[See Copyright & Terms of Use](#) for information.

Source: <http://mountainrise.wcu.edu/submitting.html>

Submission Guidelines for Journals on Teaching. California State University – Northridge, Oviatt Library. http://library.csun.edu/About_the_Library/LCU/submissions.html

This site has links to discipline specific journals on teaching for:

- Arts, Media & Communication
- Business & Economics
- Education
- Engineering & Computer Science
- Health & Human Development
- Humanities
- Science & Mathematics
- Social & Behavioral Sciences
- Interdisciplinary
- Teaching with Technology

Art, Design and Communication in Higher Education

Art, Design and Communication in Higher Education (the journal of the Higher Education Academy Subject Centre for Art, Design, Media) is a refereed journal that aims to inform, stimulate and promote the development of research with a learning and teaching focus for art, design and communication within higher education.

The journal invites contributions from a wide and diverse community of researchers. It seeks to generate and promote research from both experienced researchers and to encourage those new to this field. The aim is to provide a forum for debate arising from findings as well as theory and methodologies. A range of research approaches and methods is encouraged.

The research field of Art, Design and Communication in Higher Education includes:

All areas of Higher Education, including the fields of:

- Practice based education in fine art, design and media
- Theoretical studies including cultural studies, art and design history and media studies

All aspects of learning and teaching in art, design and communication including:

- Research underpinned evaluations of curriculum
- Student learning
- Approaches to teaching
- Teacher and educational development

Major Papers (5000-6000 words) should include original work of a research or developmental nature and/or proposed new methods or ideas which are clearly and thoroughly presented and argued.

Shorter items (1,000 to 2,500 words) include:

- Reports of research in progress
- Reflections on the research process
- Research evaluations of funded projects

We are seeking suitable papers for consideration by the editor – Linda Drew, and the editorial board.

We are also seeking reviews of relevant recent publications, electronic media and software and conference reports.

This peer-reviewed journal is published three times a year.

For guidance notes for submissions or further information please contact:

Linda Drew

University of the Arts, London

Tel: 020 7514 7753

Address: Chelsea College of Art and Design, 16 John Islip Street, Millbank, London, SW1P 4JU

e-mail: l.drew@chelsea.arts.ac.uk