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## *Editor's Comment*

Alan Altany  
aaltany@georgiasouthern.edu

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*The mind is not a vessel to be filled, but a fire to be ignited.* \_Plutarch

*Who dares to teach must never cease to learn.* \_John Cotton Dana

*Never lose a holy curiosity.* \_Albert Einstein

***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 contacts, conversations, contemplation, and collaborations in connection with SoTL.

Welcome to the inaugural issue of this experiment to create a premier, peer-reviewed, deeply international SoTL journal. Much like its symbol, bamboo, and with your participation, IJ-SoTL can grow rapidly in many (academic) climates and be a sign of the vitality of SoTL and, therefore, a sign of the energy needed for developing authentic, enduring student learning outcomes.

The foundation for IJ-SoTL is its **Editorial Review Board** composed of members from some 30 countries and 6 continents (it has been tough finding a reviewer in Antarctica). I want to thank those members for all their generous work in giving IJ-SoTL immediate credibility due to their knowledge, experience, and reputations.

And a special thank you to all our authors whose work is the substance of IJ-SoTL. In this issue those authors are from Australia, Scotland, Hungary, and the United States. While English is the language of the journal, I hope authors from many parts of the world will send their work to IJ-SoTL so that it becomes increasingly international in scope.

Very importantly, I also want to thank all the people from various countries ( Australia, England, United Arab Emirates, New Zealand, South Africa, Sweden, Mexico, Canada, Turkey, Nigeria, Greece, Bulgaria, Russia, USA ) 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. Many manuscripts were received and the acceptance rate for this issue was about 15%.

This issue contains 1) **Invited Essays** by people with international and prominent reputations for advocacy of SoTL, 2) **Research Articles** that demonstrate the research-led, evidence-based nature of SoTL and its applications for improving learning, 3) **Essays About SoTL** that focus on various roles and potentials for SoTL in academic contexts and communities, 4) **Book Reviews** of key books about SoTL, and 5) **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 300 international subscribers from many countries), and sending your suggestions for improving IJ-SoTL to [aaltany@georgiasouthern.edu](mailto:aaltany@georgiasouthern.edu).

The second issue of IJ-SoTL will be published in July 2007. The deadline for submitting articles and essays for that issue is May 15, 2007. See the [Call for Papers](#) and [Submitting Manuscripts](#) for details.

Thank you for reading this issue, and future issues, of IJ-SoTL. Readers are the keystone to the journal being profoundly international in its Review Board, authors, and readership. If IJ-SoTL fulfills its vision, it will be because of you and others like you around the world who seek improvement, even transformation, of student learning in higher/tertiary education today.

Alan Altany, Editor

*If you do what you've always done, you'll get what you've always gotten. \_Schlechty*

*Information cannot replace education. \_Imparato & Itarari*

*We think too much about effective methods of teaching and not enough about effective methods of learning. \_John Carolus*