

7-2008

## *Editor's Comment*

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### **Recommended Citation**

Altany, Alan (2008) "Editor's Comment," *International Journal for the Scholarship of Teaching and Learning*: Vol. 2: No. 2, Article 1.

Available at: <https://doi.org/10.20429/ijstl.2008.020201>

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The foundation for IJ-SoTL is its [Editorial Review Board](#) composed of members from 38 countries and 6 continents. I want to thank those members for giving IJ-SoTL their time, 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 contributors are from Australia, Canada, China, Hungary, Netherlands, New Zealand, United Kingdom, and the United States. While English is the language of the journal, authors from various parts of the world are encouraged to send their work to IJ-SoTL so that it becomes increasingly international in scope.

Very importantly, I also want to thank all the people 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. Those submissions came from:

Australia	Egypt	Philippines	United States
Brazil	Nigeria	Turkey	
Canada	Pakistan	United Arab Emirates	
Czech Republic	Peru	United Kingdom	

The acceptance rate for Volume 2, Number 2 was 20%.

This issue contains:

- 1) **3 Invited Essays** by people with international and prominent reputations for advocacy of SoTL,
- 2) **11 Research Articles** that demonstrate the research-led, evidence-based nature of SoTL and its applications for improving learning,
- 3) **4 Essays About SoTL** that focus on various roles and potentials for SoTL in academic contexts and communities,
- 4) **9 Book Reviews** of key books about SoTL,
- 5) **2 Personal Reflections**,
- 6) **1 Readers♦ Response**, and
- 7) 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 465 international subscribers), and sending your suggestions for improving IJ-SoTL to [aaltany@georgiasouthern.edu](mailto:aaltany@georgiasouthern.edu).

The 5<sup>th</sup> issue of IJ-SoTL will be published in January 2009. The deadline for submitting articles and essays for that issue is November 15, 2008. See [Call for Papers](#) and [Submitting Manuscripts](#) for details.

Thank you for reading this issue, and future issues, of IJ-SoTL. 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 education today.

Alan Altany, Editor