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## Editors' Note

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### **Abstract**

This issue presents one Essay about SoTL and sixteen Research Articles. The essay encourages the reader to investigate often taken for granted terminology about learning styles. The first nine research articles presented in this issue address broad-based pedagogical concerns, including: reading comprehension and compliance, plagiarism, community building, literacy, self-regulated learning, and intercultural competence. The next seven research articles address more discipline specific interests: writing, chemistry, architecture, social studies, mathematics and preservice teaching.

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## Editors' Note

As we close out the first year of our second decade of publication, the editors wish to acknowledge the prolific growth and acceptance of the Scholarship of Teaching and Learning in the academy. Readers and potential authors will notice that we have recently expanded our categories for submission to the *International Journal for the Scholarship of Teaching and Learning*. We now have three categories to which potential authors may submit for review: Essays about SoTL, Research Articles and Literature Reviews. The editors have added the Literature Review category to encourage SoTL authors to synthesize the proliferation of SoTL scholarship and help the field continue to move forward.

This issue presents one Essay about SoTL and sixteen Research Articles. The essay encourages the reader to investigate often taken for granted terminology about learning styles. The first nine research articles presented in this issue address broad-based pedagogical concerns, including: reading comprehension and compliance, plagiarism, community building, literacy, self-regulated learning, and intercultural competence. The next seven research articles address more discipline specific interests: writing, chemistry, architecture, social studies, mathematics and preservice teaching.

The editors also wish to acknowledge the contributions of our editorial board. Without the timely completion of blind review of manuscripts, the production of this journal would not be possible. We offer our sincere thanks to the reviewers on our editorial board. We are also currently seeking nominations or self-nominations for the Editorial Board. These can be sent to [sotlij@georgiasouthern.edu](mailto:sotlij@georgiasouthern.edu).