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Embarking on SoLT publishing: Building a strong foundation

Dr Liz Goode
Academic Portfolio Office
Liz.Goode@scu.edu.au

Dr Johanna Nieuwoudt
SCU College
Johanna.Nieuwoudt@scu.edu.au

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Acknowledgement of Country

I acknowledge and pay respect to the ancestors and descendants of the Lands upon which we work and meet. I am mindful that within and without the buildings, the Land always was and always will be Aboriginal Land.



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Today's Talking Teaching

1. What does the landscape of SoLT publishing look like?
2. What are some entry points for getting started on a project, such as Southern Cross University's [SSRN paper series](#)?
3. What are some* of the foundations of a rigorous and publishable SoLT project?

* Research frameworks, methodologies and ethics are whole topics in themselves – so just a quick nod to these today!

Getting to know the SoLT publishing landscape

Journals

Conferences

Other

Australian university students' access to web-based lecture recordings and the relationship with lecture attendance and academic performance

Laurie A Chapin
Victoria University

Web-based lecture technology (WBLT) allows students access to recorded lectures delivered live to the classroom any time and to any device with internet. This technology has become standard across universities. This study of Australian undergraduate psychology students explored many important questions related to WBLT. About 75% of students surveyed utilised recorded lectures. Qualitative responses allowed students to explain many reasons for using WBLT, including to study for exams, regular study throughout the semester, to catch up on lectures they missed attending, and to clarify specific parts of the lecture. Four types of students were identified. Those who: (1) attended lectures regularly and did not access recordings; (2) attended most or all lectures and also accessed recordings to reinforce learning and for exams; (3) attended lectures but when they missed class accessed recordings; also accessed to reinforcing learning and for exams; and (4) did not attend lectures (by choice or due to personal circumstances) and only accessed lecture recordings. No differences in final grades were found based on higher/lower lecture attendance or higher/lower access of lecture recordings. It is concluded that WBLT is flexible, allowing students to apply it in different ways and the different patterns are related to similar academic achievement.

Source: Chapin, 2018

INTERNATIONAL STUDIES IN WIDENING PARTICIPATION

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RESEARCH PAPER

“Will they see through me?” The exploration of disorienting dilemmas that contributed to the transformation of an enabling educator

Trixie James*
CQUniversity, Australia

Vulnerability and failure: two terms not often associated with a university lecturer. This autoethnographic account follows the trajectory of the author’s experiences whilst navigating the new and foreign environment of academe. Using narrative reflections featuring internal dialogue, this paper shares some of the ‘disorienting dilemmas’ faced by an enabling education academic over the course of her career to portray how psychological resilience is acquired through times of failure and shame in order to provide opportunities for growth and empowerment. While many enabling educators work to build psychological resilience in their students by teaching them strategies to strengthen their self-efficacy, they may be less aware of the need for such strategies in their own lives and careers. Just as enabling students from non-traditional backgrounds may feel that they do not fit within the university learning environment, so too enabling educators from non-traditional backgrounds may feel alien within the academic profession. Through the lens of self-efficacy, this paper explores the ways in which fostering psychological resilience can be as relevant for enabling educators as it is for their students, and can form the basis for a greater understanding of the value of failure within enabling education.

Source: James, 2021

Models and inspiration



SOCIAL WORK EDUCATION
<https://doi.org/10.1080/02615479.2021.2013795>

Routledge
Taylor & Francis Group

Check for updates

Teaching social work skills-based learning online during and post COVID-19

Lynelle Osburn^a, Monica Short^{a,b}, Katrina Gersbach^a, Fredrik Velander^a, Ndungi Mungai^a, Bernadette Moorhead^a, Susan Micek^a, Wilson Dobud^a, Rohena Duncombe^a, Lachlan Kalache^a, Laura Gerstenberg^a, Georgina Lomas^a, Elizabeth Wulff^a, Jeanette Ninnis^a, Aaron Morison^a, Kylie Falciani^a and Manohar Pawar^{a,b}

^aSchool of Social Work and Arts, Charles Sturt University, Wagga Wagga, Australia; ^bCharles Sturt University, Csu, Land Water and Society, Wagga Wagga, Australia

ABSTRACT
The COVID-19 global pandemic radically disrupted face-to-face teaching of practice-skills within social work programs in many countries. Across the globe, campuses closed suddenly, meaning students and staff had to quickly transition to online platforms to sustain teaching and learning interactions. In response to this unprecedented and demanding situation and from the perception of the inquirers, this article documents the critical pedagogical and heutagogical factors associated with teaching practice-skills online, during the current challenging and destabilising epoch. Co-operative inquiry is used to critically reflect on the ‘hard’ technological applications and engagements experienced by social work academics, and learning and teaching technologists from a university, who urgently developed and delivered intensives online during this complex time. The thematic analysis identifies four pedagogical and heutagogical factors vital for educating during such a time. These are: responsiveness, collective leadership, dynamic interaction between staff and students, and critical reflection. The implication being, that these factors can become solid foundations for transformational online learning in dynamic teaching environments. The article provides a timely empirically-based examination of the delivery of skill-based intensives online during a challenging and destabilising period, the associated teaching processes, and the technological affordances.

ARTICLE HISTORY
Received 6 April 2021
Accepted 29 November 2021

KEYWORDS
Online learning; online teaching; practice skills development; resilience; COVID-19; pedagogy; heutagogy; social work education

Source: Osburn et al., 2021

ASSESSMENT & EVALUATION IN HIGHER EDUCATION
2024, VOL. 49, NO. 1, 39–52
<https://doi.org/10.1080/02602938.2023.2177613>

Routledge
Taylor & Francis Group

OPEN ACCESS

Check for updates

Can students’ feedback literacy be improved? A scoping review of interventions

Tegan Little^a, Phillip Dawson^a, David Boud^{a,b,c} and Joanna Tai^a

^aCentre for Research in Assessment and Digital Learning, Deakin University, Melbourne, Victoria, Australia; ^bFaculty of Arts and Social Sciences, University of Technology, Sydney, New South Wales, Australia; ^cWork and Learning Research Centre, Middlesex University, London, UK

ABSTRACT
Student feedback literacy has been the subject of much conceptual literature; however, relatively little intervention research has investigated how and if it can be developed. Further, no evaluation of the current empirical literature has been conducted to assess which elements of feedback literacy can be successfully improved in practice, and which elements need further investigation. This paper seeks to explore how different aspects of feedback literacy have been developed in higher education. A scoping review was conducted to address the foci, nature and success of interventions. The review found evidence that educational interventions enhanced feedback literacy in students, such as managing perceptions and attitudes, and having more confidence and agency in the feedback process. While some interventions have an effect on influencing student feedback literacy, both improved study design and intervention design are required to make the most of future feedback literacy interventions.

KEYWORDS
Feedback literacy; feedback; scoping review; empirical research

Source: Little et al., 2024



Considerations for choosing “targets”

Questions to consider

What are the aims and scope?

What is the **Scimago (SJR)** ranking? (Q1-4)

What are the **acceptance** rates, median **timelines**, and **word limits**?

Can I publish **open access**?

Can I release a **pre-print**?



Other Links/Resources

[What are journal metrics](#)

SoLT journals: **SCU Library can help!**

Also: [this list from CSU](#)

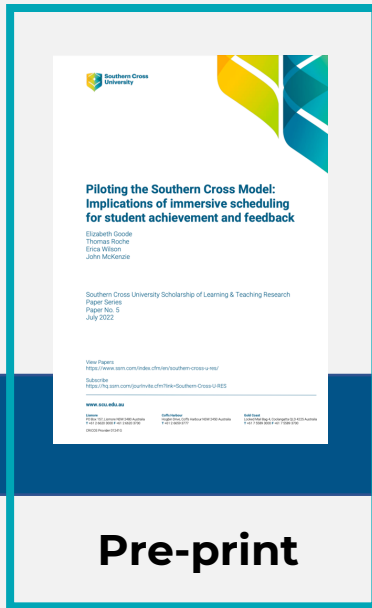
Developmental journals:

[Advancing Scholarship and Research in Higher Education](#) | [Student Engagement in Higher Education Journal](#)

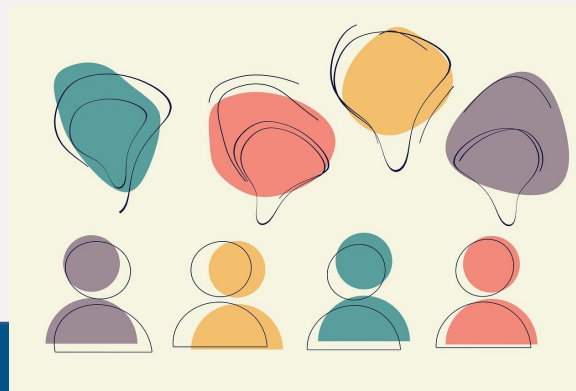
Look for “special issue calls for papers”, e.g.

[JUTLP](#), [Taylor & Francis](#)

Releasing a pre-print via the University's SoLT series



Pre-print



Journal peer-review



Published article

- ✓ Benefit from peer-review to improve your manuscript before journal submission
- ✓ Gets your work out there, with a doi, often much faster than a journal
- ✓ Is evidence of SoLT for PRP and Promotions

OK to post an SSRN pre-print?*

- ✓ [Taylor & Francis](#)
- ✓ [Springer](#)
- ✓ [Wiley](#)
- ✓ [Elsevier](#)
- ✓ [Palgrave-Macmillan](#)
- ✓ [Emerald](#)
- ? [Sage](#)

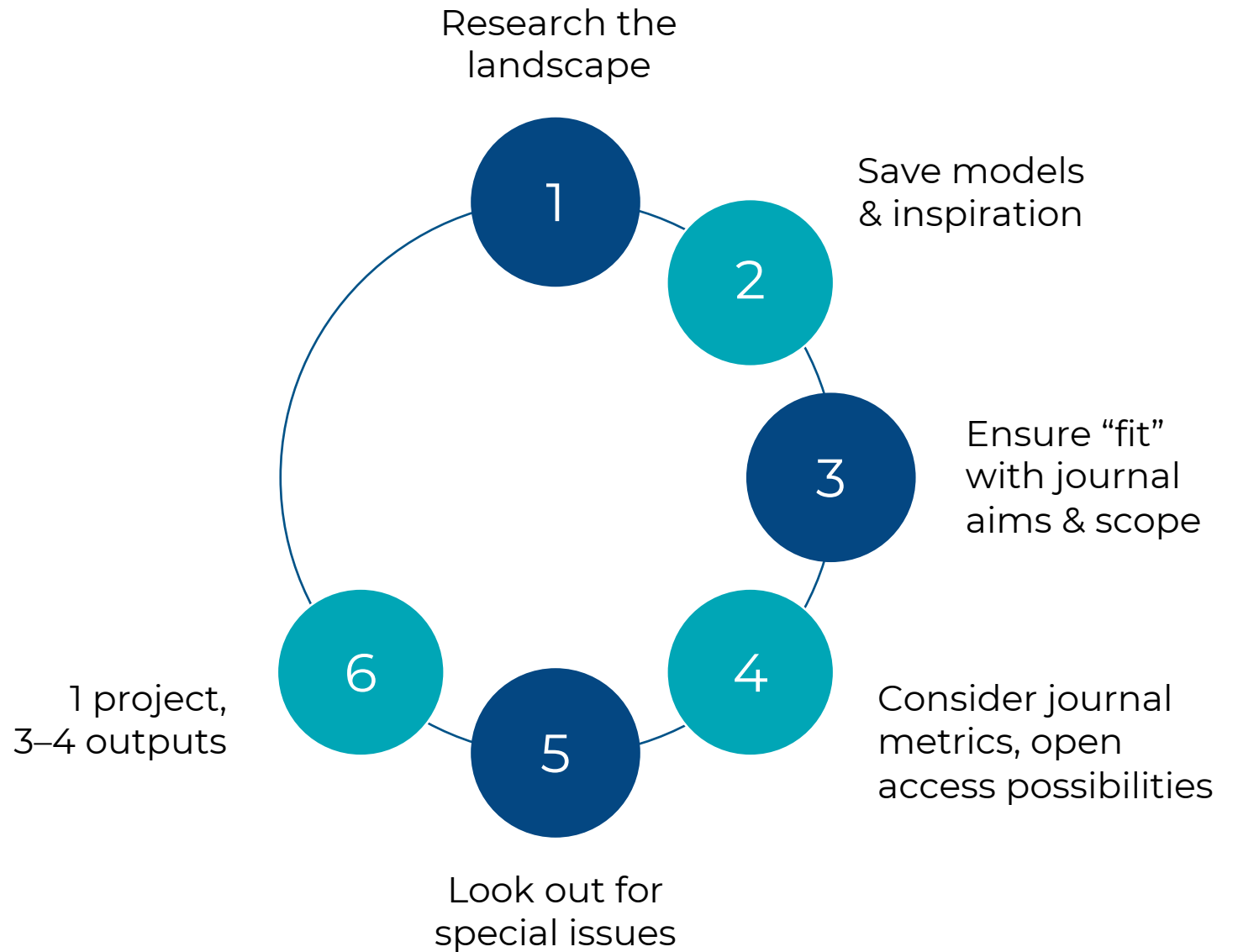
1 project = 3–4 outputs (e.g. SSRN pre-print + journal article + SCU Showcase presentation + conference presentation)

* Note: It is important for authors to verify publisher policies. If in doubt, contact a journal's editorial team.



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Tips for publishing SoLT work



Adapted from [Pubrica, 2023](#)

The "journey" of SoLT publishing



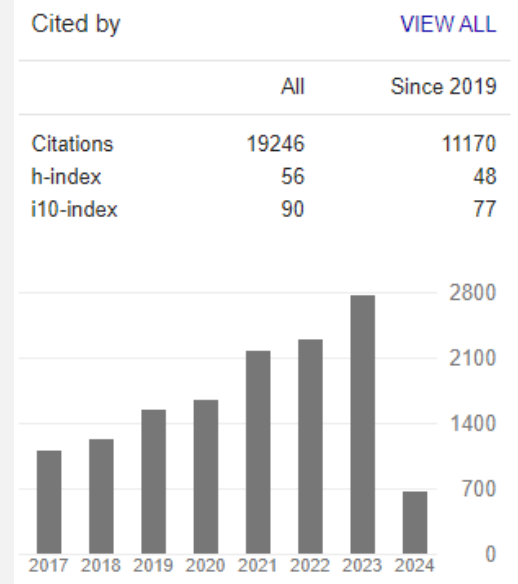
Source: [Duckworth, 2016](#)

David Carless
@CarlessDavid

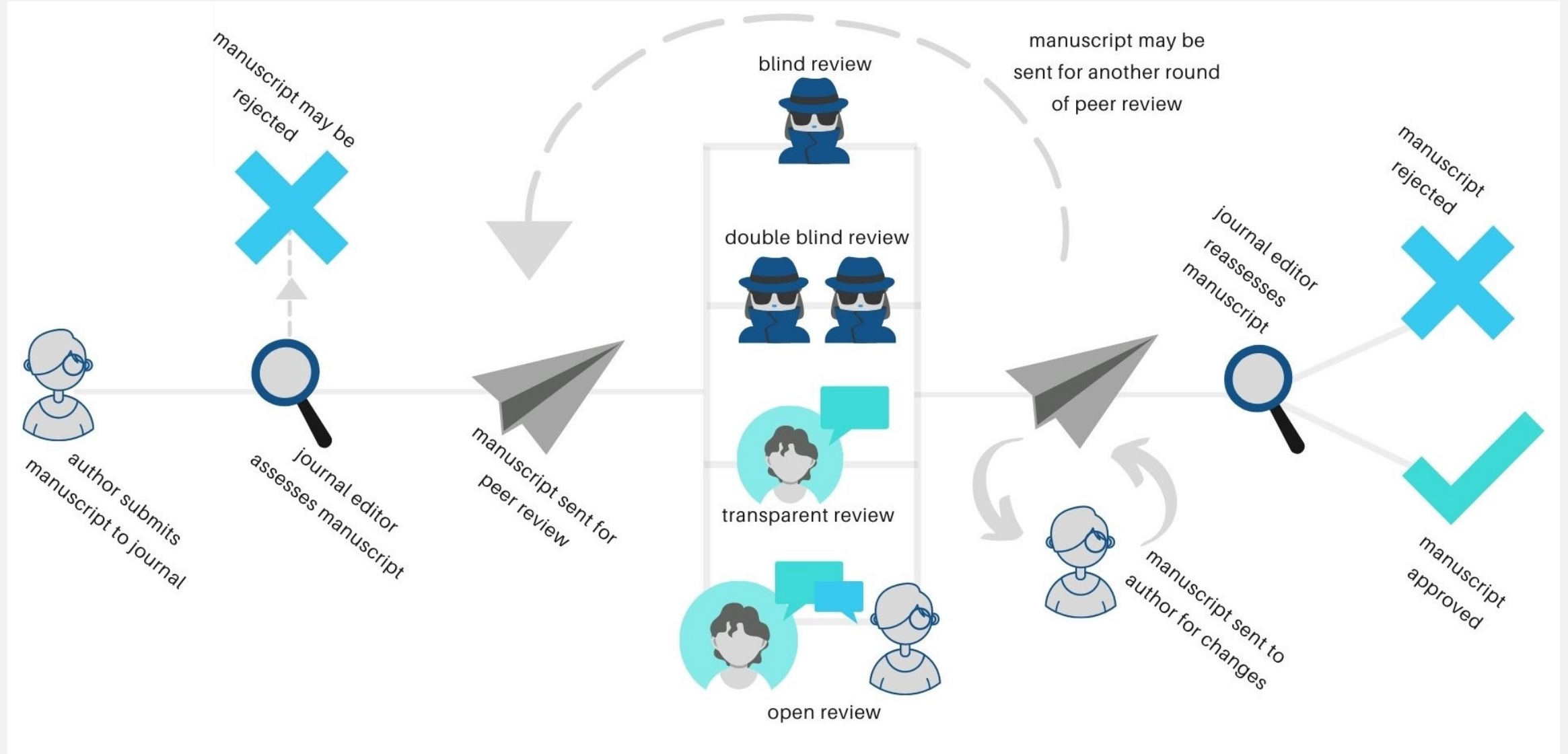
My tally for SiHE stands at 9 rejected & 3 accepted: 2006, 2011 & now 2023

Studies in Higher Education
tandfonline.com
Feedback as socialization in doctoral education: towards the
Feedback processes are crucial in doctoral supervision but require adaptation to meet the changing nature of the ...

5:47 PM · Aug 14, 2023 · 5,359 Views



Manuscript submission and peer review



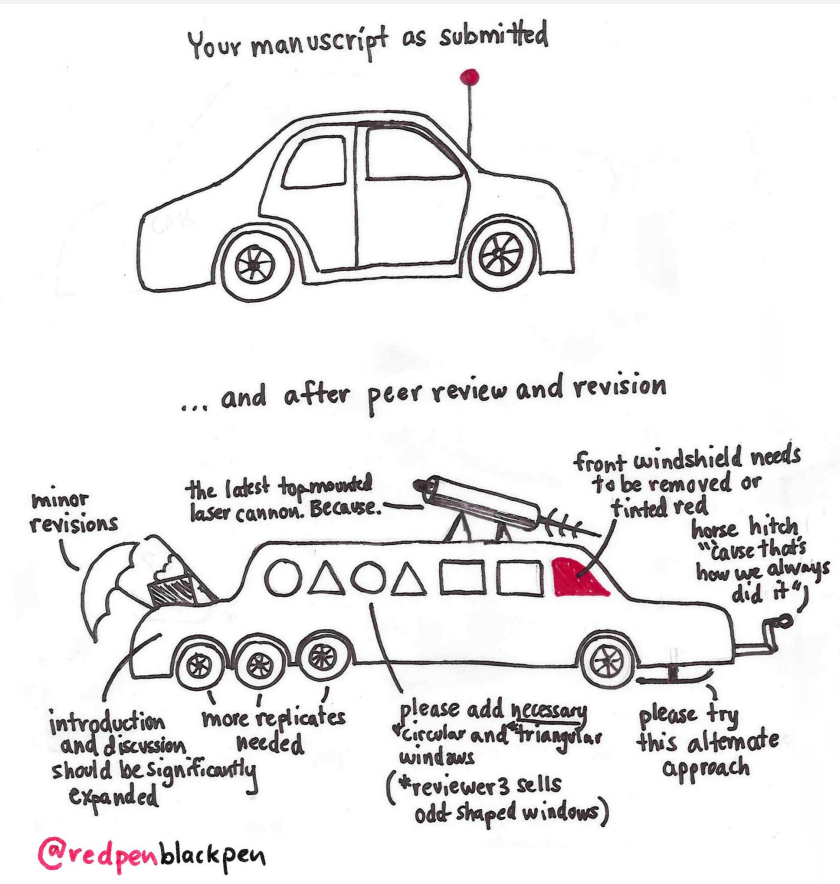
Peer review

Peer-Review (*pir-ri-vyü*) n.
The scholarly process whereby manuscripts intended to be published in an academic journal are reviewed by independent researchers (referees) to evaluate the contribution, i.e. the importance, novelty and accuracy of the manuscript's contents.

Source: www.yourdictionary.com
Credit: Pixabay/Free-Photos



Source: [Reddit](https://www.reddit.com), 2019

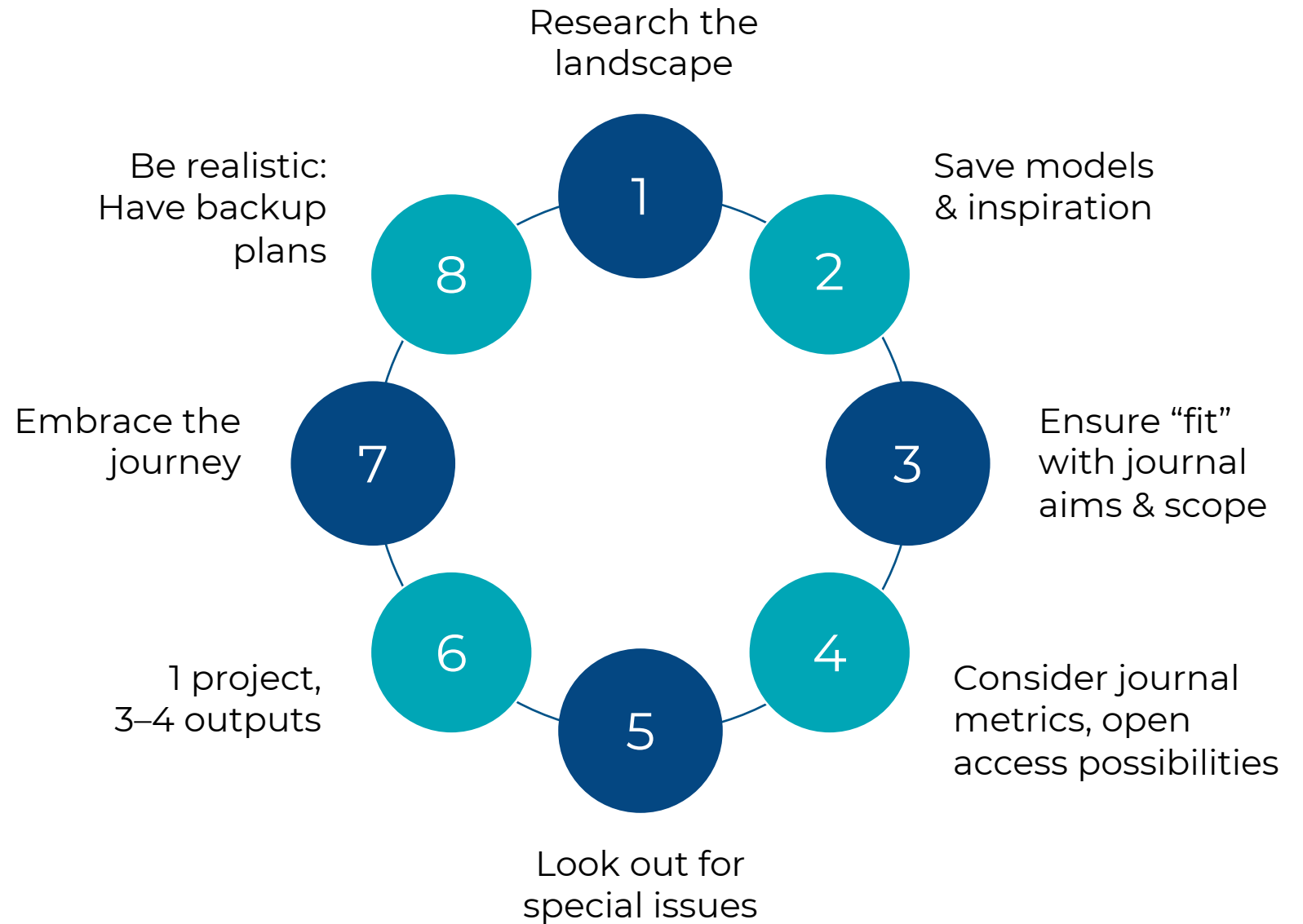


Source: [Redpenblackpen](https://www.reddit.com), 2020



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Tips for publishing SoLT work

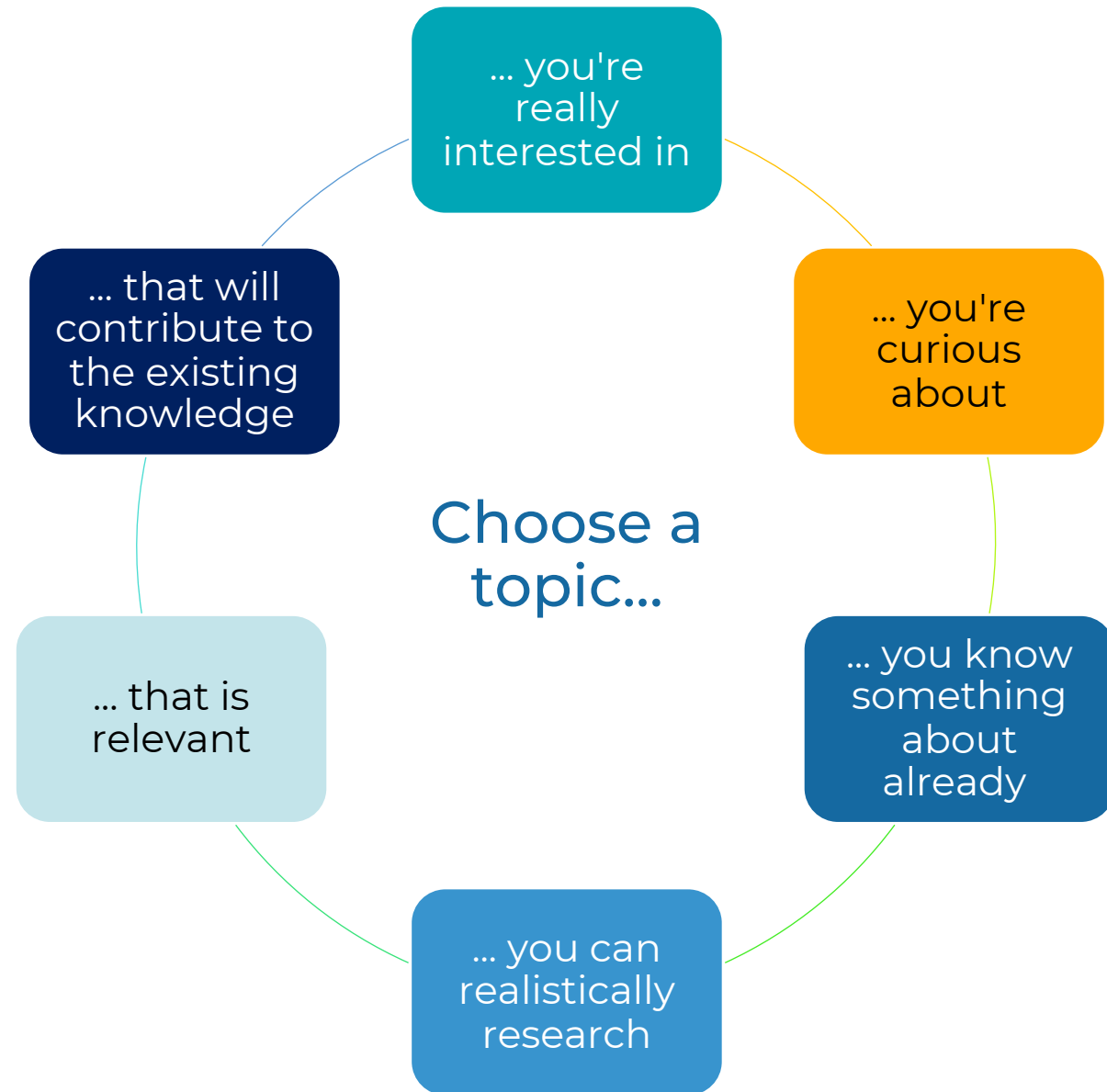


Adapted from [Pubrica, 2023](#)



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Tips for choosing your topic/issue/ problem





Foundations for solid and publishable SoLT



Anna Clemens, PhD
@scientistswrite

TL;DR: The 5 most common reasons for desk-rejection:

#1: Your study's findings were not significant or novel enough

#2: Your study is too narrow

#3: Your data isn't presented well enough

#4: Your methodology is inadequate

#5: Your paper is badly written

Source: [Clemens, 2024](#)

Australasian Journal of Educational Technology, 2024, 40(1).



A step-by-step guide on how NOT to get published in a high-impact educational technology journal

Jason M. Lodge
The University of Queensland

Linda Corrin
Deakin University

Henk Huijser
Queensland University of Technology

Feifei Han
Australian Catholic University

Source: Lodge et al., 2024

“Once aligned with the aims and scope of the journal, we are interested in whether a manuscript moves the conversation in the literature and the broader field forward... state clearly and unambiguously somewhere in the manuscript (and preferably early on) exactly what the intended contribution is. Do not make reviewers guess; for example, **‘The contribution to existing research we make in this paper is ...’**” (Lodge et al., 2024, p. 2).

Foundations for solid and publishable SoLT

Versatile approaches



Describe things

Describe L&T 'realities' as they are

- Ask students or teachers about their perceptions, barriers, etc on __
- Analyse content of __ (e.g., curriculum, units, student work, etc)
- Look at historical development of __
- Analyse publicly available data (graduate capabilities at different Unis, etc.) Etc

Find associations

Find **correlations btw variables** (and if super lucky, causes)

- Gender [or other demographic variables] and __ (attitudes, preferences, iLearn behaviour, outcomes, etc.)
- The time of a lecture and student retention
- The use of webcams and __ (student participation), etc.

Run an intervention

Make a change and describe/assess its effects

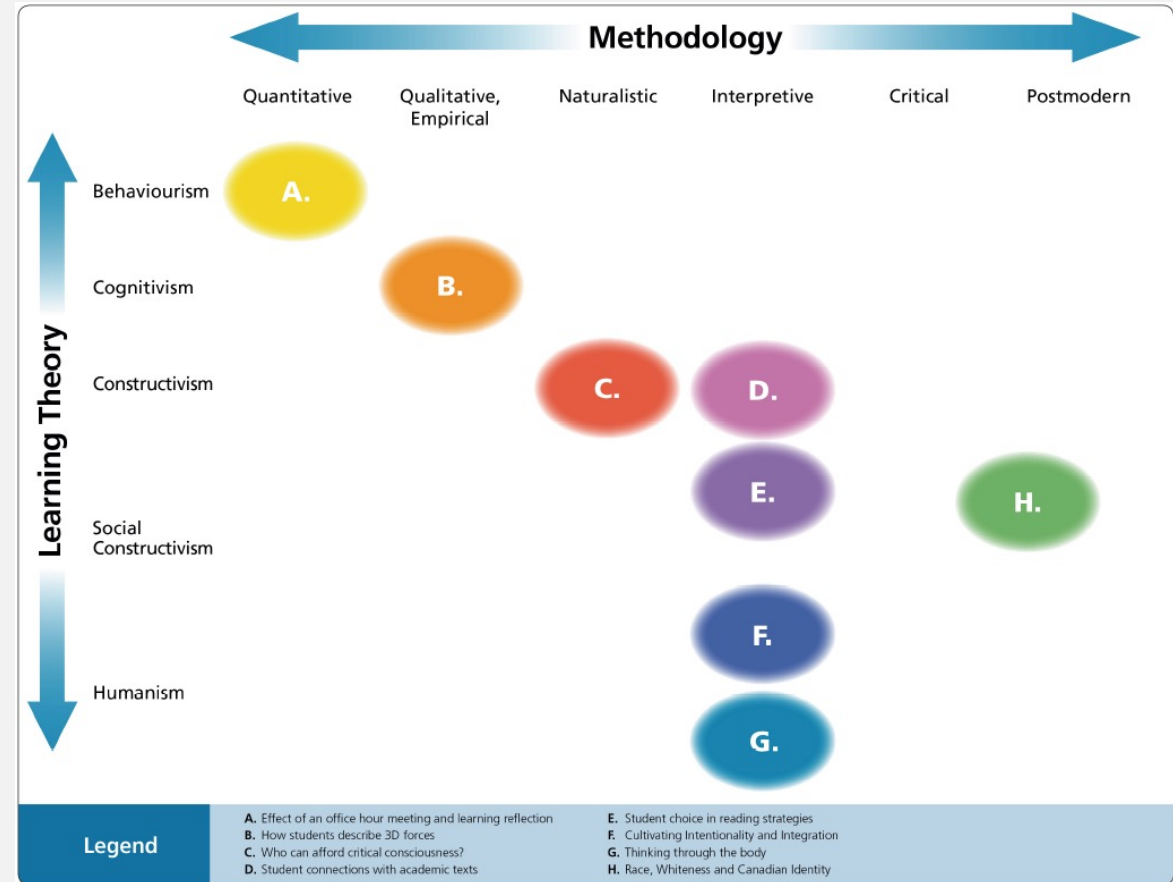
- Change... smth (your teaching approach, assessment task(s), webcam use, support resources, etc.) and evaluate the outcomes Etc

Source: Kozar, 2022

Other sources

Designing SoTL Studies—Part II: Practicality (Bartsch, 2013)

Diverse Methodological Approaches and Considerations for SoTL in Higher Education (Hubball & Clark, 2010)



Source: Miller-Young & Yeo, 2015, p. 44

An example action research framework: Research While Teaching (RWT)

Problem formulation phase	Pedagogy redesign phase	Action research phase	Reflection phase
<p>What are your teaching challenges?</p> <p>What's the hopeful idea for teaching differently?</p>	<p>What could you do differently?</p> <p>What's your research question?</p>	<p>Design your action research – what data will you collect to answer your question?</p> <p>Gain ethics approval (if needed), do the research and analyse the data</p>	<p>Report back on your research and what you learned</p>
<p>Continual: Engaging with the literature (relevant contemporary evidence, ideas, theory, debates) + critical reflection</p>			

RWT

Adapted from: Hattam et al., forthcoming; see also Schratz, 1992

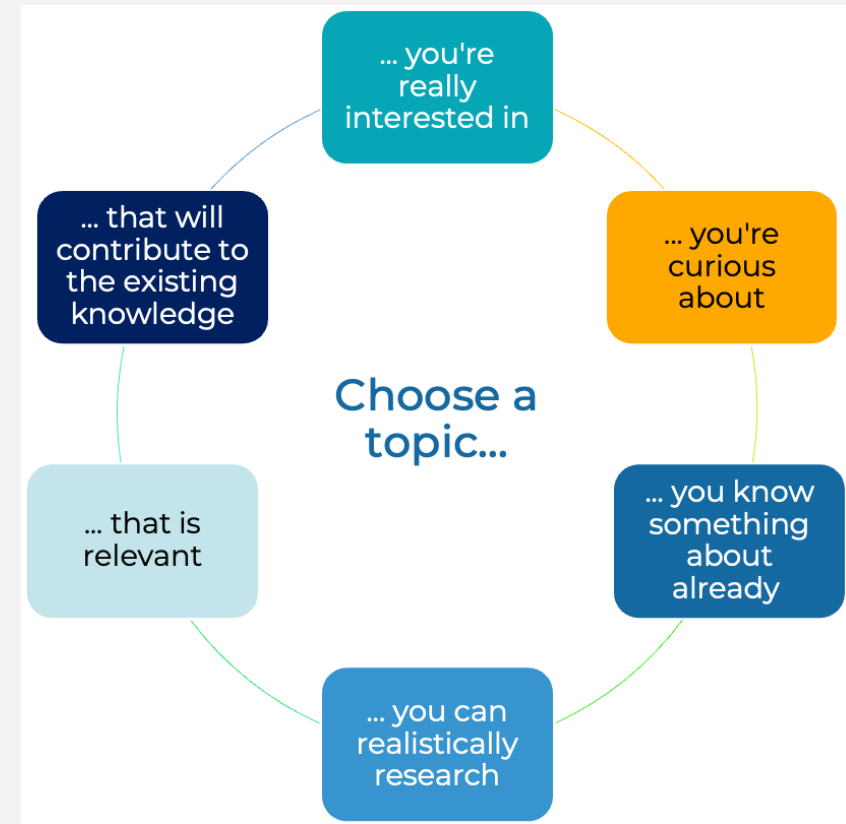
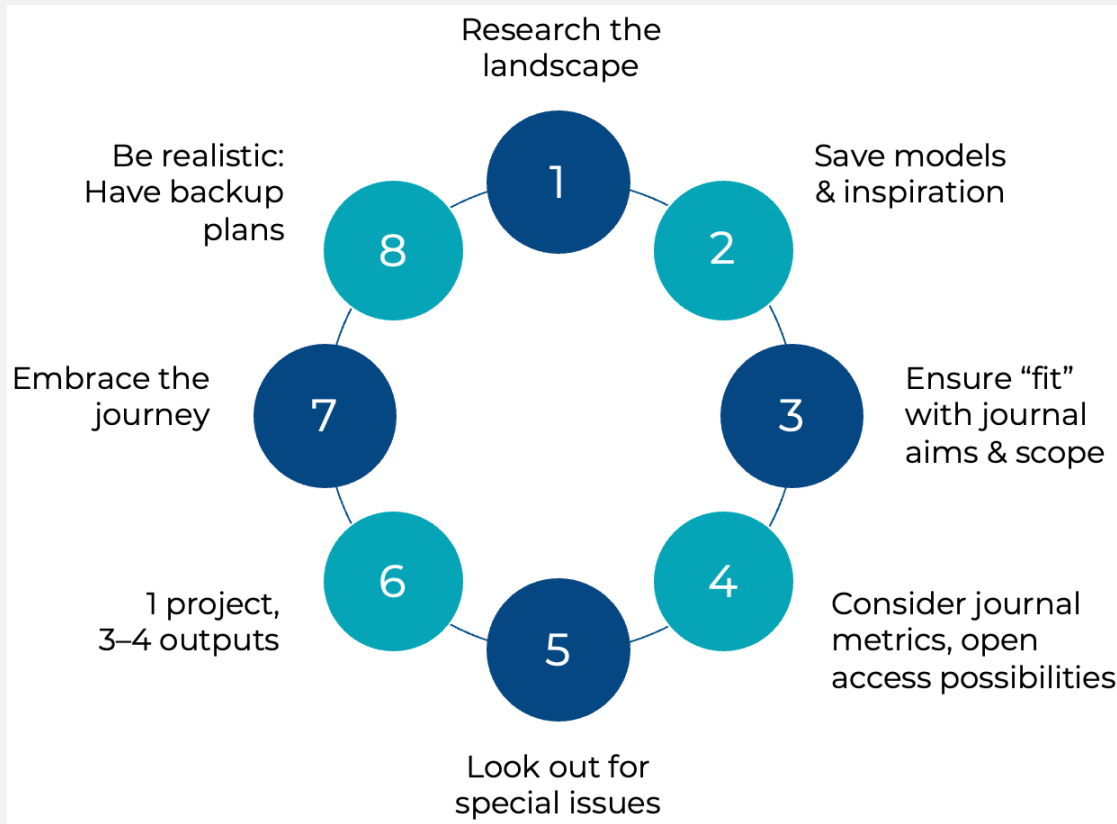
An example action research framework: Research While Teaching (RWT)

Enabling pedagogy and action research for Higher Education in Australia

- 1 Working on enabling pedagogies at UniSA College: hopeful ideas
Sarah Hattam, Tanya Weiler, Robert Hattam & Sharron King
- 2 Apathy, boredom or misunderstood? Engaging students in the politics of language and the language of politics in a critical literacy course
Sarah Hattam
- 3 Groupwork that works: Fostering dialogue and teamwork through learning analytics.
Jennifer Stokes
- 4 “I asked my grandma how to study”: Changing our approach to lectures to support the learner
Tristan King and Natasha Wilson
- 5 Promoting mind mapping to self-regulate learning in mathematics
Pek Foong Ng
- 6 ‘Yes, I’m Listening’: using ‘rainy day’ student queries and errors to improve the languages of instruction
Paul ‘Nazz’ Oldham
- 7 Avoiding the annoyance with annotated bibliography and another tales relevant to a core academic literacy course
Dino Murtic
- 8 It’s just the language, not my intelligence: The emancipatory potentials of translanguaging pedagogy
Min Pham & Tamra Ulpen
- 9 Enhancing agency and providing hope in a Global Sociology course through Action Research
Snjezana Bilic
- 10 Will enabling pedagogy approaches enhance students’ engagement in their own learning in a diverse first-year undergraduate course?
Marie Abi Abdallah
- 11 Enabling approaches in undergraduate courses – a case for crossing the divide.
Tanya Weiler & Don Clifton
- 12 Towards a theory of Critical Enabling Pedagogy for Australian Higher Education

Source: Hattam et al., forthcoming

Summary





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Thank you!

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