

COMPREHENSIVE, ANNOTATED LIST OF SCHOLARSHIP OF TEACHING AND LEARNING (SOTL) JOURNALS

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Notes:

- ** = publication is *not* available through McMaster's library resources
- * = publication is *partially* available through McMaster's library resources

General/Interdisciplinary Teaching and Learning Journals

Academe (American Association of University Professors)

- Open access, online; more of a professional trade publication/magazine than an academic journal; covers current issues and events relating to all aspects of university teaching; available on publisher's website and via McMaster e-journal portal.

***Academic Exchange Quarterly* (Chattanooga State U., Rapid Intellect)

- Clearing house-style outlet for higher ed. teaching and learning-related materials; wide scope across research- and practice-based article types; issues tend to be themed; online interface is somewhat difficult to navigate; only partially available through McMaster e-journal portal (up to 2007); may now be limited to print.

Active Learning in Higher Education (Sage)

- Scope is wider than title suggests; includes all aspects of teaching and learning, with particular focus on innovative teaching practices and educational technology integration. Impact factor of 1.000. Available through McMaster e-journal portal.

American Educational Research Journal (Sage)

- Very wide scope (all levels of education, multiple areas); balance of work seems to be in K-12 area, though some does address higher ed.; each issue has sections on "social & institutional analysis" and "teaching, learning & human development". Impact factor of 2.924. Available through McMaster e-journal portal.

Arts & Humanities in Higher Education (Sage)

- Content tends to focus on very specific and/or narrow topics in liberal arts education; but also includes practice-oriented content focusing on innovations in teaching and learning approaches & techniques in this context. Available through McMaster e-journal portal.

Assessment & Evaluation in Higher Education (Taylor & Francis)

- Limited to assessment questions in a higher ed. context, but this focus is construed broadly (e.g. assessment of student learning, faculty performance, curriculum efficacy); includes analytical research, reflective pieces, and practice-oriented content aimed at translating theory; articles can be both narrowly targeted in terms of discipline/context or more generally applicable. Available through McMaster e-journal portal.

Assessment Update (Wiley)

- Focuses on disseminating latest innovations in assessment in higher ed. contexts; content primarily considers student assessment, but also addresses assessment of faculty/instructors and program/curricula; articles are shorter and more practice-oriented than a conventional academic journal. Available through McMaster e-journal portal.

Canadian Journal for the Scholarship of Teaching & Learning (Society for Teaching & Learning in Higher Education)

- Open access; covers all areas of SoTL (i.e. the process and practice of teaching & learning); some content on social context of higher ed.; highly interdisciplinary; each issue is themed, with editor's introduction; publishes review and reflective essays and research notes alongside conventional articles. Available through STLHE website.

Canadian Journal of Higher Education (Simon Fraser U., Canadian Society for the Study of Higher Education)

- Open access, online; primarily focuses on social context and policy issues in higher ed. rather than practical teaching and learning considerations; some practice-based content specific to particular disciplines. Available via journal's web site.

Change: The Magazine of Higher Learning (Taylor & Francis)

- Venue for shorter, primarily practice-oriented or reflective/opinion pieces on a wide variety of higher ed. issues; emphasizes diversity of voices (e.g. students, faculty, administrators); magazine-style enhances topicality and current relevance. Available through McMaster e-journal portal.

Collected Essays on Teaching & Learning (Society for Teaching and Learning in Higher Education, U. of Windsor)

- Open access, online; publishes essays based on papers presented at the annual Society for Teaching & Learning in Higher Education conference; good balance between analytical and practice-based research; articles are organized by topic relating to the overall conference theme. Available through journal website hosted by University of Windsor.

College Teaching (Taylor & Francis)

- Practice-oriented focus on techniques and innovation in undergraduate-level teaching; wide substantive and disciplinary scope; notable feature is “Quick Fix” articles (~500 words) that give tips for managing common in-class issues. Available through McMaster e-journal portal.

College Quarterly (Seneca College)

- Open access, online; focuses on broad scope of issues related specifically to community college education; includes practical teaching & learning focused work alongside more formal research, as well as work on governance and social context issues (content equally balanced across all of these). No impact factor indicated, available via journal’s website.

Community College Journal of Research & Practice (Taylor & Francis)

- Emphasis on teaching and learning, administrative, and social context issues in the community college sector – though content is often applicable to higher ed. more broadly; wide scope ranging across various disciplines and methodologies; notable feature is shorter “exchange” pieces aimed at stimulating conversations in key areas. Available through McMaster e-journal portal.

Currents in Teaching & Learning (Worcester State U.)

- Open access, online; interdisciplinary and aimed at non-specialists (e.g. less for SoTL/education scholars than practicing post-secondary faculty more generally); includes shorter teaching reports on innovative classroom practice, longer reflective or research essays on a very wide range of topics, editorials, and book reviews. Available through journal website hosted on Worcester State site.

Diverse: Issues in Higher Education (CMA Publications)

- Online and print magazine focusing on analysis and commentary on key issues in higher education, particularly as related to teaching and learning among a diverse student body; focus is primarily American, though topics covered are quite wide. Available through publication’s website: <http://diverseeducation.com/>

Educational Evaluation and Policy Analysis (Sage)

- Nominally focuses on issues of education policymaking/analysis rather than teaching practice/innovation; US-centric focus. Some higher ed content, but most appears to be K-12. Impact factor of 2.020; available through McMaster’s e-journal portal.

Educational Researcher (Sage)

- Published frequently (9 issues per year); content is primarily either feature articles or review essays. Almost entirely K-12 focus, though issues addressed are wide in scope often with broader sociological implications

relevant to a higher ed. context. Impact factor 3.049; available through McMaster e-journal portal.

**Educational Leadership* (Association for Supervision and Curriculum Development)

- Magazine-style flagship publication of ASCD; shorter, non-peer reviewed content focusing on the practice of institutional teaching broadly conceived (e.g. K-12, post-secondary, vocational); particular emphasis on pedagogical innovation.
 - Note on availability: only 1993-1998 are accessible through the McMaster e-journal portal; free previews of content are available through the ASCD website, but subscription is required for full access.

Educational Action Research (Taylor & Francis)

- Aims to establish dialogues between research and practice across all educational settings (K-12, higher ed., vocational, professional), with a focus on “action research” aimed at responding to specific problems; includes theoretical, analytical, and practice-oriented studies. Impact factor of 0.779, available through McMaster e-journal portal.

Higher Education Research & Development (Taylor & Francis)

- Broad substantive and methodological scope addressing all aspects of higher ed. (e.g. teaching and learning, administration, social context); recent work tends toward the latter two, with less focus on practice-based content. Available through McMaster e-journal portal.

IMPACT (Boston U.)

- Open-access, online; notable for focus on interdisciplinary higher ed. teaching and inclusion of “creative non-fiction” essays; primary emphasis on liberal arts education and critical pedagogies; each issue is themed, with editorial introduction; a unique publication outlet overall. Available via journal website hosted by Boston University.

***Innovation Abstracts* (National Institute for Staff and Organizational Development, U. of Texas)

- Repository of short articles by higher ed. teachers detailing ongoing experiences with innovative teaching and learning techniques and practices; updated weekly, content is primarily descriptive and practice-oriented. Available by subscription only through NISOD; NOT available through McMaster e-journal portal.

Innovations in Education & Teaching International (Taylor & Francis, Staff and Educational Development Association)

- Emphasis on educational development in higher ed.; content is primarily practice-oriented, focusing on issues like innovative teaching techniques, with occasional review articles synthesizing literatures in key areas or

reviewing new books. Impact factor of 0.585; available through McMaster e-journal portal.

Innovative Higher Education (Springer)

- Emphasis on descriptions and evaluations of new teaching and learning ideas in higher ed.; prioritizes accessibility and interdisciplinary dialogue; content is primarily practice-oriented, though also addresses social context and administrative issues. Available through McMaster e-journal portal.

Insight: A Journal of Scholarly Teaching (Park University)

- Open access, online; published once annually; broadly interdisciplinary focus on higher ed. teaching & learning; includes articles, reviews, and practice-oriented work on classroom innovations; recent issues include significant focus on educational technology-related issues. Available through journal's website.

Instructional Science (Springer)

- Focuses on empirical and analytical research rather than practice-oriented work; all levels of education covered relatively equally (K-12, post-secondary, adult education). Impact factor of 1.462; available through McMaster e-journal portal.

Interdisciplinary Journal of E-Skills and Lifelong Learning (Informing Science Institute)

- Open access; focuses on integrating digital literacy into teaching and learning across educational levels and contexts; emphasis on theoretical and practical pedagogy, as well as instructional design issues related to this theme. Available online through journal's website hosted by ISI.

Interdisciplinary Journal of Problem-Based Learning (Purdue U.)

- Open access, online; focus is PBL, not limited to any discipline or education level/context; content appears well balanced between K-12, post-secondary and professional levels. Available through journal's website.

Interdisciplinary Journal of Teaching and Learning (Southern U. and A&M)

- Open access, online; wide scope emphasizing interdisciplinary accessibility and translatability; substantive focus on both practice-oriented research and analyses of social context of higher ed.; each issue is themed with introduction from editor. Available through journal's web site.

International Journal of Academic Development (Taylor & Francis)

- Focus on educational development in higher ed.; global in scope (i.e. contributions address universally applicable/relevant issues, span multiple countries, etc.). Impact factor 0.705, available through McMaster e-journal portal.

International Journal of Learning, Teaching, and Educational Research (Open Journal Systems/Public Knowledge Project)

- Open access, online; very wide scope, covering all levels and contexts of education; interdisciplinary and methodologically diverse; includes practice-oriented, theoretical, and empirical/analytical research; particular emphasis on innovations in topical areas (e.g. international education, e-learning). Available through journal's website.

International Journal of Progressive Education (U. of Illinois, International Association of Educators)

- Open access, online; wide substantive and geographical scope, with particular emphasis on issues of globalized/multicultural education, critical pedagogies, and theory translation. All levels of education are addressed. Available through journal's website.

International Journal for the Scholarship of Teaching & Learning (Georgia Southern U.)

- Open access, online; includes practice-oriented, empirical, and theoretical research; focus is primarily on higher ed., but also includes some K-12 content; most popular articles are introductions to key themes in post-secondary teaching and learning. Available through the journal's website.

International Journal of Teaching and Learning in Higher Education (International Society for Exploring Teaching and Learning, U. of Georgia, Virginia Tech.)

- Open access, online; focuses on innovations in post-secondary pedagogy; wide substantive scope, from general interest to specific disciplinary articles; notably strong coverage of timely topics (e.g. educational technology integration, teaching cultural competencies). Available through journal's web site.

***International Journal of University Teaching and Faculty Development* (Nova)

- Broad scope covering both themes (student instruction and faculty development at the university level); each issue is split into sections for these topics; focuses particularly on practice-oriented case studies and analyses of teaching techniques, and integration of theoretical innovations into university teaching. NOT available through McMaster e-journal portal.

Journal of Assessment and Institutional Effectiveness (Penn State Press)

- Focuses on explorations of mechanisms for, and innovations in, the assessment of student learning in higher ed. contexts; content considers individual students, single courses, programs, institutions, and cross-institutional analyses; articles are primarily descriptive or evaluative, rather than analytical. Available through McMaster's e-journal portal.

Journal on Centers for Teaching and Learning (Miami U.)

- Open access, online; focuses on key issues relating to the operations, activities, and potential contributions of teaching and learning centres in a higher ed. context; content is primarily descriptive, reflective, or practice-oriented. Available through journal's website hosted by Miami University (Ohio).

Journal of Classroom Interaction (University of Houston)

- Focuses on issues of student-teacher interaction, broadly conceived; covers K-12 as well as higher ed. (though a heavier on the former). Partially available through McMaster e-journal portal (via J-STOR) until 2011, but a subscription is required to access all content via the journal's site.

Journal of College Science Teaching (National Science Teachers Association)

- Focuses on teaching science at the post-secondary level; content includes practice-oriented work on teaching techniques and strategies, as well as more reflective work on the state of science education (e.g. teaching climate literacy). Available through McMaster's e-journal portal, with some free content also available on the journal's own web page.

Journal of College Teaching & Learning (Clute Institute)

- Open access; substantively and methodologically diverse, covering many aspects of teaching and learning in a higher ed. context; includes practice-oriented, descriptive, and analytical research, with both highly targeted and more general subjects; journal issues are somewhat inconsistent in terms of size and content. Available through journal's website and via McMaster e-journal portal.

Journal of Curriculum Studies (Taylor & Francis)

- Wide substantive, methodological, and geographical scope; covers all aspects of curriculum design and implementation across educational contexts; particular emphasis on the social and institutional influences on curricula; content is primarily analytical rather than practice-oriented. Impact factor of 1.086, available through McMaster's e-journal portal.

Journal of Effective Teaching (UNC Wilmington)

- Open-access, online; focuses on higher ed. contexts primarily; substantive scope is wide, and includes both practice-oriented work alongside more conventional analytical research. Available through the journal's website.

***Journal on Excellence in College Teaching* (Miami University, Ohio)

- Broad-based SoTL journal, focusing on a wide range of issues in higher ed.; particularly useful for content addressing current "hot topics" in teaching and learning; content includes both practice-based and more traditional research. Available through subscription only; NOT currently accessible via McMaster e-journal portal.

Journal of Experimental Education (Taylor & Francis)

- Focuses on research conducted in educational contexts using rigorous experimental methodologies; particular emphasis on quantitative studies (e.g. statistical analyses, measurement, etc.); addresses all educational contexts (K-12, post-secondary, professional, vocational). Impact factor of 1.638; available through McMaster's e-journal portal.

***Journal of the First-Year Experience & Students in Transition* (U. of South Carolina)

- Specific focus on the experience of students entering new higher education contexts (e.g. entering year 1, transferring, entering graduate school); addresses academic and social issues related to this theme; publishes primarily empirically descriptive or practice-related research. Accessible only through a subscription – NOT currently available through e-journals.

Journal of Further & Higher Education (T & F, University and College Union)

- Addresses all aspects of higher ed. including teaching and learning, administration, teacher/staff training, etc.; emphasis on interdisciplinary dialogue and accessibility; good coverage of currently topical areas (e.g. ed. tech. integration) and of both high level and discipline-specific issues. Impact factor of 0.565; available through McMaster's e-journal portal.

Journal of General Education (Penn State U.)

- Specific focus on generalist-oriented teaching & learning and multidisciplinary curricula in higher ed.; includes practice-oriented work on teaching methods and assessment, empirical research, and notably, profiles of successful general education programs & curricula. Available through McMaster's e-journal portal.

***Journal of Graduate Teaching Assistant Development* (New Forum Press)

- Focuses on a wide array of issues related to the training and pedagogical practice of graduate teaching assistants in university settings; includes theoretical interventions alongside empirical case studies and practice-oriented research. Requires a subscription via New Forum Press site – NOT available through McMaster's e-journal portal.

Journal of Higher Education (Ohio State U., Taylor & Francis as of 2017)

- Long-running, conventional research-style journal; focuses less on practice-oriented teaching and learning issues than on university administration questions and broader issues around higher ed. in society; content is quite American-centric. Available through McMaster's e-journal portal

Journal of International Education Research (Clute Institute)

- Open access, online; broad scope, with focus on studies of educational practice and/or policy across the globe; includes all education contexts and

levels; substantively and methodologically diverse with a balance between theoretical, practice-oriented, and more formal analytical research contributions. Available online via the journal's website.

Journal of International Students (U. of Louisiana Monroe)

- Open access. Concerned broadly with the experience of international students in higher education; primarily focuses on policy, administrative, and sociological aspects of this topic, but also includes more practice-oriented content; deliberately interdisciplinary; includes conventional analytical research articles, shorter reflective pieces, and book reviews. Available through the journal's website.

Journal of the Learning Sciences (Taylor & Francis, International Society of the Learning Sciences)

- Approaches teaching & learning as “theoretical and design sciences”; published work is more formal and “scientific” in orientation, emphasizing *how* learning takes place. Very wide scope (e.g. includes K-12, post-secondary, professional, vocational, as well as wider public education such as museums). Impact factor of 2.312; available through McMaster e-journal portal.

Journal of Learning Spaces (UNC Greensboro)

- Open access, online; focuses on the interaction of spatial questions (e.g. classroom design) with pedagogy and assessment in higher ed.; content addresses both physical and online ‘spaces’; includes more conventional research articles, alongside shorter, practice-oriented case studies and reflective position pieces. Available through the journal's website.

Journal of Pedagogic Development (U. of Bedfordshire)

- Open access, online; broad focus on all aspects of teaching and learning, with particular emphasis on assessment; covers all levels of education (K-12, higher ed., professional/vocational); large book review section in each issue. Available via journal website, hosted by University of Bedfordshire (UK).

Journal of Research in International Education (Sage)

- Focuses on issues of trans-border education, global awareness, and diversity in all educational contexts; includes case studies from a variety of countries and broader global analyses; content is primarily theoretical and formal research, rather than practice-oriented; each issue contains multiple book reviews. Available through McMaster's e-journal portal.

Journal of the Scholarship of Teaching & Learning (Indiana U.)

- Open access; includes data-driven empirical research, applied case studies of teaching contexts/techniques, and reviews of key literatures. Content is also

oriented toward timely topics (e.g. accessibility, ed. tech innovations). Available through the journal's home page, hosted by Indiana University.

Journal of Studies in International Education (Sage)

- Focuses on practices, processes, and policy involved in “internationalization” of higher ed.; less focus on teaching practice, more on theoretical and practical aspects of internationalizing university curriculum and campuses (including social context and policy issues). Impact factor of 1.066; Available through McMaster's e-journal portal.

Journal of Teaching & Learning (U. of Windsor)

- Open access, online; wide substantive and methodological scope, including research and practice-focused articles, book reviews and reports on innovative teaching and learning initiatives; some social context content, but is primarily practical in focus. Available through the journal's website, hosted by the University of Windsor.

Journal of Transformative Learning (Central Oklahoma U.)

- Open access; focuses on “transformative” learning from applied or theoretical perspective across all educational contexts; emphasis on innovative teaching and learning experiences (e.g. service learning, community leadership) and the inclusion of student voices; also features shorter articles describing teaching strategies. No impact factor, available online through journal's website hosted by Central Oklahoma University.

Journal of University Teaching & Learning Practice (U. of Wollongong)

- Open access, online; practice-oriented and interdisciplinary scope; aims to provide a bridge between formal educational research and practical teaching techniques; good cross-disciplinary coverage and balance between reflective pieces and assessments of innovative practices. Available through the journal's website.

Learning and Individual Differences (Elsevier Education)

- Wide contextual scope (K-12 through all levels of higher ed.), but narrower focus on “individual difference” among learners (though this idea itself is broadly conceived); generally informed by an educational psychology perspective; content has global reach (i.e. includes studies beyond US & EU). Available through McMaster's e-journal portal.

Learning and Instruction (Elsevier Science)

- Emphasizes more “scientific” research across diverse educational contexts (K-12, post-secondary, professional); includes a variety of methodological perspectives; wide substantive scope, including work on educational technology and educational psychology. Impact factor of 3.692; available through McMaster's e-journal portal.

Learning and Teaching: International Journal of Higher Education in the Social Sciences (Berghahn)

- Nominally focuses on the social sciences, but also addresses a variety of broader higher ed. issues relating to institutional and state policy, curriculum innovations, universities and the “knowledge economy”, etc.; frequent special issues of both narrow disciplinary and wide general scope; most issues contain research articles and more practice-oriented reports, as well as book reviews. Available through McMaster’s e-journal portal – but access via Gale is delayed by a 1-year publisher embargo on content.

***Learning Communities Journal* (Miami University, Ohio)

- Narrow focus on teaching through a “learning community” approach in post-secondary context; content is primarily practice-oriented, ranging across a wide variety of disciplines and learning contexts. Some portions are available free through journal website, but not all content is accessible; NOT available through McMaster’s e-journal portal.

Liberal Education (American Association of Colleges and Universities)

- Magazine-style periodical focusing on post-secondary liberal arts education, broadly conceived; includes teaching practice-oriented work alongside theoretical contributions and examinations of administrative and management questions; each issue is themed. Available online through AACU website and through the McMaster e-journal portal.

Mind, Brain, and Education (Wiley)

- Outlet for psychology and neuroscience research relevant to education and pedagogy; aims to translate scientific findings into wide variety of teaching contexts (K-12, post-secondary, professional); articles are generally more technical than most SOTL work. Impact factor of 1.182; available through McMaster’s e-journal portal.

Mountain Rise (Western Carolina U.)

- Open access, online; wide disciplinary scope, with particular focus on practice-oriented work; also includes book reviews on relevant SoTL literatures; tends to be published irregularly. All content is accessible through the journal’s website, hosted by Western Carolina University.

National Teaching and Learning Forum (Wiley)

- Outlet for relatively short interventions on a wide variety of teaching and learning issues in higher ed.; emphasis is on timeliness and topicality of contributions, and on fostering ongoing discourse among practitioners; also includes specific sections for educational technology, educational development, and research. Available through McMaster’s e-journal portal.

New Directions for Teaching & Learning (Wiley)

- Wide substantive scope, encompassing innovative post-secondary teaching techniques, empirical research, the sociology/social context of higher education, and theory/practice translation. Often publishes themed special issues on key topics. Available through McMaster's e-journal portal.

Numeracy (U. of South Florida, National Numeracy Network)

- Open access, online; focuses on teaching quantitative/statistical literacy in higher education; content is largely practice-oriented, though it also includes empirical studies and book reviews. Available through journal's website.

Online Journal of New Horizons in Education (independently published)

- Open access, online; substantively broad, focusing on innovative pedagogical theories and practices across all levels of education (K-12, higher ed., professional, vocational); notable for its global scope (i.e. includes case studies from multiple countries and regions); also includes a variety of article types, (e.g. analytical research, practice-oriented studies, literature reviews). Available through the journal's website.

Peabody Journal of Education (Taylor & Francis)

- Very wide scope in terms of disciplines and levels of education, including non-institutional educational contexts (e.g. vocational training); while it does include some higher ed. content, much recent work appears to focus on K-12, and particularly on the sociological dimensions of education. Available through McMaster's e-journal portal.

Pedagogy, Culture & Society (Taylor & Francis)

- Focuses on fostering "pedagogy debate", which it defines as critical engagement with emerging pedagogical issues and their relationship to broader socio-cultural trends; covers all educational contexts and levels; emphasizes the use of "critical" lenses (e.g. gender, race, class). Impact factor of 0.836, available through McMaster's e-journal portal (from 1999 onward).

Peer Review (Association of American Colleges & Universities)

- The AACU's flagship journal/magazine; open access and fully available online; the general focus is on enhancing "liberal" education, broadly conceived; each issue is themed, and cover a wide array of areas (e.g. social context, administration, teaching practice). Available via the AACU's website.

Practice and Evidence of the Scholarship of Teaching and Learning in Higher Education (U. of Glasgow)

- Open access, online; the primary focus is on the practice of post-secondary teaching (e.g. instructional techniques & innovations) with some work on social context and related issues; occasional special issues are produced on

related sub-themes. All content is available through the journal's website, hosted by the University of Glasgow.

Radical Pedagogy (independently published)

- Open access, online; focuses on the analysis of teaching and learning through critical lenses (e.g. gender, race, class); tilts toward theoretically driven work on the institutional, political, and sociological dimensions of teaching and learning, though it also contains more practice-oriented contributions and a unique “thinking pedagogically” section. Available through journal's independent website.

Research in Higher Education (Springer)

- Substantively covers a wide scope of issues higher ed.; methodologically focused on quantitative research; overall, it is less a SoTL journal than an outlet for looking at sociological and contextual issues in education (i.e. contains little, if any, practice-oriented work. Impact factor of 1.000; available through McMaster's e-journal portal.

Review of Educational Research (Sage, American Educational Research Association)

- Publishes review articles focusing on meta-analyses and synthesizing the state of literatures in various areas of educational research; approximately evenly balanced between higher ed. and K-12 content. Impact factor of 5.235, available through McMaster's e-journal portal.

Review of Higher Education (Johns Hopkins Press, Association for the Study of Higher Education)

- Substantively and methodologically diverse; focuses primarily on sociological and contextual aspects of higher ed., rather than practice-oriented work; includes an extensive book review section in every issue. Available through McMaster's e-journal portal.

Scholarship of Teaching and Learning in Psychology (APA)

- Title is somewhat misleading, since it is an outlet for publishing and translating psychology research relevant to teaching (i.e. not limited to the teaching of psychology); scope covers all institutional education contexts (e.g. K-12, higher ed.); journal is unique in how it seeks to merge practice-based insights with psychology research. Available through McMaster's e-journal portal.

Studies in Higher Education (Taylor & Francis)

- Focuses primarily, though not exclusively, on the academic study of higher ed. (e.g. policy, administrative, social context issues) rather than on practice-oriented teaching and learning work; frequently publishes special issues on timely topics; content is methodologically and substantively quite diverse. Impact factor of 1.222, available through McMaster's e-journal portal.

Studies in Learning, Evaluation, Innovation and Development (Central Queensland U.)

- Open-access, online; creatively frames its aim as disrupting binaries that pervade thinking about teaching and learning in higher ed. (e.g. theory/practice, online/face-to-face teaching, arts/sciences); content balances practice-oriented work with social context-type analyses; occasional special issues are published, though overall there appears to be some irregularity in the journal's publication. Available through journal's website hosted by Central Queensland University.

Teachers College Record (Columbia U., Blackwell)

- Long-running journal addressing a wide scope of issues in education at all levels; higher ed. content primarily (though not exclusively) focuses on social context and policy, rather than teaching strategies; each issue includes an extensive book review section. Available through McMaster's e-journal portal.

Teaching and Learning Inquiry (International Society for the Scholarship of Teaching and Learning)

- Open-access, online; flagship journal for ISSOTL; very wide scope, including theoretical work, practice-oriented articles, formal research, and critical commentary; emphasis on interdisciplinarity and methodological pluralism. Available through ISSOTL's website.

Teaching and Learning in Higher Education (independent group blog)

- Curated blog for educators in university and college settings; posts include commentary and updates on key issues in the field, reading lists of key teaching and learning texts, teaching recommendations and tips; overall focus is on providing access to practical materials for teachers in higher ed. Accessible at blog website: <https://teachingandlearninginhighered.org>

Teaching in Higher Education (Taylor & Francis)

- Methodologically and substantively diverse, focuses more on the study of teaching in higher ed. (i.e. sociological and psychological contexts) as well as knowledge translation, rather than the process/praxis of teaching. Impact factor of 0.632, available through McMaster's e-journal portal.

***The Teaching Professor* (Magna)

- Non-refereed, newsletter-type publication (i.e. published monthly, shorter articles); focuses primarily on practical teaching strategies and techniques for higher ed. rather than more formal research. Available only through subscription via journal's site; NOT currently accessible through McMaster's library resources.

Thinking Skills and Creativity (Elsevier)

- Focuses specifically on pedagogy relating to the teaching of critical thinking and creativity; covers all educational levels and contexts, and includes analytical research, practice-oriented reports, literature and book reviews, and theoretical contributions. Impact factor of 1.022, available through McMaster's e-journal portal.

Transformations: Journal of Inclusive Scholarship and Pedagogy (Penn State U. Press)

- Focuses on interdisciplinary examinations of the intersection of pedagogy with issues of identity, power, and social justice; broad methodological and substantive scope, covering all levels of education and including analytical, descriptive, and practice-oriented research; emphasizes transdisciplinary accessibility and translatability. Available through McMaster's e-journal portal.

Transformative Dialogues: Teaching & Learning Journal (Kwantlen Polytechnic U.)

- Open access journal focusing on the practice of teaching and learning in higher ed.; deliberately interdisciplinary in scope and coverage, with each issue having a specific theme; includes a diversity of article types, such as reflective essays, literature reviews, and editorials. Available through journal's web page hosted by Kwantlen University.

Women in Higher Education (independently published)

- Online magazine addressing issues of gender in higher ed. contexts; articles are short and journalistic in tone (i.e. interviews, opinions, editorials). Available through the eponymous parent organization's website.

Journals Focusing on Educational Technology

American Journal of Distance Education (Taylor & Francis)

- Focuses on all aspects of asynchronous learning among geographically disparate students; primary emphasis on internet-based delivery of higher ed. (though some other educational contexts are addressed); content is balanced between process/policy concerns and practical teaching and assessment strategies; issues include an editorial and often an interview. Available through McMaster's e-journal portal.

Australasian Journal of Educational Technology (Australasian Society for Computers in Learning in Tertiary Education)

- Open access, online; focuses on the integration of new technologies in higher ed. and professional educational contexts, with particular interest in shaping practice and informing policy change; methodologically and substantively broad in scope, leading to a diversity of timely topics being addressed. Available through the journal's website hosted by ASCILITE.

British Journal of Educational Technology (Wiley, British Educational Research Association)

- Focuses on examining how educational/instructional technologies can lead to improvements in learning outcomes and experiences across all levels (K-12, higher ed., professional, vocational); methodologically and substantively diverse in scope, though emphasis is on analytical research and theoretical contributions rather than practice-oriented content. Impact factor of 1.633, available through McMaster's e-journal portal.

Campus Technology (1105 Media Inc.)

- Unique online repository and aggregator of various information and media relating to the integration of technology in higher ed.; includes access to an online magazine, webinars, best practice guides, opinion articles, newsletters, case studies, etc.; focus is almost exclusively on practice-oriented content. Available at <https://campustechnology.com/>

Computers & Education (Elsevier)

- Focuses on the use of digital technology to enhance teaching and learning across all educational levels and contexts; emphasizes the interdisciplinary accessibility of content; primarily includes analyses and evaluations of the impact of digital learning programs and initiatives (e.g. contexts of use, user experiences, effects on learning). Impact factor of 2.881, available through McMaster's e-journal portal.

Education and Information Technologies (Springer)

- Broad scope, covering the use of IT across all educational levels (K-12, higher ed.; professional, vocational); content varies from theorizing the use of IT in

classrooms to targeted studies of particular technology enhanced programs. Available through McMaster's e-journal portal.

Educational Technology Research & Development (Springer)

- Focuses on issues around the development and integration of educational technology across all educational contexts and levels; articles are sorted into 'research' (formal studies), 'development' (practice and evaluation), 'cultural & regional perspectives' (social context) sections. Available through McMaster's e-journal portal.

EDUCAUSE Review (independently published)

- Open access, online magazine-style publication focusing on how current trends in digital technology impact on teaching and learning and other aspects of higher ed.; includes shorter research articles, practice-oriented teaching resources, opinion columns, and other media.

European Journal of Open and Distance Learning (De Gruyter)

- Open access, online; broader in geographic and substantive scope than implied by title (i.e. global reach, covers all aspects of technology-enhanced learning at all educational levels); includes analytical and theoretical research, as well as more practice-oriented and administration-focused work. Available via the journal's website.

International Journal of Computer-Supported Collaborative Learning (Springer, International Society of the Learning Sciences)

- Narrow scope emphasizing theorizing, designing, and implementing technology-enhanced collaborative learning initiatives; encompasses all potential learning contexts (e.g. corporate as well as K-12 and higher ed.). Published articles are often highly technical (i.e. aimed at computer science audiences), though still relevant to key questions around the integration of educational technologies. Available through McMaster's e-journal portal.

***International Journal on E-Learning* (Association for the Advancement of Computing in Education)

- Wide scope, covering all aspects of "e-learning" broadly conceived in all educational contexts (e.g. K-12, higher ed., professional/corporate); content is tilted toward practice-oriented and reflective analysis rather than pure theoretical or social-contextual research. Only partially available through McMaster e-journals (2002-07).

International Journal of ePortfolio (U. of Georgia)

- Open access, online; narrow scope focusing on the use of e-portfolios in teaching and learning contexts; emphasizes practice-oriented research and pedagogical theorizations related to this theme; articles are sorted into a variety of categories in each issue (e.g. instructional, assessment, case

studies, policy). Available through the journal's website, hosted by the University of Georgia.

International Journal for Scholarship of Technology Enhanced Learning (Georgia Tech.)

- Open access, online; focus on the intersection of more theoretically informed SoTL work with more applied educational technology research; particular emphasis on technology-enhanced course design and similar practice-oriented studies; a very new journal with potential to be quite influential given ongoing trends in higher education. Available through journal website hosted by Georgia Tech.

International Review of Research in Open and Distributed Learning (Athabasca U.)

- Open access, online; broad scope focusing on all aspects of open education through distance learning; most (but not all) content addresses university/college level teaching and learning; includes theoretical, analytical, and practice-oriented studies. Available through the journal's website hosted by Athabasca University.

The Internet and Higher Education (Elsevier)

- Focuses on all key aspects of online learning, as well as the use of the internet in higher ed. settings more broadly; primarily includes theoretical interventions and analytical research on the effects of online technologies in higher ed., though some practice-oriented and administrative content is also present; frequent special issues address topical themes in these areas. Impact factor of 2.719, available through McMaster's e-journal portal.

***Journal of Applied Learning Technology* (Society for Applied Learning Technology)

- Focuses on practice-oriented studies of the use of information and communication technologies across all learning contexts (K-12, higher ed., professional); primarily publishes reports on the implementation of specific technologies. NOT available through McMaster e-journals.

Journal of Computing in Higher Education (Springer)

- Broad focus on the use of digital technology in higher ed. settings; includes analytical research, literature reviews, program implementation and evaluation studies, and policy papers; particular emphasis on the contextual benefits of integration of technology into higher ed. (e.g. improving access, affordability, and learning outcomes). Impact factor of 0.500, available through McMaster's e-journal portal.

Journal of Interactive Learning Research (American Association for the Advancement of Computing in Education)

- Relatively narrow focus on using information technology to enhance collaboration and interaction; particular emphasis on gamification,

simulation, and computer-based interventions; encompasses all education contexts (K-12, higher ed., professional). Available through McMaster's e-journal portal.

Journal of Interactive Media in Education (Open University)

- Open access, online; focuses on the use of digital media to enhance interactivity in all educational contexts (K-12, higher ed., professional/corporate); wide substantive scope (i.e. practice-oriented, theoretical, and empirical research are all present); frequent publishes special issues on timely themes. Available online through the journal's website hosted by the Open University.

Journal of Online Learning and Teaching (MERLOT)

- Open access, online. Focuses broadly on the use of the internet in higher ed.; emphasizes practical strategies for integrating web-based content into a variety of teaching and learning contexts (e.g. in classrooms, distance education programs, program development); each issue includes conventional research papers and short 'case studies' of particular initiatives. Available through the journal's website hosted by MERLOT.

Journal of Research on Technology in Education (Taylor & Francis)

- Broad substantive, methodological, and geographic scope; focuses on all aspects of technology integration into teaching and learning across all education levels; particular emphasis on assessing the instructional uses of new technologies; recent content seems to be weighted toward K-12 rather than higher ed. Available through McMaster's e-journal portal.

Journal of Teaching and Learning with Technology (Indiana U.)

- Open-access, online. Focuses exclusively on the integration of technology into post-secondary teaching; publishes short, practice-oriented "quick hits", more conventional empirical essays, book reviews, and case studies focusing on the implementation of new technologies. Available through the journal's website hosted by Indiana University.

Learning, Media, and Technology (Taylor & Francis)

- Focuses on the intersection between digital media/technology and education, with particular emphasis on critical perspectives from the arts and humanities; deliberately avoids descriptive or evaluative studies of particular educational technologies, focusing instead on socio-cultural context issues raised thereby. Impact factor of 1.702, available through McMaster's e-journal portal.

***Online Classroom* (Magna)

- Online, newsletter-type publication addressing current topics in online and blended learning in higher ed.; content is primarily practice-oriented,

relating to course design and management aspects of online teaching and learning; stresses clarity and concision rather than detailed, rigorous research. Available through subscription only; NOT accessible via McMaster's library resources.

**Online Learning/Journal of Asynchronous Learning Networks* (Online Learning Consortium)

- Focuses on bridging theory and practice in the development and implementation of online and blended learning programs with significant asynchronous elements; particular emphasis on how online environments shape and affect learning outcomes and experiences; contains primarily analytical rather than practice-oriented research. Only partially available through McMaster's e-journal portal (full-text from 1997-2014).

Open Learning (Taylor & Francis)

- Broad substantive, methodological and geographic scope; focuses on all aspects of open/distance learning at all educational levels (though most content addresses higher ed.); includes both conventional analytical and theoretical research alongside shorter, practice-oriented content describing and evaluating the implementation of online and/or distance learning programs. Impact factor of 0.500, available through McMaster's e-journal portal.

Quarterly Review of Distance Education (Information Age Publishing)

- Focuses broadly on all aspects of distance learning across all educational levels (though weighted toward higher ed.); emphasizes generalizable research that bridges theory and practice; publishes several article types, including research briefs, literature reviews, and editorials. Available through McMaster's e-journal portal (from 2008).

Technology, Pedagogy and Education (Taylor & Francis)

- Focuses on the contributions of information & communication technologies to improving teaching, learning, and educational development at all levels and in a global context; includes methodologically pluralistic research essays along with shorter practice-oriented reports on technology implementation; content is largely balanced between K-12 and higher ed. contexts. Impact factor of 0.970, available through McMaster's e-journal portal.