



Publishing EER and SOTL Findings

Introduction

Publication may feel like a daunting task, especially if a field of study is relatively new to you, but it also has rewards—greater movement of your ideas, new readers to connect with, career mobility, and expert feedback to improve your thinking and inquiry process. This research snack highlights journal identification strategies, writing tips, and guidance for absorbing feedback you will need as you publish your Engineering Education Research (EER) and Scholarship of Teaching and Learning (SoTL) findings.

Conference Proceedings vs Journals

One important aspect of the publication process involves formalized feedback from experts in the field, a process called “peer-review.” Peer reviewers have experience in the field but work at some distance from the project team. The two most common types of peer-reviewed contributions are journal articles and conference papers. Both have relative advantages and disadvantages. Advantages of publishing your findings in conference proceedings include the relatively short turnaround time from idea to publication, a venue for live discussion of your findings, and external deadlines. Advantages of publishing your findings in journal articles include the higher status of publication, and wider global reach of your findings. Given these considerations, it is common for engineering education researchers to publish preliminary findings in conference proceedings and more complete findings in journal articles. Some disciplines permit authors to submit more polished versions of conference papers to journals, but in engineering education, like in many natural science and engineering fields, each peer reviewed paper must make a unique contribution.

Identify the Journal

Once you have made the decision to publish your findings in a journal, you want to make sure that the journal is not “predatory.” A general rule is that journals with high fees, low publication standards, fast turnaround times, and email solicitation recruitment strategies are predatory. Once you have eliminated predatory journals from your list, you may consider the nature of your work. Are you evaluating the effectiveness of an educational intervention (SoTL), or are you examining a broader conceptual phenomenon in engineering education (EER)? Both are worthwhile endeavors, with different venues for publication. See Table 1 for a list of journals that have published EER and SoTL. Factors to consider as you select a venue for publication include key objectives, paradigms, and methodological preferences of the editorial board. This may change over time, so be sure to read author guidelines as well as the aims and scope of the journal. It is also helpful to review recently published articles in the journal you are considering for both content and style. A final consideration for authors intending to pursue an academic career is journal metrics, including impact factor, number of downloads or views, and speed of acceptance. See library websites for updated metrics.

Writing Tips

Tip 1: Include a few articles published in your target journal in your literature review.

Tip 2: If you are unsure about who to include as a co-author on your paper, ask yourself who has made an intellectual contribution. For example, have you independently framed the project? Or are you taking a line of analysis on some previously collected data? Be sure to solicit advice from your colleagues and supervisors.

Tip 3: Wait patiently for the response from the editor but consider following up after 4-5 months.

Tip 4: Finally, expect revisions. Usually, this is a chance to improve the paper, and you will want to make the changes that were recommended. Occasionally, you may disagree with a reviewer, or you may receive differing advice from different reviewers. In these cases, it is important to respond with a clear reason why you did not follow the feedback.

Post Publication Party

Once your manuscript has been accepted for publication, celebrate with your co-authors, and see where the seeds of your project land. Who makes use of your project for their own teaching? Who cites your findings in their research? What can you learn about your own work from theirs? Writing may feel like an isolated process, but once you release your ideas, they often take flight in the imagination and inquiry of others, expanding your community of research and practice.

Table 1: Sample List of Journals with Engineering Education Content

Focus	Journal	EER/SoTL
Engineering Education	Journal of Engineering Education	EER
	Engineering Studies	EER
	Studies in Engineering Education	EER
	European Journal of Engineering Education	Both
	Australasian Journal of Engineering Education	Both
	International Journal of Engineering, Social Justice & Peace	Creative options
Education	Canadian Journal for the Scholarship of Teaching & Learning	SoTL
	Teaching & Learning Inquiry	SoTL
	Journal of Teaching and Learning Practice	SoTL
	Canadian Journal of Higher Education	EER
	Teaching in Higher Education	Both
	Canadian Journal of Science, Math & Technology Education	Both
Engineering Disciplinary Education	Education for Chemical Engineers	Both
	Journal of Civil Engineering Education	Both
	International Journal of Mechanical Engineering Education	Both

Additional Resources

Healey, Mick, Kelly E. Matthews, and Alison Cook-Sather. 2020. *Writing about Learning and Teaching in Higher Education: Creating and Contributing to Scholarly Conversations across a Range of Genres*. Elon, NC: Elon University Center for Engaged Learning. <https://doi.org/10.36284/celelon.oa3>.

Updated Publication lists curated by:

- Research in Engineering Education Network (REEN) <https://reen.co/eer-journals/>
- American Society for Engineering Education’s (ASEE) Student Division: <http://engineeringeducationlist.pbworks.com/w/page/27614165/Engineering%20Education%20Research%20Publication%20Venues>

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