

Becoming a SoTL Scholar

Edited by Janice Miller-Young and Nancy L. Chick

Elon University Center for Engaged Learning
Elon, North Carolina
www.CenterForEngagedLearning.org

©2024 by Janice Miller-Young and Nancy L. Chick. This work is made available under a [Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International](https://creativecommons.org/licenses/by-nc-nd/4.0/) license.

Series editors: Jessie L. Moore and Peter Felten
Copyeditor and designer: Jennie Goforth

The cover art was drawn by fellow SoTL scholar Kathleen McKinney, Endowed Chair and Professor, Emeritus, Illinois State University. It was inspired by the Zentangle® Method of pattern drawing. Learn more at zentangle.com.

Cataloging-in-Publication Data

Names: Miller-Young, Janice | Chick, Nancy L.

Title: Becoming a SoTL Scholar / Janice Miller-Young and Nancy L. Chick

Description: Elon, North Carolina : Elon University Center for Engaged Learning, [2024] | Series: Center for engaged learning open access book series | Includes bibliographical references and index.

Identifiers: LCCN 2024936229 | ISBN (PDF) 978-1-951414-10-8 | ISBN (PBK) 978-1-951414-11-5 | DOI <https://doi.org/10.36284/celelon.oa6>

Subjects: LCSH: Education, Higher – Research | College teaching | Scholarship of Teaching and Learning

Classification: LCC LB2331.B43 2024 | DDC 378.125



Doing SoTL



Multidisciplinary



Reflective Essay

CHAPTER 5

LEARNING THE LANDSCAPE

Using Journal Clubs to Introduce Graduate Students
and Early-Career Researchers to SoTL

Celeste Suart, National Ataxia Foundation, US

Michelle Ogrodnik, University of Waterloo, Canada

Megan Suttie

In this chapter, we describe our personal experiences as early-career academics who established our own scholarship of teaching and learning (SoTL) journal club. Readers will learn about the benefits of engaging in a SoTL journal club and, when participating, how to get the most out of the experience. We will discuss the impact of participating in journal clubs on participants' disciplinary knowledge and norms, critical thinking skills, problem-solving abilities, and confidence in engaging with research. We provide recommendations for participating, including how to read manuscripts from different disciplinary backgrounds, and we will discuss common challenges for newcomers to SoTL journal clubs and potential strategies to address these obstacles. Given that not all emerging SoTL scholars may have access to existing SoTL journal clubs, the chapter ends with tips for creating a journal club. Overall, our chapter integrates best practices from the literature with our personal experience to highlight why and how journal club participation can make entry into SoTL less intimidating.

Who Are the Authors?

It is important to acknowledge our context as authors for understanding our positionality when writing this chapter. All

authors were or are currently PhD students at McMaster University, a large school in southwestern Ontario, Canada. Our disciplinary expertise includes biochemistry, psychology and kinesiology, and English and cultural studies. Alongside graduate work, all authors worked at McMaster's teaching and learning center, the MacPherson Institute for Leadership, Innovation and Excellence in Teaching, as part of the Educational Development Fellows (EDF) program, with experiences there ranging from two to six years. The EDF program is an experiential and developmental opportunity for graduate students to engage in educational development work during their studies. The program typically included four to ten graduate students; all authors worked as Lead Fellows for the program.

While the EDF role is largely service-focused, there is a strong commitment to professional development. Upon joining the EDF program, many participants share that they have heard of SoTL but have never engaged with the literature. We created a SoTL journal club to help participants learn about SoTL and other scholarly teaching literature that informs educational development practice.

The Challenges of Starting in SoTL

The breadth of research in SoTL can be intimidating for newcomers to the field, given the range of SoTL research focuses, disciplinary perspectives, scales of practice, and theoretical frameworks (Divan et al. 2017). Three key barriers to entering the SoTL field highlighted in the literature are unfamiliarity and discomfort with SoTL research methodologies, a lack of knowledge of the SoTL literature, and a lack of confidence in engaging with SoTL.

Interdisciplinarity and transdisciplinarity are particular strengths of SoTL, allowing SoTL researchers to draw on perspectives and methodology from multiple disciplinary backgrounds (Chaka et al. 2022; Huijser et al. 2021; McKinney 2013; Voelker 2018). However, it also requires familiarity with norms and jargon from multiple disciplines (Hubball, Clarke, and Poole 2010; Miller-Young, Yeo, and Manarin 2018). Familiarizing oneself with research methods and literature outside of existing disciplinary expertise can be daunting

for newcomers, especially with limited prior knowledge (Kensington–Miller et al. 2021). Given the breadth of SoTL literature, it can also be challenging to know where to start reading (Kim et al. 2021; Kenny and Evers 2011). Many report feeling disconnected from their identity as an expert in their disciplinary field and with their new role as a novice exploring SoTL, leading to decreased confidence engaging with SoTL (Marquis et al. 2017; Mathany, Clow, and Aspenlieder 2017).

Newcomers to SoTL have likely experienced one or more of these barriers. Likewise, more established SoTL scholars will remember their own challenges and discomforts when first entering the field. Given these obstacles, strategies for nurturing emerging SoTL scholars are essential for welcoming and retaining researchers and practitioners.

The Benefits of Journal Clubs

These barriers to SoTL are far from insurmountable. Interventions focused on building community amongst SoTL scholars have emerged as some of the most effective strategies for helping newcomers (Simmons et al. 2013; Cox 2013). Approaching SoTL within a group allows emerging scholars to talk through difficult concepts while surrounded by peers experiencing similar challenges (Marquis et al. 2017). As explained by Kenny and Evers (2011), SoTL supports that focus on community building “provide a sense of reciprocal support and mentorship.” Barriers that may be daunting to approach alone become more manageable together.

Journal clubs are a pedagogical tool used in graduate education to foster community among members and develop an understanding of the literature (Newswander and Borrego 2009; Bowers and Murakami–Ramalho 2010). Originating in the medical sciences, the use of journal clubs has expanded to other disciplines such as literature studies, engineering, and education (Golde 2007; Newswander and Borrego 2009; Tallman and Feldman 2016). Journal clubs use guided discussion to develop participants’ critical evaluation of the literature through the in–depth examination of key

journal articles, book chapters, and books (Gurney, Buckley, and Karr 2019). Through group dialogue, participants determine the strengths, weaknesses, and limitations of a scholarly work, as well as how research findings can be put into practice (Tallman and Feldman 2016; Wincentak, Cheung, and Kingsnorth 2019).

A journal club has two main aims: first, to teach disciplinary norms and best practices in research; second, to foster dialogue and mentorship between members with varying degrees of expertise (Bowers and Murakami-Ramalho 2010). Further, journal clubs lend themselves to multidisciplinary environments, as members can collectively examine underlying epistemological assumptions and widen their understanding of research methodologies (Emerson 2017; Wincentak, Cheung, and Kingsnorth 2019; Hunt 2006). Sharing of formal and informal knowledge, clarifying disciplinary norms, and building connections with peers have been previously identified as key factors for the professional socialization of SoTL scholars (Simmons et al. 2013; Marquis et al. 2017). Given that journal clubs, or their constituent practices, are already common in graduate student disciplinary training, they may be a particularly useful, and familiar, strategy for introducing SoTL to emerging scholars and helping to address the barriers faced by newcomers to the field.

Our Experience Facilitating a SoTL Journal Club

As work within the EDF program is largely focused on supporting university instructors in developing their teaching practice, having a working understanding of SoTL literature is helpful for participants. Thus, since 2019, a SoTL journal club has been offered as part of the EDF program, with the goal of introducing program fellows to new SoTL methodology and findings which can be applied in their work. The journal club also fosters open discussion and connection between participants.

Planning for this journal club must account for the wide range of previous experiences with SoTL, the different disciplinary backgrounds, and varying levels of graduate training of fellows. We

select a SoTL framework or review article as our first read with each new cohort, which then anchors discussions throughout the year. For instance, we have previously used Felten’s “Principles of Good Practice in SoTL” to give journal club members a common point of reference in further explorations of SoTL (Felten 2013). Subsequent readings are selected to enable discussion of one of Felten’s five principles in further detail—for example, to discuss the fourth principle of conducting SoTL in partnership with students, we select a SoTL article focusing on students as partners.

Though previous iterations of the journal club have met in person, we have moved our facilitation online, running once per month. Readings are selected and shared with the group two weeks ahead of time to allow members to prepare, along with two to three discussion prompts to guide reading. Facilitation duties are shared amongst Lead Fellows.

Being able to facilitate this SoTL journal club has been a terrific developmental experience for the Lead Fellows. Celeste notes the value of learning from colleagues with different disciplinary backgrounds about their research norms and methods: being able to explore research questions across quantitative, qualitative, and mixed-methods research methodologies has been a great opportunity not often found elsewhere. Similarly, given her disciplinary background in a predominantly qualitative field, Megan values the practice of engaging with and understanding quantitative research methods and findings. Michelle appreciates the discussions about how findings can be applied, with different suggestions offered depending on each participant’s current work, expertise, and context.

Participating in a journal club has been meaningful to our work as Lead Fellows and has demonstrated consistent benefits for each new cohort. We would recommend the experience to all SoTL newcomers.

But How Does One Find a Journal Club to Join?

With some targeted research, readers may be able to find an active journal club that matches their research or teaching interests, capacity

for engagement, and availability. There are multiple variations on the journal club format; some key components include (Cetnar 2021; Newswander and Borrego 2009; Deenadayalan et al. 2008):

- Number of readings per meeting (one versus multiple)
- Research topics (broad versus specific focus within SoTL, such as students as partners literature)
- Methodologies (certain methods only versus a variety of methodological frameworks)
- Frequency (weekly, monthly, quarterly, etc.)
- Location of meeting (virtual versus in person)
- Length of meetings

If readers are connected to a postsecondary institution, a good first place to look is their institution's teaching and learning centre. Teaching and learning centres are units within postsecondary institutions which focus on educational development and supporting instructors' teaching; many centres also support SoTL initiatives (Hubball, Clarke, and Poole 2010; Marquis 2015). Teaching and learning centres often have SoTL-focused programming, including training workshops, funding opportunities, and journal clubs (Kim et al. 2021). If they do not host any SoTL journal clubs themselves, they may be able to connect people to active journal clubs elsewhere at the institution (e.g., within departments or research groups). When doing their research to find a journal club, readers should keep in mind that journal clubs may be described using other names, such as reading groups, communities of practice, educational rounds, or "lunch and learn" sessions.

Another place to look for SoTL journal clubs is through professional organizations focused on teaching and learning. For example, the Open Consortium of Undergraduate Biology Educators, a Canadian organization for post-secondary biology educators, has had a monthly SoTL journal club since 2014. Readers can reach out to SoTL organizations of which they or people they know are a part, as they may have SoTL literature-focused sessions. Disciplinary-focused professional organizations may also have education-focused journal clubs, but they may use terminologies such as

discipline-based education research or pedagogical research instead of SoTL.

Participating in a SoTL Journal Club

In this section, we will provide advice for participating in a journal club, including suggestions for preparing in advance, participating during a meeting, and reflecting afterwards.

Preparing in Advance

When going through the selected reading, journal club participants should consider allocating themselves additional time in comparison to reading their traditional disciplinary work; they might also consider reading the text more than once. There may be new methods, theories, and concepts presented in SoTL work with which participants are less familiar—or completely unfamiliar—that may require more processing time. While reading, annotating the article or otherwise recording thoughts and ideas is a valuable practice (Voelker 2018); these notes will also be useful later during the journal club discussion.

Importantly, it is okay if participants do not understand everything about the selected reading on the first try! The desired outcome of participation is not to be an expert after finishing the reading, but instead to discover new ideas and approaches. Journal club participants will likely gain a much better understanding of the reading through their discussion with other participants. For example, in our EDF SoTL journal club, we had qualitative and quantitative methodologists: when reading papers that heavily relied on qualitative approaches, those with disciplinary expertise (even though it was not in SoTL specifically) helped provide insight and support to those who had not used those approaches before, and vice versa. If participants do not have particular expertise within their journal club group for questions that may arise, they should not be afraid to connect with additional resources, including online journals or people outside of their club. A great paper to begin exploring the breadth of SoTL methodologies is Miller-Young and Yeo's "Conceptualizing and Communicating SoTL" or Divan

and colleagues' survey of research approaches used in SoTL (Miller-Young and Yeo 2015; Divan et al. 2017).

Participants should provide themselves with grace to learn, especially if SoTL is newer for them. However, it is imperative to recognize that qualitative, quantitative, and mixed methods approaches bring value to the field. As they approach new disciplinary perspectives, we encourage participants to trust their academic instinct. They may not be familiar with all the conventions of other disciplines, but the transferable aspects of pre-existing academic training can be relied on. Is there a clear research question or statement of purpose? Are the research methods explicitly identified and explained? Does the reading have a logical flow of ideas? What conclusions are drawn from the findings? These aspects of scholarly writing quality are nearly universal and are shared across disciplines.

TIP: When finishing a reading, ensure journal club participants can answer the following questions. Consider writing down responses to these questions to reference during the meeting:

- **Reading focus:** What was the purpose or research question of the reading?
- **Methodology:** How did the authors go about answering this question?
- **Findings:** What is the key finding or take-home message from the reading?
- **Prior learning:** Do these findings relate or connect to any personal prior knowledge?
- **New ideas:** What was something new about SoTL learned from this reading?
- **Remaining questions:** What outstanding questions exist about this work?

Other strategies for the purposeful reading and annotation of SoTL can be found in “Reading SoTL: Exploring Scholarly Conversations” by David Voekler (Voelker 2018).

During the Meeting

By bringing an annotated reading, along with any additional notes they may have, journal club participants will have already generated ideas to contribute to the discussion. Typical discussion questions will likely mirror those we have suggested participants answer after reading; examples of other common questions may include what readers enjoyed about the work, what they think could have been done differently, where these findings can be applied, and where they imagine this line of research might go moving forward.

Remember that the goal of participating in a journal club is neither to be nor become an expert. The goal is for participants to engage with new literature, methods, and findings, to learn from and with peers, to broaden knowledge of SoTL, and perhaps to discover some key findings to apply in their own work.

After the Meeting

Following each meeting, we encourage participants to spend time reflecting on what they have learned (Zizka 2020). The reflection process may vary depending on a participant's individual context: for example, does the topic apply to their current work, or is this something they hope to apply in the future? If it is current, participants may want to spend more time drawing connections between key takeaways from the discussion and their current context. If it is for future work, participants should consider how the key takeaways align with their goals and in what ways they can ensure this information will be easily accessible to them in the future.

To help prompt the reflective process, a few sample questions to consider are provided below. These may not fit perfectly in all contexts, but they can serve as a starting point for journal club participants to develop their own reflective practice. As questions to prepare for the meeting largely focus on the content within the paper, the post-meeting questions here focus more on the discussion during the journal club meeting.

- Discussion ideas: What was something new about SoTL learned through the discussion process?

- Current application: How do these findings apply to current practice?
- Future application: How do these findings apply to future practice, or future goals?
- New ideas: What is something from this discussion that I would like to learn more about now? Following up on discussions, what is an area of focus or interest to learn more about moving forward?
- Discussion preparation: What about the approach to preparing for the discussion worked well? Is there anything to change about the approach to preparation? If so, how?

Creating Your Own SoTL Journal Club

Perhaps readers are unable to find a journal club that matches their SoTL interests or their availability. In this case, readers may be interested in creating their own SoTL journal club. There are copious guides online and in the literature on best practices for facilitating a journal club (Wincentak, Cheung, and Kingsnorth 2019; Bowers and Murakami-Ramalho 2010; Newswander and Borrego 2009). As launching a new journal club can be labour-intensive for one person, we highly encourage collaborating with a group of interested peers.

Five things to consider when creating a SoTL journal club include:

- Goal setting and focus: What are the learning objectives for the group? Deciding on this crucial component will give the organizers clarity about what research topics and methods will be their focus, as well as the target audience for the group.
- Logistical considerations: Organizational components are the backbone for journal clubs. How often will it meet? Will it be in-person, online, or a combination? How will meetings be structured? What facilitation strategies will be used? Deenadayalan et al. (2008) and Cetnar (2021) provide reviews that cover the different logistical options for journal clubs.

- Identifying papers to discuss: As mentioned before, the breadth of SoTL literature can make it difficult to know where to start. Readers may find [chapter 12](#) (“You’re Here! Now What? A Taxonomical Pathway for Sustained SoTL Research Engagement”) helpful in navigating the variety of terms used to describe the diverse types of SoTL research available to explore. To begin exploring foundational SoTL literature, we recommend the inaugural issue of *Teaching & Learning Inquiry* as a good starting point (Chick and Poole 2013).
- Crafting good discussion questions: For an hour-long journal club session, the organizers will want to create at least two or three open-ended discussion questions. Try to design questions which exercise higher-order thinking (Bloom et al. 2001). Consider prompts which connect the topics to prior learning, build an understanding of different perspectives and contexts, and apply findings to members’ teaching and learning work (Voelker 2018).
- Journal club evaluation: Starting a journal club is an iterative process, and there will likely be refinements of structure and logistical choices between meetings. Getting feedback from members is crucial for this process. A “Start, Stop, Continue” framework is a simple way to seek constructive feedback that can be applied to future meetings (Hoon et al. 2015).

Conclusion

Journal clubs can provide an access point into the world of SoTL that can help joining the field feel a little less intimidating. By engaging with SoTL work, journal clubs enable participants to not only learn something new from each paper but likely to generate new ideas and passions related to the field and their work more broadly. Intentionally seeking out (or forming) and then participating in a community of SoTL peers and colleagues can be a powerful resource in developing and sustaining a SoTL career, as we can also see in [chapter 11](#) (Gillespie, Goodridge, and Hall) and [chapter 15](#) (Eady).

After reading this chapter, we hope that the value of participating in a SoTL journal club is clear and that readers feel confident in their ability to participate in or even potentially organize and lead a journal club of their own. Though joining a journal club is just one potential avenue, bringing in new people—each with their own unique experiences and perspectives—is the best way to continue growing SoTL as a field.

Reflection Questions

- What disciplinary assumptions do you bring with you when reading new literature and assessing the quality of a SoTL paper? How might this differ with scholars from other disciplinary backgrounds?
- What methodologies in SoTL are you most uncomfortable with? Reflect on what might be the root causes of this discomfort and identify two resources to learn more about this challenging methodology.
- How could you use a journal club format to promote connection between SoTL scholars on your campus? How might your approach differ between connecting existing SoTL champions and newcomers to SoTL?
- What, if any, opportunities are available on campus to promote the longevity of a potential journal club (e.g., funding, support from campus units, support from campus leaders)?

References

- Bloom, Benjamin Samuel, Peter Airasian, Kathleen Cruikshank, Richard Mayer, Paul Pintrich, James Raths, and Merlin Wittrock. 2001. *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Longman.
- Bowers, Alex J., and Elizabeth Murakami-Ramalho. 2010. "The Research Journal Club: Pedagogy of Research in the Preparation of Students in Educational Leadership." *Journal of Research on Leadership Education*. <https://doi.org/10.1177/194277511000501001>.

- Cetnar, Ashley J. 2021. "Model for Implementation of a Modern Journal Club in Medical Physics Residency Programs." *Journal of Applied Clinical Medical Physics / American College of Medical Physics* 22 (6): 253–61.
- Chaka, Chaka, Thembeke Shange, Sibusiso Clifford Ndlangamanda, and Dumisile Mkhize. 2022. "Situating Some Aspects of the Scholarship of Teaching and Learning (SoTL) in South African Higher Education within Southern Theories." *Journal of Contemporary Issues in Education* 17 (2): 6–24.
- Chick, Nancy, and Gary Poole. 2013. "Launching TLI: SoTL's Purposes, Processes, and People." *Teaching & Learning Inquiry* 1 (1): 1–4.
- Cox, Milton D. 2013. "The Impact of Communities of Practice in Support of Early-Career Academics." *International Journal for Academic Development*. <https://doi.org/10.1080/1360144x.2011.599600>.
- Deenadayalan, Y., K. Grimmer-Somers, M. Prior, and S. Kumar. 2008. "How to Run an Effective Journal Club: A Systematic Review." *Journal of Evaluation in Clinical Practice* 14 (5): 898–911.
- Divan, Aysha, Lynn Ludwig, Kelly Matthews, Phillip Motley, and Ana Tomljenovic-Berube. 2017. "Research Approaches in Scholarship of Teaching and Learning Publications: A Systematic Literature Review." *Teaching & Learning Inquiry* 5 (2): 16.
- Emerson, Lisa. 2017. "Writing Science: Implications for the Classroom." *Asian Journal of the Scholarship of Teaching and Learning* 7 (1): 24–36.
- Felten, Peter. 2013. "Principles of Good Practice in SoTL." *Teaching & Learning Inquiry* 1(1):121–25. <https://doi.org/10.20343/teachlearninqu.1.1.121>.
- Golde, Chris M. 2007. "Signature Pedagogies in Doctoral Education: Are They Adaptable for the Preparation of Education Researchers?" *Educational Researcher* 36 (6): 344–51.
- Gurney, Mary K., Kelsey Buckley, and Samantha Karr. 2019. "Evaluation of a Journal Club Preparatory Session on Student

- Confidence for a Graded Journal Club.” *Currents in Pharmacy Teaching & Learning* 11 (12): 1221–30.
- Hoon, Alice, Emily Oliver, Kasia Szpakowska, and Philip Newton. 2015. “Use of the ‘Stop, Start, Continue’ Method Is Associated with the Production of Constructive Qualitative Feedback by Students in Higher Education.” *Assessment & Evaluation in Higher Education*. <https://doi.org/10.1080/02602938.2014.956282>.
- Hubball, Harry, Anthony Clarke, and Gary Poole. 2010. “Ten-Year Reflections on Mentoring SoTL Research in a Research-Intensive University.” *The International Journal for Academic Development* 15 (2): 117–29.
- Huijser, Henk, Charlie Reis, Yuen Jien Soo, Victor Tan, Izumi Walker, and Siew Mei Wu. 2021. “SoTL Enquiries in Four Disciplines: Unlocking the Potential of Interdisciplinary Approaches and Methodologies.” *Asian Journal of the Scholarship of Teaching and Learning* 11 (1): 38–45.
- Hunt, Matthew. 2006. “Interdisciplinary Journal Club: An Innovative Tool for the Transfer of Knowledge and the Promotion of a Culture of Interdisciplinarity.” *Journal of Interprofessional Care* 20 (2): 196–98.
- Kenny, Natasha, and Frederick Evers. 2011. “4. Responding to the Challenging Dilemma of Faculty Engagement in Research on Teaching and Learning and Disciplinary Research.” *Collected Essays on Learning and Teaching* 3 (June): 21.
- Kensington-Miller, Barbara, Andrea Webb, Ann Gansemer-Topf, Heather Lewis, Julie Luu, Geneviève Maheux-Pelletier, and Analise Hofmann. 2021. “Brokering Boundary Crossings through the SoTL Landscape of Practice.” *Teaching & Learning Inquiry*. <https://doi.org/10.20343/teachlearninqu.9.1.24>.
- Kim, Alice S. N., Celia Popovic, Laura Farrugia, Salma A. F. Saleh, Geneviève Maheux-Pelletier, and Mandy Frake-Mistak. 2021. “On Nurturing the Emergent SoTL Researcher: Responding to Challenges and Opportunities.” *The International Journal for Academic Development* 26 (2): 163–75.

- Marquis, Elizabeth. 2015. "Developing SoTL through Organized Scholarship Institutes." *Teaching & Learning Inquiry* 3 (2): 19–36. <https://doi.org/10.20343/teachlearninqu.3.2.19>.
- Marquis, Elizabeth, Trevor Holmes, Konstantinos Apostolou, Dan Centea, Robert Cockcroft, Kris Knorr, John C. Maclachlan, Sandra D. Monteiro, and Theomary Karamanis. 2017. "SoTL Research Fellows: Collaborative Pathfinding through Uncertain Terrain." *The Canadian Journal for the Scholarship of Teaching and Learning*. <https://doi.org/10.5206/cjsotl-rcacea.2017.3.9>.
- Mathany, Clarke, Katie M. Clow, and Erin D. Aspenlieder. 2017. "Exploring the Role of the Scholarship of Teaching and Learning in the Context of the Professional Identities of Faculty, Graduate Students, and Staff in Higher Education." *The Canadian Journal for the Scholarship of Teaching and Learning*. <https://doi.org/10.5206/cjsotl-rcacea.2017.3.10>.
- McKinney, Kathleen. 2013. *The Scholarship of Teaching and Learning In and Across Disciplines*. Indiana University Press.
- Miller-Young, Janice, and Michelle Yeo. 2015. "Conceptualizing and Communicating SoTL: A Framework for the Field." *Teaching & Learning Inquiry* 3 (2): 37–53. <https://doi.org/10.20343/teachlearninqu.3.2.37>.
- Miller-Young, Janice, Michelle Yeo, and Karen Manarin. 2018. "Challenges to Disciplinary Knowing and Identity: Experiences of Scholars in a SoTL Development Program." *International Journal for the Scholarship of Teaching and Learning*. <https://doi.org/10.20429/ijstl.2018.120103>.
- Newswander, L. K., and M. Borrego. 2009. "Using Journal Clubs to Cultivate a Community of Practice at the Graduate Level." *European Journal of Engineering Education* 34 (6): 561–71.
- Simmons, Nicola, Earle Abrahamson, Jessica Deshler, Barbara Kensington-Miller, Karen Manarin, Sue Morón-García, Carolyn Oliver, and Joanna Renc-Roe. 2013. "Conflicts and Configurations in a Liminal Space: SoTL Scholars' Identity Development." *Teaching & Learning Inquiry* 1 (2): 9–21. <https://doi.org/10.20343/teachlearninqu.1.2.9>.

- Tallman, Karen A., and Allan Feldman. 2016. "The Use of Journal Clubs in Science Teacher Education." *Journal of Science Teacher Education* 27 (3): 325–47.
- Voelker, David J. 2018. "Reading SoTL: Exploring Scholarly Conversations." In *SoTL in Action: Illuminating Critical Moments of Practice*, edited by Nancy Chick, 127–34. Stylus Publishing.
- Wincentak, Joanne, Stephanie Cheung, and Shauna Kingsnorth. 2019. "Utilizing a Journal Club to Build Research Competencies in a Cross-Disciplinary Environment." *Scholarly and Research Communication* 10 (3): 16.
- Zizka, Laura. 2020. "Reflection and SoTL: Putting Reflection (Back) on Faculty Radar." In *Evidence-Based Faculty Development Through the Scholarship of Teaching and Learning (SoTL)*, edited by Rachel C. Plews and Michelle L. Amos, 96–120. Hershey, PA: Information Science Reference.