

Teaching & Learning Inquiry

The ISSOTL Journal



Teaching & Learning Inquiry (TLI) is the flagship publication of the International Society for the Scholarship of Teaching and Learning (ISSOTL).

TLI represents one of the world's most active organizations in the scholarship of teaching and learning (SoTL) with a worldwide readership of the field's leading thinkers and those pursuing SoTL at every level. *TLI* has earned a strong reputation for scholarly excellence; for valuing diverse approaches to understanding teaching, learning, and SoTL; and for encouraging creative as well as conventional ways to share that understanding.

Published twice annually, *TLI* features original research and commentary on SoTL. *TLI* features insightful research, theory, commentary, and other scholarly works that document or facilitate investigations of teaching and learning in higher education. These may include empirical and interpretive investigations, theoretical analyses, thought-provoking essays, or works employing other genres about SoTL, or the field of SoTL.

***TLI* values quality and variety in its vision of SoTL.** The journal showcases the breadth of the interdisciplinary field of SoTL in its explicit methodological pluralism, its call for traditional and new genres, and its international authorship from across career stages. *TLI* thus welcomes submissions from all disciplines, research traditions, and perspectives related to teaching, learning, and SoTL.

***TLI*'s readers and authors come from many disciplines, nations,**

traditions, institution types, and career stages. Publications in *TLI* are presented in a way that establishes interest and value to this broad readership.

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Please see tlijournal.com for *TLI*-specific descriptions and lengths of each type:

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TIMELINE

Generally--*depending on timely responses from reviewers*--the timeline for the review process is 97 days (3.2 months) from submission to editorial decision, and 172 days (5.75 months) from submission to acceptance for publication.

STATEMENT OF RIGOUR

TLI promotes rigour while also recognizing a range of ways of achieving it. *TLI* defines rigour as quality, precision, and relevance in design, thought, analysis, interpretation, conclusion, and writing. This kind of rigour implies a potential for broad interest and impact, considering the multidisciplinary and multinational contexts of the journal's readership.

In its pursuit of rigour, submissions to *TLI* undergo a thorough peer review

process, and pieces published in *TLI* have typically undergone two to three rounds of revision. *TLI* is also accountable to its international Editorial Board and the International Society for the Scholarship of Teaching and Learning. The co-editors of *TLI* are in regular communication with these two bodies to ensure the journal's high standards, its international representation, and its adherence to the values and principles of the Society.

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