

Call for Papers

Inaugural Issue of *Pedagogical Inquiry and Practice*



“(early 14c.), from Old French *pepin* (13c.), probably from a root **pipp-*, expressing smallness (compare Italian *pippolo*, Spanish *pepita* ‘seed, kernel’)”¹

Seeds are the genesis of creativity in our natural world. The capacity of an idea to take root and flourish begins as a simple pip.

We are pleased to announce the launch of *Pedagogical Inquiry and Practice (PIP)*, a new Canadian open access Scholarship of Teaching and Learning (SoTL) journal. *PIP* is a peer-reviewed academic journal dedicated to advancing the field of teaching and learning across all disciplines in higher education. SoTL is interdisciplinary by nature and is organized around its applied and practice-oriented focus. *PIP* seeks submissions that come from methodologically rigorous evidence-based inquiry into the complexities and intricacies of teaching and learning practices. We are excited by scholarship that highlights the interconnections, intersubjectivities, and intertwined contexts impacting educators and students in higher education.

At *PIP*, we are committed to cultivating the seeds of pedagogical curiosity so that the scholarship of teaching and learning can flourish in a uniquely Canadian higher education landscape.

For our inaugural issue, we invite submissions that address, but are not limited to, the following topics:

- **Educational Theory and Practice:** The application of educational theories in teaching and learning
- **Teaching Strategies:** Explorations of pedagogical approaches in practice
- **Student Engagement:** Students as partners; student participation and motivation
- **Technology and Learning:** Impact of digital and physical tools and resources on teaching and learning
- **Course and Curriculum Development:** Research on curriculum design and implementation
- **Interdisciplinary Teaching:** Approaches that bridge multiple disciplines
- **Inclusive Education:** Research on strategies to support diverse and inclusive learning environments
- **Assessment and Evaluation:** Studies on assessment methods and their impact on student learning
- **Learning Spaces and Places:** The impact of space and place on learning

Pedagogical Inquiry and Practice provides a fertile forum for what Shulman (1993) refers to as “community property”ⁱⁱ that enables the SoTL inquiry to be shared in a Canadian scholarly journal, ensuring that “both the process and the products of inquiry are public so that colleagues can critique and use the work”ⁱⁱⁱ (Felten, 2013).

Types of Submissions

PIP welcomes submissions in the following categories:

1. SoTL research papers presenting evidence-based work including original results or arguments relevant to teaching and learning in Canadian higher education (5,000–8,000 words, including references).
2. SoTL research briefs presenting early findings or methodological innovations of ongoing teaching and learning/research projects in Canadian higher education (1,500–2,000 words, including references).
3. Essays that focus on issues related to the development, use, and support of SoTL in post-secondary education (3,000–5,000 words, including references).
4. Book reviews on issues related to the development, use, and support of teaching and learning in post-secondary education (700–1,000 words, including references). We welcome reviews on books with relevance for the Canadian context.
5. SoTL conversations focused on conversations among educators about current and emerging teaching practices in the Canadian context, grounded in theoretical and methodological principles for learning (3,000–5,000 words, including references).

Manuscript Preparation and Submission Process

- Authors should prepare manuscripts according to the APA 7th edition guidelines.
- Authors will submit their manuscripts through our online submission system at <https://journals.macewan.ca/pip>.
- Submissions will undergo a double-blind peer review process.
- Authors will be notified of the review results within four months of submission.

Important Dates

- Submissions open: October 2024
- Submission deadline: December 1, 2024
- Notification of acceptance: March 2025
- Publication date: June 2025

Editorial Board and Contact Information

Our editorial board is comprised of faculty from various schools and departments of MacEwan University. The board is dedicated to maintaining high standards of academic rigour and ensuring the relevance and quality of scholarship that will advance the conversations around pedagogical inquiry and practice.

For more information, and inquiries about our first issue and our submission categories, please visit our website at <https://journals.macewan.ca/pip> or contact us via email at pip@macewan.ca.

ⁱ Online Etymology Dictionary. (n.d.). Retrieved June 19, 2024, from https://www.etymonline.com/word/pip#etymonline_v_16362.

ⁱⁱ For more information, see Shulman, L. S. (1993). Teaching as community property: Putting an end to pedagogical solitude. *Change: The Magazine of Higher Learning*, 25(6), 1–3.

ⁱⁱⁱ For more information, see Felten, P. (2013). Principles of good practice in SoTL. *Teaching and Learning Inquiry*, 1(1), 121–125. <https://doi.org/10.20343/teachlearninqu.1.1.121>