Selected Bibliography: Example SoEL Journal Sources

**Priority: Identify your Discipline-Specific Education/SoEL Journal(s) e.g. Medical Ed.**

1. International Journal for Academic Development (IJAD)
2. International Journal for Educational Organization and Leadership
3. International Journal for Teaching and Learning Inquiry
4. International Journal for the Scholarship of Teaching and Learning (IJ-SoTL)
5. International Journal for Teaching and Learning in Higher Education
6. International Journal on E-Learning (IJEL)
7. International Journal for University Teaching and Faculty Development
8. International Journal of Higher Education
10. International Journal of Learning in Higher Education
11. International Journal of Pedagogy and Curriculum
12. International Society for the Scholarship of Teaching and Learning
13. European Journal of Higher Education
14. Education Management Administration and Leadership
15. Journal of Higher Education Policy and Management
16. Higher Education Research & Development
17. Journal of Research on Leadership Education (JRLE)
18. Journal of Leadership Education
19. Journal of Educational Leadership in Action
20. Academy of Educational Leadership Journal
21. Studies in Higher Education
22. Journal of Higher Education Management
23. ASEAN Journal of Teaching & Learning in Higher Education
25. New Directions for Teaching and Learning
26. New Directions for Institutional Research
27. The Canadian Journal for the Scholarship of Teaching and Learning (CJ-SoTL)
28. Transformative Dialogues (TD)
29. Near and Middle Eastern Journal of Research in Education
30. Arab Journal of Educational and Psychological Sciences (JEPS)
31. Journal of Gulf Perspectives on Learning and Teaching in Higher Education
32. Asian Journal of the Scholarship of Teaching and Learning
33. Journal of Asian Education and Development Studies (AEDS)
34. Malaysian Journal of Learning and Instruction (MJLI)
35. The Caribbean Teaching Scholar (CTS)
37. International Journal of Pedagogic Innovation (Bahrain)
38. International Journal for Education and Practice
39. Journals with borders, journals without borders (Atkinsons, R., 2013)
40. Journal of Educational Planning and Administration (NUEPA, India)
41. Indigenizing Higher Education (TRU Resources)
42. Example HE Journal Listings from Illinois State University
   https://sotl.illinoisstate.edu/resources/disciplinary_support/
<table>
<thead>
<tr>
<th>Design</th>
<th>Purpose</th>
<th>Focus</th>
<th>Data Collection</th>
<th>Data Analysis</th>
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</thead>
<tbody>
<tr>
<td>Ethnography</td>
<td>To understand the behaviors and culture of a group</td>
<td>A specific field site where a group of people share a common culture</td>
<td>• Participant observation</td>
<td>• Identification of underlying structures and belief systems</td>
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<td></td>
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<td>• Structured or unstructured interviews with key informants</td>
<td>• Organization of data into some sort of &quot;whole&quot; (e.g., chronology, event)</td>
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<td>• Artifact/document collection</td>
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<tr>
<td>Narrative research</td>
<td>To tell the lived and told stories of individuals</td>
<td>One to two individuals with interesting life stories or experiences to share</td>
<td>• Lengthy, in-depth interviews</td>
<td>• Categorizing and restorying in chronological fashion</td>
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<tr>
<td>Historical research</td>
<td>To describe settings or events of the past</td>
<td>Gaining a better understanding of a specific setting or event</td>
<td>• Interviews</td>
<td>• Identification of categories or themes</td>
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<td>• Documents</td>
<td>• Organization of themes into detailed description of the event or setting</td>
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<td>• Artifacts</td>
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<td>• Other sources</td>
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<tr>
<td>Grounded theory research</td>
<td>To derive a theory directly from data collected in a natural setting</td>
<td>A process including human actions/interactions and how they affect one another</td>
<td>• Interviews</td>
<td>• Systematic method of coding data into categories to identify interrelationships</td>
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<td>• Other relevant data sources (as appropriate)</td>
<td>• Continual intertwining of data collection and analysis</td>
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<td>• Construction of a theory from the categories and relationships</td>
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<td>Phenomenological research</td>
<td>To understand experiences from participants' perspectives</td>
<td>A particular phenomenon as it is experienced and perceived by different individuals</td>
<td>• In-depth interviews with 5 to 25 individuals</td>
<td>• Search for meaningful experiences (categories) that reflect different aspects of the phenomenon</td>
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<td>• Integration of the categories into a seemingly typical experience</td>
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<tr>
<td>Case study research</td>
<td>To understand one person or situation in great depth</td>
<td>One case or a few cases in its natural setting</td>
<td>• Observations</td>
<td>• Categorization and interpretation of data into common themes</td>
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<td>• Interviews</td>
<td>• Synthesis into an overall portrait of the case(s)</td>
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<td>• Documents and other sources (when appropriate)</td>
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Source: Adapted from Leedy and Ormrod [2013].