

COMMUNICATING TL RESEARCH, ESSAYS, AND TEACHING IN THE JOURNAL OF TRANSFORMATIVE LEARNING (JoTL)

AN INTERACTIVE PRESENTATION

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ABSTRACT

Under the co-editorship of Dr. Jeanetta D. Sims and Dr. Ed Cunliff, the Journal of Transformative Learning (JoTL) continues to accept ongoing submissions that probe transformative learning research, theory, and practice in academic and other organizational settings.

JoTL (jotl.uco.edu) is an open access, double-blind, peer-reviewed electronic journal that is published twice a year by the University of Central Oklahoma. JoTL is enhanced by the thoughtful contributions of John Tagg, senior editor as well as an Editorial Advisory Board of international scholars and practitioners committed to transformative learning and to promoting the quality of the journal's content. JoTL will feature its first special issue on transformative learning and undergraduate research under the co-editorship of Dr. Jeanetta D. Sims and Dr. Doreen Sams; the special issue is to be published in the Fall of 2018.

Scholars interested in submitting to the JoTL can make a submission in the following categories:

- *Research Articles* (3,000-8,000 words) – original manuscripts that employ the rigors of research focused on transformative learning, its practice, its impact, and/or its relationship to other variables. The results of the research should be analyzed and evaluated for their meanings, implications, and applications for the improvement of transformative learning practice.
- *Essays* (2,000-5,000 words) – conceptual, thought-provoking, and well-reasoned manuscripts on such topics that critique current practice, present differing models, and/or offer reflective processes associated with transformative learning.
- *Teaching Notes* (500-1,500 words) – strategies for facilitating transformative learning in curricular, co-curricular, corporate, non-profit, and academic settings.

For further information, contact the lead presenter:

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