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Reciprocal Review for the ICE Book

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Reciprocal Review in Educational Development

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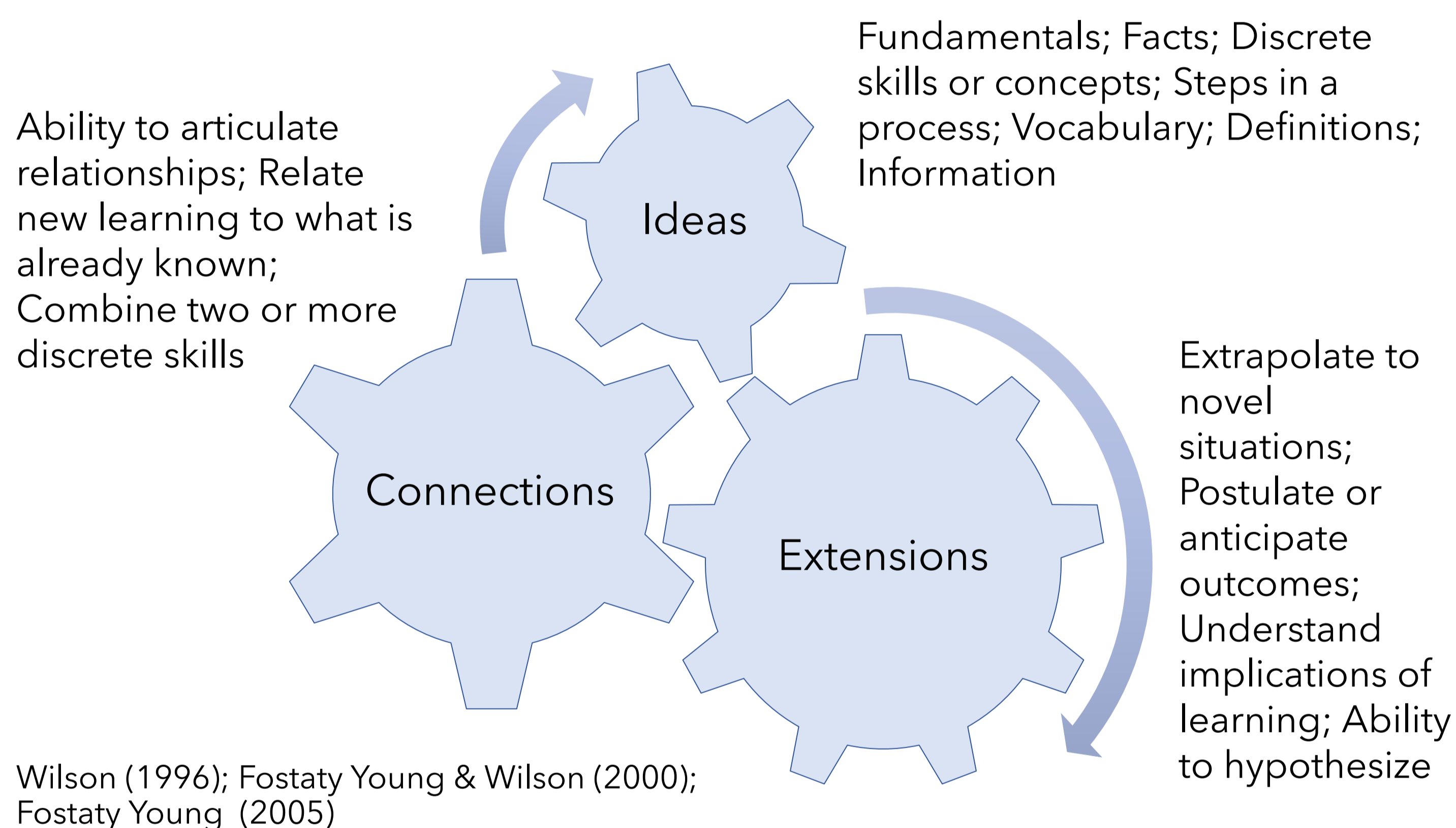
Reciprocal Review as Educational Development: Diversifying the SoTL Landscape

Sue Fostaty Young and Meagan Troop

Framing Reciprocal Review

The reciprocal review process adopted for the collaboration evolved through the editor's conceptual weaving of a variety of sources: Wilcox's (2009) work on self-study as educational development; Wyatt and Gale's (2014) exposition of collaborative writing as inquiry; Troop's (2017) examination of keyword writing; Healey, Marquis and Vajoczki's (2013) exploration of SoTL through collaborative writing groups; and the Bowen theory-informed use of Teaching Triangles. As part of the inquiry and writing process, authors stand to gain greater insight into their own teaching practices, and their students' learning. Nevertheless, the greatest potential for professional growth is expected to be gained through the review process, whereby each author reviews chapters written by two other contributors - one from a discipline closely related to their own and one from a discipline they are less familiar with. Our use of reciprocal review is designed as an invitation to broaden and deepen our conceptions of teaching and learning through the diverse exchange of perspectives and experiences within a developing SoTL community of practice.

The ICE Model



Writing Exercises

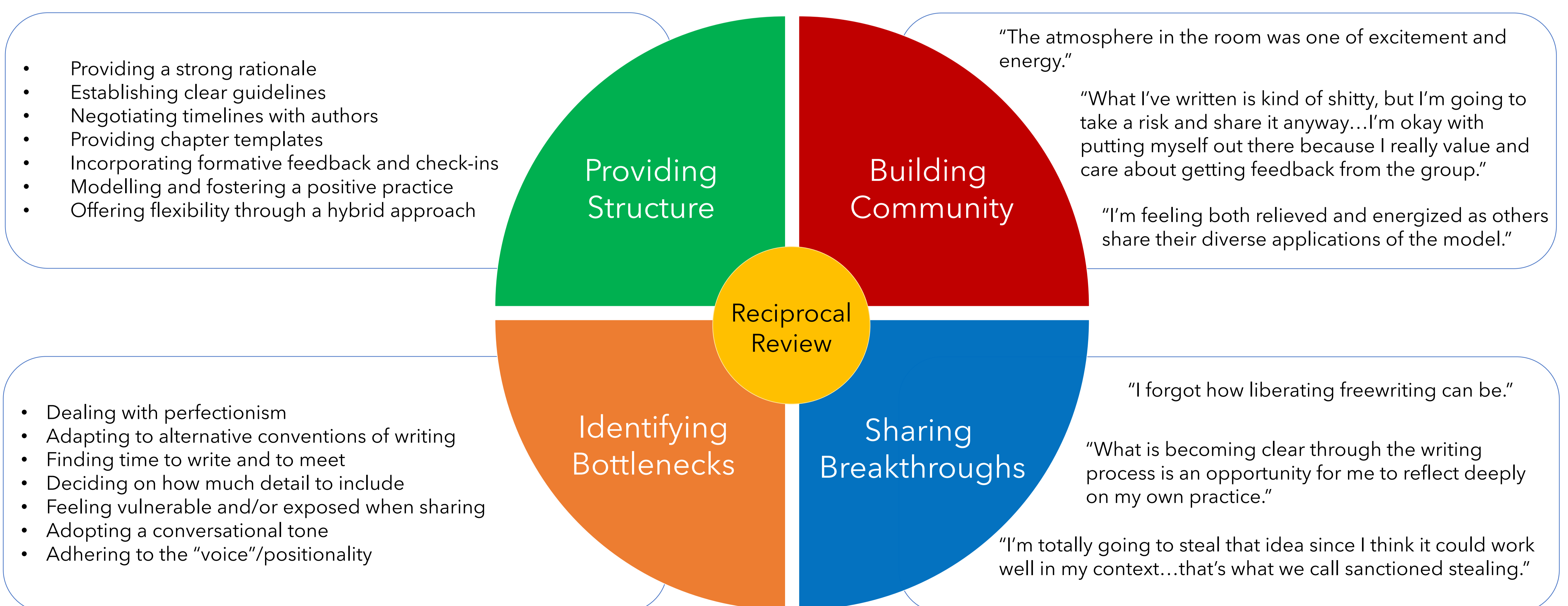
Keyword Writing

"...the purpose of keyword writing is to arrive at new points of resonance and deepen understanding of words and their meanings in relation to self, group, and society." (Christou et. al., 2008, p. 65).

Freewriting

- Keep your hand moving
- Lose control
- Be specific
- Don't over-think
- Let go of punctuation, grammar, spelling etc.

Orienting Authors Toward Reciprocal Review



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