

Author Guidelines: Reflective Practice: Wisdom of Experience

Wisdom of Experience Article Content Guidelines:

In this article type, we seek to capture the wisdom of practice by providing a platform to share. Articles will communicate a lived experience and the insights, opinions, views, ideas, concerns, philosophies and positions derived from it. Authors may choose to explore focal areas such as: what I think or believe; how I've grown or changed; what I've learned; what inspires me; what incites me; what challenges or concerns me; what I wonder about; where I see excellence or where I've failed. However, articles appearing in this section will not be simple reports of experience; they will be characterized by moving beyond the "What?" to more firmly address the "So What?" and "Now What?" of the experience. Authors are expected to undertake significant introspection, in-depth analysis and critical review of their experience. Authors are expected to use scholarly rigor, present original insights from the reflective process, add consequentially to the field, and conceivably contribute to the professional growth and development of others.

Faculty, preceptors, administrators, professional students, graduate students, and residents are invited as authors. Manuscripts can comment on insights derived from one-to-one interactions (e.g. advising, mentoring, teaching), group work (e.g. teaching teams, classrooms, task forces) or institutional/multi-institutional initiatives (e.g. curriculum reform, regional collaborations, new administrative structures). Manuscripts may be inspired by reflections on didactic, experiential, and/or laboratory teaching experiences. Manuscripts may also be inspired by career transitions or significant moments of self-reflection and review, such as the promotion and tenure process, nomination, application or receipt of awards, or peer-observations of teaching. Authors should be conscious of and identify shifts in their own perspective or paradigm.

Articles in this category include the following components: [NOTE: bolded words represent the required article section headings]

Purpose:

- Clearly states the purpose of the reflective work and its importance to the field
- Explains the gap in the teaching-learning literature that this reflective work begins to fill

Description (including background knowledge):

- Presents an objective, complete and well-expressed description* of the experience in an authentic and engaging manner
- Demonstrates adequate background knowledge by weaving in relevant theoretical, conceptual and/or empirical work from the existing teaching-learning knowledge base

Analysis/Interpretation:

- Engages in substantive analysis and interpretation, which generates insights of value to others:
 - i. considers characteristics of participants, content or context
 - ii. acknowledges previous assumptions, beliefs, approaches and/or attitudes
 - iii. identifies shifts in own perspective or paradigm
 - iv. provides evidence of using alternate perspectives/lenses to enrich the interpretation and learning from the experience/incident

Conclusions

- Draw conclusions from the experience, making connections to relevant literature as appropriate

Implications:

- Explore the implications and value of the learning to others (i.e. individuals, institutions, the academic community)
- Comment on additional areas for exploration and future directions

A brief structured abstract using these section headings also should be submitted.

For more information, see **Wisdom of Experience** announcement in CPTL Volume 9 Issue 5.

Wisdom of Experience Article Format Guidelines:

- 1500-2500 word limit (somewhat flexible – contact Editor-in-Chief)
- No more than ten references (not included in word limit)
- No more than a total of two figures and/or tables (not included in word limit)