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The process of proposing, editing, and contributing to special issues

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What & why special issues (SI)?

- ❖ A thematic collection of papers focusing on the same issue (5, 10, 15...)
- ❖ Joint key messages to be communicated to the field
- ❖ A good way to attract submission for journals
- ❖ Gaining editing experiences, especially for early career researchers
- ❖ SI does not necessarily mean easier route into getting published

Repositioning of Africa in Knowledge Production: Shaking off Historical Stigmas

Edited by Juliet Thondhlana and Evelyn Chiyevo Garwe, posted to Journal of the British Academy, volume 9, supplementary issue 1, in 2021

<https://www.thebritishacademy.ac.uk/publishing/journal-british-academy/9s1/>



Journal of the British Academy

- online, open access;
- is supported by the British Academy and submission or publication is free;
- is interdisciplinary with a special focus on the Humanities and Social Science;
- provides a publishing platform for those supported through the British Academy's programmes;
- has been accepted for inclusion in Scopus;
- Authors are not charged a fee for article submission or publication;
- Aims and Scope can be found here:

<https://www.thebritishacademy.ac.uk/publishing/journal-british-academy/about/>



A Special Issue of the Journal of the British Academy

Proposed Theme

Gender and Knowledge Production and distribution/dissemination in Sub-Saharan Africa: Motivations, successes, challenges, aspirations, and the impact of capacity building in addressing gender inequalities (An inter-disciplinary approach)

Possible areas of focus: Activity

Suggest areas in your discipline that you may wish to focus on for this journal.



Proposing a special issue

- ❖ Open call for proposals
- ❖ By invitation
- ❖ Through networks
- ❖ Simply email the editors



BERJ call for special issues (2024)

The incoming editors of the *British Educational Research Journal* (BERJ) intend to publish a number of special issues during their tenure, which commences in January 2024. They are therefore seeking proposals from people interested in guest-editing a special issue of the journal, to be published from 2025 onwards.

We are seeking expressions of interest, of up to 1,500 words, outlining:

- the topic/theme for the special issue
- a rationale explaining why that topic/theme is important and timely
- why *BERJ* would be an appropriate journal for the special issue (please note 2025 will mark the 50th anniversary of *BERJ*. If you are able to indicate how your proposed special issue relates to this important milestone for the journal, it will be desirable)
- an indication of possible contributors and contributions (e.g., shortened abstracts; or an indication that it will be an open call and your strategies for the call. We suggest five to 10 papers)
- a timeline that would work for the guest editors
- a short biography for each guest editor. We recommend at least two guest editors. Please consider the diversity of the guest editorial team and/or including early career researchers for their capacity building.

All contributions to special issues will go through the journal's standard peer-review process, which means that acceptance of individual contributions is not guaranteed. The editors will work with the guest editors through the review process.

We particularly welcome proposals that are international in scope and involve contexts from both the Global North and South – with a view that the UK education system will learn from such international knowledge. We have identified the following themes as indicative of areas in which we would welcome contributions. However, we would also welcome other proposals, and all will be considered by the editors and editorial board:

1. AI and education
2. Climate and sustainability education
3. Game culture in education
4. Gender and intersectionality
5. Special and inclusive education
6. Teachers and teacher education
7. Internationalisation of higher education

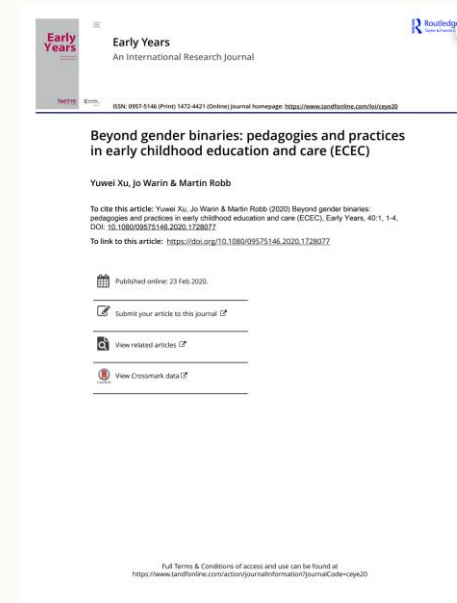
Proposals should be submitted to publications@bera.ac.uk by **31 January 2024**.

Decisions will be made by the editors no later than May 2024, after consultation with the editorial board.

Please feel free to contact the editors, via publications@bera.ac.uk, if you have any further questions. This call for proposals is also available on the BERA website.

Best wishes,

Ming Cheng, Kate Hoskins, Alison MacKenzie, Barbara Read, Billy Wong & Yuwei Xu
Incoming editors from January 2024, *British Educational Research Journal* (BERJ)





Special Issue Proposals

- ❖ The topic and its timeliness, significance, & contribution to new knowledge
- ❖ Fit with the journal
- ❖ Possible contributors and abstracts (or an open call; international)
- ❖ Editorial experiences (EDI matters)
- ❖ Timelines



Editing a special issue

- ❖ Through the system (ScholarOne)
- ❖ Outside the system (self-managing)
- ❖ Inviting peer reviewers (sometimes guest editors also act as peer reviewers)
- ❖ Mentorship
- ❖ Support from journal editors



Contributing to a special issue

- ❖ Open calls
- ❖ By invitation
- ❖ Networks
- ❖ Benefitting from mentorship
- ❖ Your field
- ❖ Attention and promotion
- ❖ Developing networks
- ❖ Abstract - full manuscript - peer review - revision(s) - acceptance

BJET British Journal of Educational Technology **BERA**
BRITISH EDUCATIONAL RESEARCH ASSOCIATION

**Call for papers for a Special Issue of
The British Journal of Educational Technology**

Emerging Technologies and Authentic Learning in Higher Vocational Education Contexts

Editor: Nick Rushby
Guest editors: Professor Jill Jameson, Professor Dick Ng'ambi and Professor Vivienne Bozalek

Overview:

This special 2016 journal issue, *BJET Volume 47, Issue 4*, will offer an edited collection of peer-reviewed evidence-based, theoretical and/or philosophical research papers on *Emerging Technologies and Authentic Learning in Higher Vocational Education Contexts*. The edition draws together complex debates that connect the cognitive, social and cultural dimensions of authentic learning in real-world contexts with pedagogic explorations in the development of emerging technologies within higher vocational education. This convergence of themes recognizes both the unstoppable global momentum of technological change and the need for a contextualized pedagogic focus in developing authentic learning environments to prepare higher education students to cope with ill-defined, ambiguous problems in the highly competitive and unequal struggle to achieve in the workplace. We therefore invite papers for a *BJET* Special Issue situated at the interface between these fields. Selected papers from the *Emerging Technologies and Authentic Learning in Higher Vocational Education Contexts* 2015 conference at UCT will be included in the edition.

About the Call

A significant literature on authentic learning highlights the value of enabling students to learn in real-world contexts using pedagogic practices such as cognitive apprenticeships (Brown, Collins and Duguid, 1989), problem-solving and case-based reasoning in constructivist learning environments (Jonassen, 1999), situated learning in communities of practice (Lave and Wenger, 2008; Wenger, 2002; Jameson et al., 2006) role-playing, simulation and experimentation. Authentic learning applied in IT-enabled learning environments using emerging technologies (ETs) extends this potential further (Herrington and Oliver, 2000; Lombardi, 2007; Bozalek, 2013; Ng'ambi and Bozalek, 2013), as technological innovations continue to open up the reach and verisimilitude of contextualised and work-based learning techniques to encompass 24/7 virtual asynchronous use of software and communications. Recognition of the situated nature of knowledge within the context, culture, social practices and activities in which it is embedded arguably enables deeper, more authentic engagement in learning.

However, scholarly debates in this field are diverse, understandings of authentic learning are variable, and pedagogic uses of emerging technologies are by no means automatically effective in achieving student engagement. Further, even when learning is meaningful, when teaching techniques are effective and when students achieve qualifications, there is no guarantee that they will gain employment, especially at an appropriate level of knowledge and skills. With international unemployment levels set to rise, disproportionately affecting young people, an estimated 74.5 million people aged 15-24 across the world are unemployed, as the International Labour Organization reported recently, highlighting the dangers of a global financial 'recovery without jobs' (ILO, 2014).

At the same time, a global race, particularly by young people, to gain technological skills and social media connectivity is taking place, underpinning international increases in the use of ICT across developing countries, as broadband costs have declined and mobile phone communications expanded, notably in Asia and Africa (ITU, 2013). Innovative online educational technologies have rapidly expanded in influence and power, bringing new opportunities, disruptive transformations and unplanned cultural changes to educational organizations and to students now directly equipped with their own wifi access, smartphones, tablets, ebooks and social media apps, enabling impromptu, experimental forms of learning and communication. A vast expansion in mobile ICT take-up has now enabled even those in the poorest, most inaccessible rural communities to gain access to learning and employment opportunities hitherto impossible (Czerniewicz et al., 2009).

For people with the skills, self-agency and connecting devices to learn how to use ICT independently, it is now, in theory, feasible for 100% online learning to be achieved remotely from any location, using free online courses such as MOOCs organized by elite institutions across the world. It is also possible independently to develop new income streams from self-publishing or innovative start up businesses. These opportunities are most productively realized when supported by good ICT resources and effective local advice with the backing of family members, but are even possible without this. As Mitra has shown, 'minimally invasive education' using digital technologies (Mitra and Kana,



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Thank you

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