



***Educational Research* Special Issues: Guidelines for Special Issue proposals**

The editors of *Educational Research* welcome proposals for Special Issues. We strongly recommend that prospective guest editors read the following guidelines carefully in advance of submitting a special issue proposal to *Educational Research*.

Overall editorial aims for the contribution of Special Issues to *Educational Research*

Since 2007, every Volume of *Educational Research* has included a Special Issue. Each year, the publication of a Special Issue has given the opportunity for a special, topical focus on a different area of educational research. Each Special Issue has made a significant and distinctive contribution to the journal and to the substantive area on which it focused.

The published Special Issues of *Educational Research* thus far comprise:

Year	Vol/Issue	Title	Guest Editor(s)
2007	49/3	<i>Supporting Vulnerable Children and Young People</i>	Sally Kendall & Kay Kinder
2008	50/2	<i>Education and Neuroscience: Evidence, Theory and Practical Application</i>	Paul A. Howard-Jones
2009	51/2	<i>National curriculum assessment in England: how well has it worked? Perspectives from the United Kingdom, Europe and beyond</i>	Chris Whetton
2010	52/2	<i>Virtual Worlds and Education</i>	Peter Twining
2011	53/2	<i>Intercultural, Citizenship and Human Rights Education: The Challenges of Implementation for Policy, Practice and Research</i>	David Kerr & Avril Keating

The editors of *Educational Research* envisage that future Special Issues will continue to make a significant contribution to the development of the journal by:

- presenting work that is innovative and cutting edge, and that is exciting and original for experts in the field **and**
- enabling the general reader to gain access to the concepts, background and current challenges of the Special Issue topic area.

Papers for a Special Issue must adhere to the usual criteria for publication in *Educational Research*:

- accessibility to the reader who may not share the particular educational specialism of the author;
- relevance for an international readership working in a range of educational settings, policy contexts and cultures;
- significant contribution to knowledge in the nominated area and to the development of practice, policy or debate.



All submissions to *Educational Research* Special Issues will be subject to the Journal's rigorous peer review process, which will be conducted by the guest editors. The peer review process is based on initial editor screening (all submissions) and refereeing by at least two anonymous referees for submissions selected from the initial screening. Guest editors are not authorised to accept papers from peers without going through this process. Details of the peer review process conducted by the guest editors must be made available to the general editors of *Educational Research*.

Proposals for Special Issues

Proposals for Special Issues are welcomed from researchers and educational professionals who have established experience, expertise and involvement in specific areas of educational research.

Proposals should be no more than 1,500 words approx.

Proposals should present:

- a specific vision for the Special Issue – what it hopes to achieve and the way in which it will meet the general criteria above;
- text for a Call for Papers (in the style of an *Educational Research* call) which places the educational topic in context; prospective guest editors should also suggest where, other than *Educational Research*, this call might appear (eg conference / professional organisation websites, etc);
- a list of researchers active in the field/relevant potential contributors who are likely to respond to the Call for Papers with high quality submissions which meet the above criteria – with detail of the rationale for researchers included this list (eg contribution to theoretical development / experimental study in the field). The editors would expect this list to show representation from a range of nations and cultures, as appropriate to the topic area.

Editorial production of the Special Issue by the guest editor(s)

Guest editors will be expected to follow an editorial process agreed with the editors of *Educational Research*.

The guest editor(s) will:

- At the end of the process, hand over complete, edited copy of the SI to meet pre-agreed publication deadlines.

In order to achieve this, they will:

- work to a timetable with deadlines pre-agreed with the editors of *Educational Research*;
- issue a Call for Papers (after consultation with and subject to approval by the editors of *Educational Research*);
- read all the papers submitted and carry out an initial filter on the grounds of the criteria specified above and expert knowledge of the topic area;
- draw up a proposed list of articles for a high quality and coherent SI (eg balanced in terms of type of article, international representation, methodological approaches);
- present and discuss this list with the editors of *Educational Research*;
- identify and secure peer reviewers in a timely manner for all the articles selected for review and send out the anonymised articles for review, in strict accordance with the journal's rigorous peer review process, based on initial editor screening (all submissions) and refereeing by at least two anonymous referees for submissions selected from the initial screening;



- write to those responding to the Call for Papers who, after the initial filter and/or peer review, it was decided not to publish in the Special Issue, providing brief comments/review feedback as to why the papers were not acceptable;
- receive and read the reviews, make a decision about the quality of the article, and collate and communicate amendments and revisions to the respective authors, making clear the relevant deadlines;
- commission book reviews as relevant, secure copies of the books and apply quality standards to the resultant reviews;
- check the length of articles, ensuring that the overall word allocation for the issue is not exceeded;
- write or co-write a succinct editorial, accessible to the general reader but sufficiently informed to be respected by the specialist reader;
- offer to the editors any articles of sufficient quality and academic rigour that were received but, for whatever reason (eg space), were not included in the special issue.

Guest editor's responsibilities: summary

The guest editor(s) will be responsible for carrying out all the work required to produce a special issue, from the Call for Papers to the delivery of edited copy of the whole special issue, to pre-agreed deadlines, including:

- adhering to the timetable
- carrying out the entire peer-review process for submissions
- keeping in contact with contributors
- organising book reviews
- writing an editorial
- monitoring progress
- assisting progress and enacting contingency plans in the case of non-delivery
- commenting on submissions and negotiating amendments, including reduction in length if the overall word allocation is in danger of being exceeded
- checking technical details
- deciding on the order of articles and **submitting the whole issue in the electronic format required by the publisher.**

It should be noted that there is no financial support available for guest editing. Guest editors are responsible for all expenses incurred (eg post, travel) and no payment is made in respect of their time or any other aspect of the work.

The journal co-editors of *Educational Research* will be available throughout both phases for support, advice and guidance but will not expect to take any responsibility for carrying out the work needed to produce the Special Issue.

These SI guidelines are intended for general guidance only. The journal co-editors of *Educational Research* reserve the right to make revisions to these guidelines at any time without notice.

Educational Research editors

Dr Felicity Fletcher-Campbell and Dr Frances Brill

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