

Reflecting Education

wle

CENTRE FOR EXCELLENCE
in work-based learning
for education professionals

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Reflecting
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Reflecting Education, published twice a year under the auspices of the WLE Centre for Excellence at the Institute of Education, University of London, aims to provide:

- opportunities for education practitioners with an interest in any aspect of education to disseminate findings from research and practice-based enquiry on any issue of learning and teaching;
- a resource for professionals involved in educational enquiry and research; and
- an interdisciplinary, international forum for evidence-informed discussion and debate about education, for the showcasing of excellent practice as well as for stimulating think-pieces.

Reflecting Education articles are peer reviewed by two members of its international Academic and Professional Advisory Committee.

The journal welcomes contributions which are of relevance to educators of all phases of education and all types of provision, to educational leaders at all levels, to higher education tutors including teacher educators as well as to policy makers.

In addition to more traditional academic submissions, the journal encourages new forms of professional discourse, for example, in the form of case studies, reflective teacher narratives or reports on personal professional practice. In addition, the use of new modalities is encouraged, for example in the form of video papers.

Reflecting Education particularly welcomes contributions which are evidence-based or innovative, and which show awareness of and critical engagement with current issues of educational practice. Contributions from colleagues following award-bearing professional development programmes, those in the early stages of their careers as well as more experienced practitioners are welcome. The journal particularly welcomes contributions from teachers and relatively inexperienced scholars and, where

requested, support will be provided in the preparation of submissions.

The open access electronic format of the journal aims to provide a platform for the dissemination of findings from research and practice-based enquiry on issues of learning and teaching to as wide an audience as possible, including education practitioners in the field who tend not to have ready access to library resources as well as to staff and students on award-bearing courses, for whom the articles are, *inter alia*, meant to provide an incentive and encouragement to seek publication of their own work. Unlike most, if not all, of its competitors, the journal looks for potential in submissions received, rather than necessarily for a finished product in order to enable educational professional at all stages in their career to make an active contribution to important discussions in their field. ■

Issues

- Volume 1, Issues 1-2: E-learning (Autumn 2005)
- Volume 2, Issue 1: The Teacher as Researcher (Spring 2006)
- Volume 2, Issue 2: Citizenship (Autumn 2006)

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