

# ***Education in Practice: Guidelines for Contributions***

## ***About Education in Practice***

*Education in Practice* has been designed for all University practitioners working in support of enhancing the student learning experience. This includes academic staff and postgraduates who teach, as well as professional services staff. It provides an accessible publication route for those looking to disseminate teaching and learning practices, ideas and developments or outcomes from internally and externally funded projects, or from those studying on the PGCert. All submissions will be reviewed and edited in a way that is consistent with standards expected by established higher education journals. Submissions will be reviewed by a cross-University editorial board.

*Education in Practice* has been designed as a publication route that 'bridges' the interface between newsletters and journals of educational research. It is an ideal first publication route for those new to publishing on teaching and learning, and an opportunity for those who are more experienced to share and test their ideas with other colleagues from across the University. Although intended as an institutional journal, it will also be available online (Open Access), and has the potential to reach an audience beyond the University of Birmingham.

## **Types of contributions and criteria**

*Education in Practice* is focused upon practices in teaching and supporting learning within the University of Birmingham. A range of contributions are sought from colleagues:

- Original papers;
- Case studies;
- Reflective or discursive papers;
- Reviews;
- Examples of practice.

Contributions that explore the findings from education research and discuss or apply these within the context of University of Birmingham practices in teaching and supporting learning are welcomed. Each type of contribution is detailed more fully in Table 1, but in general contributions should:

- Be practical, focusing upon informing the work of others and be aimed at directly influencing approaches and practices that impact upon students and their learning.
- Be written in a style that enables the transferability of ideas; either within a discipline or between disciplines. Whilst submissions may be grounded within a specific discipline, they should be written in a style that allows those from other disciplines to understand and appreciate the ideas, and in a manner that ensures their content is accessible and readable by all.

Submission Type	Summary
Original Papers	<p>Original papers may include: reports of educational research; evaluations of teaching and learning activity and innovation; summaries of outcomes from teaching and learning projects; or discussion papers. Original papers should contain an appropriate level of data and evidence to support any arguments made or conclusions reached; such evidence may be obtained either individual work or an analysis of existing educational literature to support the ideas. They should offer a high degree of academic integrity by being evidence informed, reflective and scholarly in nature.</p> <p>Each original paper should typically be around 2,000-3,000 words, not normally exceeding 7 pages of A4 (Arial 12-point font) and have no more than 15 references, although exceptions will be made for papers that contain a substantial elements of original qualitative data. They must contain no more than 5 graphical items (figures, tables, photographs, etc.). They should begin with referenced text explaining the background and context of the work, before proceeding to a concise, focused account of the activities and findings, ending with discussion, conclusions, implications and recommendations as appropriate. Submissions should be organised in the sequence:</p> <ol style="list-style-type: none"> <li>1. Title (10 words maximum);</li> <li>2. Author name and School/Department/Team;</li> <li>3. Abstract;</li> <li>4. Main text;</li> <li>5. Acknowledgments,</li> <li>6. References,</li> <li>7. Supplementary Information (if any), tables, and figure legends.</li> </ol>
Case Studies	<p>Case studies, typically up to 2,000 words in length, that describe examples of current practice and outcomes from teaching and learning projects. They might relate to ongoing activities and projects, or initiatives that have proved particularly successful or insightful, or raise questions for further discussion. Where case studies describe interventions, they should contain a level of data or evidence in support of any claims that are made. They should briefly describe the activity and its context, before discussing key findings or impact. They should typically have no more than 10 references and 2 graphical items.</p>
Reviews	<p>Reviews, which may be literature reviews of particular themes, analyses of topical areas of interest, or, 'think pieces' exploring applications of theory to inform practice should:</p> <ul style="list-style-type: none"> <li>• be no more than 3,000 words;</li> <li>• have no more than 20 references.</li> </ul> <p>Their focus should be upon critically analysing the current literature to identify the implications of current or emerging findings to University of Birmingham practice and approaches to student learning. On occasions, the Editors will commission reviews on topical areas of teaching and learning activity.</p>

#### Types of contribution for *Education in Practice*.

#### Editorial Team and contact

The editorial team consists of:

Dr Alison Davies: [a.davies.1@bham.ac.uk](mailto:a.davies.1@bham.ac.uk)

Dr Marios Hadjianastasis PFHEA: [m.hadjianastasis@bham.ac.uk](mailto:m.hadjianastasis@bham.ac.uk)

Jamie Morris SFHEA: [j.g.morris@bham.ac.uk](mailto:j.g.morris@bham.ac.uk)

We welcome informal discussions with potential authors. You can contact the editorial team on [EiP@contacts.bham.ac.uk](mailto:EiP@contacts.bham.ac.uk) or individually at their address above.

Alternatively, you may wish to discuss your ideas or seek advice and guidance from a member of the Journal's Editorial Board who each have expertise in particular disciplinary or thematic areas.

## **Submission Details and Guidance**

*Education in Practice articles will be typically published online on a 'rolling' basis, and then be included in an annual volume.*

*Submissions are welcome at any time. All contributions submitted for publication will be subject to a peer academic review process prior to them being accepted for publication.*

**To submit your paper email [EiP@contacts.bham.ac.uk](mailto:EiP@contacts.bham.ac.uk).**

Submissions should be submitted in electronic form in a Microsoft Word (.doc or .docx) format. Illustrations should be saved and submitted separately; the intended location of the illustration within the final text should be indicated within square brackets. Submissions should be made via a member of the editorial team.

Upon receipt of your contribution, it will be typeset into the style used for Education in Practice. Please note that the Editors reserve the right to correct documents for spelling, grammar, layout, consistency, and style.

## **Ethical approval**

Please note that papers that use research evidence from student or peer feedback and evaluation must have received [ethics approval](#) for publication, and comply with the University's [Code of Practice for Research](#). In general, researchers are advised to follow the British Educational Research Association's [guidelines](#). All papers, where they present data collected from individual or groups, should include a clearly identified section that discusses how it was ensured that the research was conducted ethically, supplying the ethical approval reference, where appropriate.

If you are unsure about the ethical implications of your research, or the data you are using, or have any other questions regarding research ethics, please contact a member of the Editorial Board in the first instance.

## **Style and format**

The style and format to be used for submissions is as described below and based upon the type of contribution being made as described in Table 1 above:

- Text should be in clear and concise English, using UK spelling;
- All references (in-text and in a reference list at the end) must be presented using the Harvard system of citation (see for example:

<https://intranet.birmingham.ac.uk/as/libraryservices/library/referencing/icite/harvard/index.aspx> which also includes an A to Z on referencing different types of resources).

- All data that needs to be presented in a fixed form must be within a table, and tables should be kept as simple as possible;
- Authors must not use spaces or tabs to achieve the desired layout;
- Paragraphs should be separated by a double carriage return only (no indent);
- All illustrations, photographs, figures, and diagrams should be referenced clearly within the text (with a legend at the end);
- Use footnotes rather than endnotes if necessary, but these should be kept to a minimum as per the Harvard referencing system;
- All captions and references should be listed at the end of the document;
- Where acronyms are used, a full explanation should appear the first time they appear in the text;
- Clearly indicate the level of main and sub-headings.

## **Format**

Submissions should be double spaced, with ample margins, and bear the title of the contribution, name(s) of the author(s) and the email address of a contact author. Each paper, case study and review should include an abstract of 200-250 words. All pages should be numbered.

## **Tables and captions to illustrations**

Tables and figures should be final versions (camera-ready) and be placed in the text, be appropriately numbered, and be cross referenced within the main body of text. They will not be redrawn during the production stage. They must be of a high-quality and suitable for publication. All figures should be sent individually.

## **Permissions and licence**

As an author, you are required to secure permission if you want to reproduce any figure, table, or extract from the text of another source. This applies to direct reproduction as well as 'derivative reproduction' (where you have created a new figure or table which derives substantially from a copyrighted source).

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You can view the full licence [here](#).

## References

References should include sources of evidence used and key background literature, but otherwise kept to a minimum. Authors should use the author-date system, as per the [Harvard system](#)

## Guidance on Subsequent Publication

When submitting a contribution to *Education in Practice* the intellectual property for the material it contains remains with the attributed author(s). As such, authors are welcome, and indeed encouraged to develop and expand upon their ideas and work and publish their findings elsewhere.

Authors do, however, need to be aware that many journals do not wish to receive papers that describe work that has already been reported on in large part in a previously published paper or that is contained within another paper submitted or accepted for publication elsewhere, in either print or electronic forms. This is a complex issue, particularly when only part publication is involved. The Editors expect this issue will only realistically be relevant to those submitting original papers and papers as other contributions will form more descriptive accounts of practices and findings in their original form. Authors need to keep this in mind when preparing papers, either by presenting summaries of data rather than actual results, by providing a more general analysis and description of results and findings than would typically be included in a specialist journal, and by focusing upon practical implications for University teaching and learning practices and approaches.

*Education in Practice* welcomes contributions based upon material published previously elsewhere but which will be of wider interest to others within the University. The original source of publication should be formally acknowledged within the 'Acknowledgements' section of your paper, and authors submitting such content are required to ensure they have all necessary permissions that may be required from the original publication source. If there is any doubt, please contact the Editors.

