About ‘Education in Practice’

In support of sharing effective practice in teaching and learning and educational enhancement the University of Birmingham has established a new educational journal ‘Education in Practice’. While the University’s current newsletter, Education Matters, provides an opportunity to share news stories and information, Education in Practice provides easy access to teaching and learning research, practice, and thinking related to the activities and priorities of the University in an accessible and practical manner.

Education in Practice has been designed for all University staff working in support of enhancing the student learning experience, be they academic members of staff or staff from professional or support services. It provides an accessible publication route for those looking to disseminate teaching and learning practices, ideas and developments or outcomes from projects such as those funded by the Centre for Learning and Academic Development (CLAD) or the Higher Education Academy, in a scholarly manner; further, contributions are welcomed from both undergraduate and postgraduate students discussing learning, teaching and educational matters.

While all submissions will be reviewed and edited to high standards 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; as such, 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 electronically through the world wide web, and as such, it will also form a further means of raising the University’s (inter)national teaching and learning profile.

Education in Practice is focused upon educational practices within the University of Birmingham, and a range of contributions are sought from colleagues: from full scholarly papers; reflective or discursive articles; reviews; short case studies; and examples of practice. Contributions that explore the findings from educational research and discuss or apply these within the context of University of Birmingham practices are also welcomed. Each type of contribution being sought 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. While 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.

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<thead>
<tr>
<th>Article Type</th>
<th>Summary</th>
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<tbody>
<tr>
<td>Original Articles and Papers</td>
<td>Original articles 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 articles should contain an appropriate level of data and evidence to support any arguments made or conclusions reached; such evidence may be obtained either through 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. 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 10 references, although exceptions will be made for papers that contain a substantial element 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: title (10 words maximum), author name and School/Department, abstract, main text, acknowledgments, references, supplementary information (if any), tables, and figure legends.</td>
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<tr>
<td>Case Studies</td>
<td>Case studies, typically up to 2,000 words in length, are sought that describe examples of current individual and departmental activity and 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. Where case studies describe successful or insightful 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 describing key findings or impacts. They should not typically have more than 5 references and 2 graphical items.</td>
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<td>Reviews</td>
<td>Reviews, which may be literature reviews of particular thematic areas, analyses of topical areas of interest, or, ‘think pieces’ exploring applications of theory to inform practice, should typically be no more than 3,000 words, not normally exceeding 7 pages of A4 (Arial 12-point font) and have no more than 20 references. Their focus should be upon critically analysing the current literature to identify the implications of current or emerging findings to University of Birmingham practices and approaches towards student learning. On occasions, the Editors will commission reviews on topical areas of teaching and learning activity.</td>
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<tr>
<td>Letters</td>
<td>Letters to the Editors are welcome on any relevant topic, and submissions articulating how ideas contained in previous issues have been applied to practice are particularly sought. They may be up to 250 words and include 3 references; they should not contain any tables or figures.</td>
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Table 1: Types of contribution sought for Education in Practice.

Submission Details and Guidance

*Education in Practice* will be published with a typical frequency of three times per year\(^1\). Based upon the availability of appropriate content, potential exists to increase the number

\(^1\) The current publication schedule is: November; March and July.
of yearly issues in subsequent academic years and this may include issues themes around a particular topic or issue.

The overall content of a typical issue is expected to be as follows:

- An Editorial Overview.
- 2 – 4 original articles and papers.
- 4 – 6 case studies.
- Letters (forming 2 pages maximum per issue).

Submissions are welcome at any time, and accepted contributions will be prioritised for publication based upon submission date. **All contributions submitted for publication must be of a high quality and will be subject to a peer academic review process prior to them being accepted for publication.**

The Editors welcome informal discussions with potential authors. Please contact either Jon Green (J.R.Green@bham.ac.uk) or Michael Grove (M.J.Grove@bham.ac.uk), or 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 (see Appendix 1).

Submissions should be submitted in electronic form ideally in either a Microsoft Word (.doc or .docx) or a .rtf compatible 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 email to Helen Rosser (h.r.rosser@bham.ac.uk).

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.

**General Guidelines**
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, concise, grammatical English, using English (i.e. as written in the oxford English Dictionary) and not US spelling;
- 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;
• 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;
• All references must be presented using the Harvard system of citation (see for example: https://intranet.birmingham.ac.uk/as/libraryservices/library/referencing/icite/referencing/harvard/index.aspx).

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 camera ready and placed appropriately 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
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).

All Contributions to Education in Practice are accepted on the full understanding that the authors are solely responsible for the accuracy and contents of all published material. Authors are also responsible for ensuring there is no copyrighted material within their submitted contribution.

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 described here. The short references in the text may take any of the following forms:

As has been suggested (An and Other, 1992)...
An and Other (1992) referred to this as....

This has been called ‘the most significant development in technology led teaching’ (An and Other, 1992: 35).

For the source of a set quotation, the reference should appear at the end of the quotation, rather than in the introductory sentence, and to be punctuated as follows:

As noted following an extensive study with over 1,200 learners:

‘The case for implementing a technologically based approach is overwhelming...the end.’

An and Other (1990:37)

Where two or more works were written by the same author(s) in the same year, distinguish them as 1990a, 1990b, etc. For work written by two authors, please cite as ‘Tanning & Walters, 2011’ throughout the text. For three or more authors, the reference should appear in full the first time it is used (for example, Cockcroft, Myers & Browning, 2012) and then subsequently as ‘Cockcroft et al., 2012’; this is also true for works of up to five authors. For works of six or more authors these should be presented as ‘Maynard et al., 2014’ throughout. The names of all co-authors must be included in the reference list.

References should be presented at the end of each submission in the following format and must be arranged in alphabetical order.

**Journal:**

**Book or guide:**

**Chapters in a book:**

**Conference Proceedings:**

*Online documents and resources:*

**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 article 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 articles 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 articles and 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 or article, 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 one of the Editors.
## Appendix 1

*Education in Practice* Editorial Board

<table>
<thead>
<tr>
<th>Name</th>
<th>College</th>
<th>Email</th>
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<tbody>
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