# LINK:

## A journal for the University of Hertfordshire School of Education

## Submitting material for publication:   Notes of guidance for authors

### Q. What is LINK?

**LINK** is a peer-reviewed journal that makes visible the research and scholarship concerning *learning and educational practice* undertaken by colleagues within and linked to the School of Education. These include academics, professional staff, visiting lecturers and our partners in schools, higher education institutions and other professional settings as well as current and past post-graduate students. **LINK** aims to support contributors in developing confidence and skills in writing for publication whilst also exploring their developing professional voice. Collaborative writing is strongly encouraged.

Who can write for **LINK**? Colleagues within and linked to the School of Education, including academics, professional staff, visiting lecturers and our partners in schools, higher education institutions and other professional settings as well as current and past post-graduate students.

Who is the readership of **LINK**? Academics, practitioners and students in the University of Hertfordshire, the rest of the UK and internationally.

The material presented in **LINK** is predominantly in written form.  However, the on-line nature of **LINK** also facilitates the presentation of non-written modes of communication including art-based works and video.

Authors may be new to writing or more experienced authors from, or linked, to the School of Education, though we particularly encourage contributions by new writers.  It is envisaged that work published in this journal will be used to support practice and be subject to ongoing comment and critique by peers.  Authors will then, where appropriate, be encouraged to develop their contribution into material to be published in external, peer reviewed journals.

Further details can be found at:  http://www.herts.ac.uk/link/about-link

### Q. What kind of material does LINK publish?

The journal consists of two parts.  An indication of the type of material which it is appropriate to submit for each part, together with the criteria for publication, is given below.

# 1. Material for inclusion in Part 1: Articles

*Description of material*
Material published in this section comprises articles which are well-developed works in progress. The articles should be based in scholarly activity or research which colleagues have been recently engaged in. The Editorial Board welcomes well-written and reader-friendly material.

*Criteria for publication*

Articles:
- Are between 2,500-3,000 words in length excluding references
- Appeal to educators and education practitioners/students/other audiences with whom you wish to share your work
- Explore an area of practice or thinking into which you have developed insight
- Are accessible to educational practitioners and students who are interested in developing their understanding and/or practice
- Have an abstract which summarises the argument of the article
- Make use of the School of Education referencing protocols, based on the Harvard referencing system
- Provide, where available, URLs for the references
- Show scholarly potential for publication in a peer reviewed journal, an edited book or similar publication

*A tool for developing your article*

Articles will be written in a number of different formats as befits your style of writing and the topic of your study. However, it may be useful to consider the prompts given below when planning your article. The order below should not be taken as necessarily indicative of where a consideration of these issues should appear in your article, although you may find it a useful starting point.

**1. Title of article**

**2. Abstract**

**3. Introduce yourself**
Your name, your role in your organisation etc.

**4. Title of project**
What aspect of professional practice did you explore?

**5. What was the question/concern you started with?**
What did you want to improve/find out more about?

**6. What did you do?**
- What was your method? Give an account of your methodology and methods.
- What was the scope of your project? e.g. Who were you working with - colleagues, students, others?
- How did you plan for impact?
- What kind of data or evidence did you collect and how?
- How have you analysed this?

**7. What did you find out?**
- What were your findings?
- What were the most important issues or themes that emerged?
- What did you learn about your original concern/problem?

**8. What did you improve, change or learn?**
- What did you learn from what you found out?
- What happened/what did you do because of what you learnt?

**9. How are you going to use this to make a difference in the future?**
- How could this project be used to help to improve the practice of colleagues/students/others with whom you work or policy?
- What changes could it lead to?
- What areas has it impacted on - your own professional learning and development, the professional learning and development of others, the work of your organisation?

*Reference the literature, using the School of Education referencing protocols, based on the Harvard referencing system*

*Formats*

As well as conventional formats, articles are welcome in **Comic** and **Poetry** formats, and containing video. Please see details of these formats under Creative Submissions in the next section.

Please use the LINK TEMPLATE which is available on the 'Contribute to LINK' page, to ensure text is formatted correctly for publication.

## 2. Material for inclusion in Part 2: Thought-pieces

*Description of material*
Material published in this section will comprise *Thought-pieces* which share a considered and informed scholarly or professional viewpoint or describe work in an early stage of development or work intended to be developed for publication in professional magazines.

*Criteria for publication*
Thought-pieces:

- Are between 800-1,000 words in length excluding references
- Appeal to educators/teachers/other educational practitioners/students/other audiences with whom you wish to share your work
- Are accessible to educational practitioners and students who are interested in developing their understanding and/or practice
- Stimulate the reader's thinking
- Make use of the School of Education referencing protocols, based on the Harvard referencing system
- Provide, where available, URLs for the references
- Are of a quality which is suitable for publication as a Thought-piece

*Formats*

We welcome 800-1,000 word pieces that share a considered and informed scholarly or professional viewpoint, or describe work in an early stage of development or work intended to be developed for publication in professional magazines.

We also welcome book reviews and reflections, and creative submissions. These will be reviewed by the editors.

Please use the LINK TEMPLATE for Thought-pieces that comprise text (including book reviews and reflections) to ensure text is formatted correctly for publication. The LINK TEMPLATE is available on the 'Contribute to LINK' page.

Please send a creative submission proposal (see Creative Submissions below) to the editors for all formats that fall into that category before creating them.

More information on these alternative formats is here:

### a) Book Reviews

Reviews of recent and older books of relevance and import for the field of education and learning are welcomed. We include in this category reflective pieces about a book, whenever published, that you find of particular value and whose ideas and significance you would like to share.

Reviews, of close to 1,000 words, should be headed by complete bibliographic information on the book, including price. They should take a position on the book's contribution to education and learning, considering the work's value and relevance, its style and method, as well as its shortcomings. These reviews are intended to serve as a helpful guide for our principal audience of educators, researchers and students in this field.

### b) Creative Submissions

For all creative submissions: please complete and send the **creative submission proposal** to the editors Elizabeth White (e.j.white@herts.ac.uk) and Philip Woods (p.a.woods@herts.ac.uk) explaining your proposed submission before preparing your submission.

In each of the formats below, we will require authors to verify that the creative content that they submit aligns with the ethical approval for their research, that they have permission of people who appear in videos and images, and that they have the right to publish the material.

All creative submissions will be peer reviewed.

### Conversations/Dialogues/Interviews

These comprise a podcast, video (not more than 5 minutes) or edited transcript (up to 1000 words) of a conversation/dialogue/interview about an issue related to research in education and learning. It should include a short bio of the interviewee, including name, title, position, research/focus area, and other relevant information. Interviewees could be colleagues within and linked to the School of Education including academics, professional staff, visiting lecturers and our partners in schools and other professional settings as well as current and past post-graduate students, authors and experts in the field.

### Video, Videoscribe or Voice-over pictures of research converted into video

Video can be used to present the research or part of an article (for example demonstrating methodology) or may be used as an artefact in the research.

Videos not explained within an article can stand alone as a thought-piece but require a title and abstract of 200 words with thumbnail picture to use for link to video. The video will be the equivalent of a Thought-piece summarising research or an informed viewpoint in education.

Videos will be accepted normally up to 5 minutes length. The video will be published on You Tube LINK channel.

### Photo essay

The photo essay will be the equivalent of a thought-piece summarising research or an informed viewpoint in education and will be accepted at 800-1,000 words with between 5 and 10 images embedded.

### Comic format

Articles or thought-pieces can be submitted in comic format.
Comic-format articles are between 1,000-1,500 words in length excluding references.
Comic-format thought-pieces are up to 500 words in length excluding references.

### Poetry

Articles or thought-pieces can be submitted as a poetic contribution.
Poetic articles are between 1,000-1,500 words in length excluding references.
Poetic thought-pieces are up to 500 words in length excluding references.

### 3. Other types of submission as Articles and Thought-pieces

Examples of other types of submissions that are welcome as articles or thought-pieces are:

- Impact accounts
- Informed reflections on policy in practice; on research; on practice
- Informed and analytical accounts of innovative practice
- Critiques of recent policy developments

Please contact the LINK editors in advance if you are planning submission of a contribution that falls within the category 'Other types of submissions'.

## 4. Questions

**Q. What is the timescale for submitting material?**

A regular call for material will be sent out by the Editors. In the meantime, it would be useful to begin to develop your article for inclusion.

**Q. Is any support available to help me to produce my material?**

Some mentoring may be available to support you in developing your ideas and shaping them into your final piece. Please contact either Claire Dickerson j.e.c.dickerson@herts.ac.uk or Elizabeth White e.j.white@herts.ac.uk to discuss what mentoring might be available.

**Q. How should I submit my piece for consideration?**

Please email Elizabeth White e.j.white@herts.ac.uk as soon as you begin to write so that we know you are considering a submission. Your final piece should also be submitted to Denise Cove d.cove@herts.ac.uk in Microsoft Word format using the LINK TEMPLATE.

**Q. How are submissions peer-reviewed?**

Written articles are peer reviewed by two reviewers, one internal and one external to the School of Education.

Thought-pieces are peer reviewed by one internal reviewer.

Creative articles, which may be in comic format or poetry format, or contain video follow the following process:
1) creative submission proposal is reviewed by the editors and, where appropriate, one additional internal reviewer)
2) author revises proposal in light of review
3) editors appraise revised proposal and decide whether a full version of the comic-format or poetry-format or article containing video should be invited
4) if invited, the author creates the comic-format or poetry-format or article containing video
5) two reviewers (one internal and one external to the School of Education) reviews the comic-format or poetry-format or article containing video
6) as appropriate, the author revises the article in light of the reviews and submits revised version
7) editors appraise revised version and decide if it should be accepted for publication or if further amendments are required

We really hope that you enjoy developing your piece for **LINK.**

Elizabeth White (e.j.white@herts.ac.uk) and Philip Woods (p.a.woods@herts.ac.uk)

Editors