

GUIDE FOR GUEST EDITORS

Introduction

We're delighted that you are keen to act as a guest editor for the [London Review of Education](#) (LRE). The journal is edited by Professor Hugh Starkey of the UCL Institute of Education, but we welcome – indeed rely on – the specialist knowledge of experts working across diverse fields of education research.

This pack explains what we need from guest editors to ensure smooth, productive progress towards publication, and the support we offer in return – from our first discussions, to making contact with prospective authors, reviewing their contributions, identifying readership and through production to publication. The aim, for all of us, is to generate challenging, professional content that will be widely read and cited.

The pack includes:

- LRE's aims and scope
- shaping a feature, including details of the content that can be included in LRE
- a form for you to fill in with details about your special feature
- a walkthrough the process, with notes about what we need from you at each step, and what we offer in return
- sample production timetables to give you a rough idea of turnaround times.

To help you put the work together, visit [LRE's page](#) on the UCL IOP Press website, where you can read about the journal's aims and scope, and its editors (in the section 'About the journal'), access all past issues and see detailed author notes.

Please do contact Pat with questions or for support and guidance at any time during the process. You can also contact Hugh for advice about acting on reviews, especially where they are conflicting or controversial.

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Shaping a special feature – types of content

Any special feature should include at least 6 articles. To achieve this, we recommend that you aim to receive at least 10 papers as some may fall during the review process and others may be withdrawn by authors. You are welcome to elicit more papers than this, although we recommend that you don't take on more than 15 as this is the upper limit of what we prefer to publish. Note that most issues will LRE publish a number of general articles and book reviews alongside a special feature.

Academic articles – Most of the articles published in LRE are academic papers of 6,000 to 7,500 words in length that contain rigorous research and analysis into an aspect of education. A special feature in LRE can be comprised entirely of these research articles, and encouraging academics to contribute this type of article will be your main priority.

State-of-the-art literature review – We are keen to include a literature review in each issue of LRE, and it would be excellent if you were able to provide one as part of your special feature. It might focus on a very specific area within the subject of your feature or have a broad range across its wider field. You may wish to contribute such a review yourself or ask another academic to do so. This may also be something that a research student, mentored by their supervisor, could work on.

Book reviews

Every issue of LRE includes several book reviews. If there are books that you would like to have reviewed as part of your feature, please contact the book reviews editor, Pete Wright (pete.wright@ucl.ac.uk).

Other content

As well as research articles, a literature review and book reviews, a special feature of LRE can contain one or two of the following types of content. Please contact Pat Gordon-Smith (p.gordon-smith@ucl.ac.uk) or Hugh Starkey (h.starkey@ucl.ac.uk) to discuss the balance of content if you are wish to include any of the following types of content.

Academic conversations

A dialogue between two or three academics whose conversation might investigate, interrogate and/or illuminate a specific area of study, research, theory or writing. They may have opposing or complementary approaches and views. The piece might be a published correspondence – so that we see the development of a discussion – or two to three short papers that present a different view of or approach to the issue under discussion.

Research commentaries

Articles of around 2,000 words focusing on the research process – perhaps a particular aspect of learning afforded by a piece or a lifetime of research or an aspect of teaching that has been developed as a result of research carried out. See the research commentaries in [LRE issue 13 \(3\)](#), for examples.

Review articles

Not just a review of one publication, but a review of several that makes a broader analysis of the subject under discussion by commenting on the work and approach taken by others.

Expert introduction/foreword

A well-known figure in the field can be invited to write an introduction to any feature or whole issue. For examples, see [Chris Husbands's introduction](#) to an issue about education policy under the UK 2010–15 Coalition government, and [Simon Marginson's foreword](#) to another on higher education.

Guest editorial

Guest editors sometimes choose to write an editorial for their feature. This can be done whether or not an expert introduction has been arranged. [LRE issue 14 \(2\)](#) focused on learning in global cities and included two special features for which each of the guest editors wrote an editorial.

Student contributions

LRE would like to reflect the IOE's extraordinarily strong doctoral programme by encouraging the work of promising students. Their work would be reviewed just as rigorously as any other going into the journal, so they would need secure mentoring from supervisors.

Audio-visual contributions

As an online-only journal, we are able to feature full colour images, videos and sound files as part of any article. We are also keen to investigate the potential for including audio and/or video presentations that would act as published articles.

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Content and readership questionnaire

Please use this form to provide us with key information about the intended content and main readership for your proposed special feature. (The form will expand as you type.)

Editor name(s)
Contact email(s) & address(es)
Topic or title of special feature
Outline (around 200 words – see LRE 'Calls for papers' tab for current examples; if there are none, please contact Pat for past examples)
How will the feature meet the scope of the journal?
What are its key aims? And its key messages?
What topics or themes you hope to cover?
Do you have authors in mind who you may ask to contribute?
What is the primary audience? Will it be of interest to the journal's wider audience?
Individuals/institutions who might like to know about (a) your article (b) the journal (a) (b)
Illustrations, audio/visual resources or other content that will feature (if any)

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Producing the feature – from ideas to publication

Each guest editor will have their own style of working, with preferred ways of approaching potential authors and keeping in touch. The stages described here are consequently a framework for the relationships between each guest editor, article authors and LRE's managing editor, but a different way of working may evolve. Any recommended action is based on experience of an approach to the editorial process that proved especially efficient for all. However, maintaining fast and reliable communication is vital throughout. The guide begins once a proposed special feature has been accepted by the journal's editorial team.

Production timetable

The managing editor will send you a timetable that starts on the date by which you hope prospective authors will submit an expression of interest – a few weeks or months after issuing a call for papers – and features deadlines towards publication (see page 10 for a samples). A comfortable schedule, allowing plenty of time for writing, reviewing and revising, takes over a year from the first entry to publication. This can be done much faster if everyone involved is on board for turning work around quickly.

Call for papers

You and the managing editor will finalise wording for a call for papers together. The outline you supplied on the 'Content and readership questionnaire' can provide the basis for the call, though you may want to revise the wording. Deadlines for initial expressions of interest and submission of final drafts will be added according to the production timetable. The call will be posted on the journal website.

Approaching potential contributors

Once the call is ready, you and the managing editor will discuss its distribution, identifying any conferences, events, individuals or institutions that should receive copies. You can also send it to your contacts and networks, with personalised messages for close colleagues or specific requests to experts whose work you know. LRE's managing editor can provide support by searching further afield for possible contributors and sending the call to them.

Inviting contributions

Please keep the content guidance on pp. 3–4 in mind at all times. When inviting contributions someone to write (whether or not you have seen an early abstract), remind them that acceptance of an article is subject to full peer review and give them the deadline by which to submit their draft – though don't share the full production timetable as the dates can change. Some authors may ask for an extended deadline. This can often be accommodated, but please consult the managing editor. Please also point writers to the

'Notes for authors' on the LRE website. If you wish, LRE's managing editor can begin work as the chief contact for contributors at this point by sending out the invitations to write on your behalf. Whether or not you involve the managing editor in this way, please keep her up to date on how things are going, especially as the first date on the timetable approaches. An open dialogue during this period means that you can work together on any emerging problems, for example if you are not receiving enough expressions of interest or commitments to write.

Receiving draft papers

Once an author has made a commitment to write, please email the managing editor with their contact details, the article title or the subject they are writing about and a note of the deadline you have given them. She will then enter them onto the journal tracking system. If you haven't already handed author contact to the managing editor, this is a good time to do it as she can then be responsible for reminding the author of their submission deadline at a good moment, and chasing if the contribution doesn't arrive when expected. This gives you distance from the 'nagging' character of keeping a schedule on track. As a result, authors will usually send their articles to the managing editor and she will send them on to you. This need not have an impact on your communication with authors should you wish to continue a personal editorial dialogue with them. Once draft articles are submitted, you will of course read them to decide whether they are to a standard that merits being sent for peer review. Please bear the journal's scope in mind as well as your own aims and objectives when making this decision.

Peer review

Every article published in LRE is subject to double-blind peer review and we usually elicit two reviews per paper. It is very helpful if you can identify three or four suggested reviewers for each article and send them. If possible, one of these should be based at the UCL Institute of Education. Where you are not especially familiar with the community of experts for an article, the paper's reference list can be helpful in identifying potential reviewers. The managing editor will secure reviews, and may need to come back to you for more names if the suggested reviewers do not wish to comment. Reviewers will be asked to prepare their reviews using the guidance and form on pp. 9–10, and their recommendations for whether or not to publish – along with suggestions for amendment – will guide your feedback to the author. The managing editor will schedule the reviews and chase any that do not arrive by the agreed deadline.

Giving authors feedback from reviews

Any review sent to you will have the reviewer's name on it; this must be removed before the review goes to the author. As articles have already had some editorial scrutiny before going to reviewers the majority of reviews tend to recommend publication subject to suggested amendments. In this case, you can invite the author to submit a revised article using the review comments and own opinions to guide them – although it is their decision as to whether they wish to follow the advice when resubmitting. Sometimes reviewers do disagree – one might enthusiastically recommend publication and while another enthusiastically recommends rejection; or both might provide only lukewarm recommendations to publish. LRE is keen to mentor writers, so where possible we encourage editors to give writers the opportunity to rework their material in response to these reviews. In some cases, you might even suggest that they submit a different type of article – a research commentary, perhaps. Authors can always

submit a reworked article for a later issue of LRE if they do not have time to complete a rewrite for your feature. It is rare for a reviewer to recommend publication with no change. Two recommendations to reject send a clear message and should be followed. You may wish to send your feedback to authors yourself. However, most editors prefer the managing editor to do this on their behalf, as it offers a little distance between them and academics who are often close colleagues or people in the field with whom the editor may have a delicate relationship to maintain. The deadline for submission of a revised draft is fixed on the schedule and the managing editor will chase any expected articles that have not arrived by this date.

Writing an editorial

Once you have seen all the draft papers, you may wish to write an editorial for the feature. The deadline for this is the same as that for revised papers.

Checking revised papers

When authors are invited to resubmit a new version of their article, they will be asked to highlight significant changes in the text and to supply an accompanying document showing how they have responded to the reviews. In a normal schedule, you will have about a week between the arrival of revised material and the start of copy-editing to examine each new article and their accompanying document, and make a final decision about whether to publish them. We find that most writers rise to the challenge and make significant efforts to address review comments, but it is important to check this. As soon as the managing editor has the final text, she will prepare the articles for copy-editing.

Production

Copy-editing and proofreading are handled by the UCL IOE Press production managers. During copy-editing, a copy-editor will contact authors – including you, if you have written an editorial or an article contribution – with any queries, and these need to be turned around as quickly as possible. Shortly afterwards, you will receive a copy of the proofs for your feature (authors will see just their article) for checking. Again, you will be asked to respond relatively quickly.

Publication

When the proofs have been corrected, the journal text is uploaded to [LRE's ingentaconnect website](#) and can be accessed by anyone. It may be available shortly before the agreed publication date, but the managing editor will time and target all promotion for the publication date so will not send notifications out until that date.

Promotion

On publication, information about each issue of LRE is sent to a large number of individuals and institutions in the UCL IOE Press marketing database. It is also circulated to all staff at the UCL Institute of Education. During the production period, you and the managing editor will discuss opportunities for targeted promotion of your feature, including any potential for a press release and specific individuals or institutions to contact. If you are willing, we may invite you to make a video introducing feature. If you do not want to do that, or if you feel you are not the best person for this, we may ask you to suggest one of the authors in your feature for this. When authors are notified that their article has been published, the managing editor will send some suggestions for how they might like to promote their own work.

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Guidance for reviewers

[London Review of Education](#) (LRE) is an international peer-reviewed journal featuring rigorous, theoretically based research into contemporary education. Based at the UCL Institute of Education (IOE) in London, the journal reflects the IOE's broad interests in all types of education in all contexts – local, national, global – and its commitment to analysis across disciplines using a variety of methodologies. It shares the IOE's aspiration to interrogate links between research, policy and practice, and its principled concern for social justice.

Drawing on these strengths, LRE is an eclectic, engaging journal that features analysis across key themes in education, including: public goals and policies; pedagogy; curriculum; organization; resources and technology; and institutional effectiveness. Its articles and book reviews are written by experts in education, psychology, sociology, policy studies, philosophy, and other disciplines contributing to education research, and also by experienced researcher-practitioners working in the field.

Confidentiality

Your comments will be passed to the author anonymously. In order to resist challenges under the Freedom of Information Act, you should head your review 'confidential' and sign it. We have allowed space on the form overleaf for this. If you submit your review by email you may wish to sign and keep the form.

What we would like you to do

The form below lists a number of areas which we would like you to consider when you make your recommendation. Please do use the form itself, expanding on any point on a separate sheet if necessary – it's always helpful to have some detailed narrative comments to explain your decision and to offer some direction to the author. Please return it in Word format so that we can remove your identity when sending your comments to the author, and email to P.Gordon-Smith@ucl.ac.uk (Pat Gordon-Smith, Managing Editor (Journals), UCL IOE Press).

Making comments on mss

Some reviewers like to make additional comments or suggest edits in Word on the draft article itself. We don't ask for these, but if you wish to make comments please ensure they are made anonymously. To remove your identity, in Word, click 'File' on the top left of your screen, then 'Options' at the bottom of the drop-down menu. Under 'Personalize your copy of Microsoft Office', remove your name from the box next to 'User name' and enter 'anon', leaving the initials blank underneath. When you have completed the work, reinstate your name via the same method.

THANK YOU



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Peer review form

CONFIDENTIAL

TITLE OF PAPER
Referee's name & contact info (this will be removed before review goes to author):
<input type="checkbox"/> Accept as written <input type="checkbox"/> Accept following minor revisions (please specify revisions in your comments) <input type="checkbox"/> Revise and resubmit following substantial revision (please specify revisions) <input type="checkbox"/> Publishable but not suitable for LRE (please suggest another publication, if possible) <input type="checkbox"/> Reject (please specify reasons)
Please make comments related to the following: <ul style="list-style-type: none">• relevance to LRE• originality• quality of argument and analysis• length in relation to what it has to say (suggestions for shortening papers over 6,000 words are welcomed)• style and presentation



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Current production timetables (updated Oct 2017)

London Review of Education, 2018 schedule

All issues include a number of articles on general subjects. In addition:

- 16.1 – feature on **Professional doctorates, esp. EdD at IOE**, eds Denise Hawkes, Sue Taylor & Sri Yerrabati
- 16.2 – feature on **Education and mobilities: Ideas, people and technology**, ed. Hugh Starkey
- 16.3 – includes feature on **Knowledge and subject-specialist teaching**, ed. David Lambert

<i>Editorial</i>	<i>Call for papers out by</i>	<i>Exp of interest by</i>	<i>Commission article by</i>	<i>Article submitted by</i>	<i>Contact reviewers</i>	<i>To author for amendment</i>	<i>Author final deadline</i>	<i>To PGS for finalising</i>	<i>To copy-editing</i>	<i>To typesetting</i>	<i>Proofs out</i>	<i>Upload</i>	<i>Publication online</i>
16.1 March							31-Oct-17	07-Nov-17	14-Nov-17	02-Jan-18	12-Jan-18	23-Feb-18	16-Mar-18
16.2 July				15-Oct-17	01-Nov-17	06-Jan-18	06-Mar-18	13-Mar-18	20-Mar-18	01-May-18	10-May-18	21-Jun-18	12-Jul-18
16.3 Nov	15-Jun-17	31-Aug-17	15-Nov-17	15-Feb-18	01-Mar-18	09-May-18	09-Jul-18	16-Jul-18	23-Jul-18	03-Sept-18	13-Sept-18	25-Oct-18	15-Nov-18

London Review of Education, 2019 schedule

All issues include a number of articles on general subjects. In addition:

- 17.1 – feature on **multiculturalism and interculturalism in education**, eds Richard Race & Arthur Chapman
- 17.2 – **OPEN** – possible feature on **Initial teacher education** or **Mental health**
- 17.3 – **OPEN** - possible **student-edited issue**

<i>Editorial</i>	<i>Call for papers out by</i>	<i>Exp of interest by</i>	<i>Commission article by</i>	<i>Article submitted by</i>	<i>Contact reviewers</i>	<i>To author for amendment</i>	<i>Author final deadline</i>	<i>To PGS for finalising</i>	<i>To copy-editing</i>	<i>To typesetting</i>	<i>Proofs out</i>	<i>Upload</i>	<i>Publication online</i>
17.1 March	09-Oct-17	31-Dec-17	15-Feb-18	31-May-18	28-Jun-18	30-Aug-18	25-Oct-18	01-Nov-18	08-Nov-18	20-Dec-18	10-Jan-19	21-Feb-19	14-Mar-19
17.2 July	18-Jan-18	22-Mar-18	21-Jun-18	20-Sep-18	25-Oct-18	20-Dec-18	07-Mar-19	14-Mar-19	21-Mar-19	02-May-19	16-May-19	27-Jun-19	18-Jul-19
17.3 Nov	01-Jun-18	14-Aug-18	14-Nov-18	14-Feb-19	07-Mar-19	02-May-19	04-Jul-19	11-Jul-19	18-Jul-19	29-Aug-19	12-Sept-19	24-Oct-19	14-Nov-19

The timetable has lag built into it and also allows:

- at least three months for authors to write their articles following invitation (you may have got agreement at an earlier date)
- two months for reviewing
- two months for author revision
- (usually) at least one week for you to consider revised articles
- four months for production and uploading.