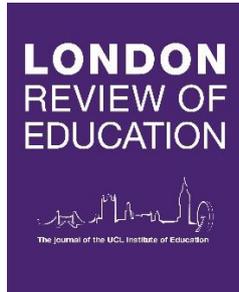


CALL FOR PAPERS

Methodological innovation in educational research

A special feature edited by Charlotte Vidal-Hall, Nozomi Sakata
and Rob Higham

publishing autumn 2019



Methodological innovation can be a response to key questions facing educational researchers in education policy and practice, and may help to set the agenda for future research. This feature focuses on innovation that emerges in response to challenges and dilemmas that arise when using a method in the field.

The open-access peer-reviewed journal based at the UCL Institute of Education

Methodological innovations in educational research have increasingly attracted scholarly attention. The National Centre for Research Methods (NCRM) identified five methodological challenges for the 21st century (Crow, 2013), and highlighted e-research, and participatory and creative methods as sites of innovation. In 2015–17 the British Educational Research Association (BERA) organized a series of Presidential Round Table Seminars to explore key methodological challenges facing the education research community. Part of their intention was to address dilemmas that researchers face when engaging in new ways of doing research. At the heart of both initiatives is the need for methodological innovation – qualitative and quantitative – to be rooted in a genuine attempt to improve some aspect of the research process and not to be for innovation’s sake (Crow, 2013).

The papers in this feature will present empirical evidence of the ways researchers have addressed and overcome methodological challenge and, in doing so, attempted to improve some aspect of the research process through innovation. Methodological innovation can take many forms and contributions may focus on:

- New methodological approaches
- Use of traditional methodologies in new ways
- Developments to established methods
- Methodologies that cross disciplines

Themes that authors may wish to address include, but are not limited to:

- Research in digital environments
- Researching ‘hidden groups’
- Creative methodologies
- Co-production and collaborative research
- Researching participant voice
- Working across disciplines

We welcome contributions from established and emerging researchers reflecting on the experience of conducting research in diverse learning contexts including non-traditional, post-compulsory and informal settings. The feature also invites contributions from doctoral researchers close to the completion of their study with support from their supervisors, as well as early career researchers.

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The deadline for receipt of abstracts is **31 October 2018**. They should be submitted by email to the journal’s managing editor, Pat Gordon-Smith: p.gordon-smith@ucl.ac.uk. The deadline for draft articles is **15 February 2019**. Please see aims and scope for the *London Review of Education* and notes for authors on the [journal’s page](#) at UCL IOE Press.

Reference

Crow, G. (2013) *Methodological Challenges for the 21st Century*. Online. www.sheffield.ac.uk/polopoly_fs/1.172803!/file/1120crow.pdf (accessed 5 June 2018).