

Guidelines for Special Issues for Pedagogies: An International Journal For Guest Editors and Pedagogies Editorial Team

Definitions

- Editors: Comprises the Editors of Pedagogies: An International Journal (“Pedagogies”)
- Editorial Team: Comprises the Associate Editors (AEs) of Pedagogies
- Administration Team: Comprises the Editorial Administrators of Pedagogies
- Guest Editors: Comprises the editors who will propose and oversee the Special Issue. In the case of more than two Guest Editors, a Lead Guest Editor should be identified
- Contributors: Comprises the authors who will submit articles and book reviews to the Special Issue

Initial Proposal and Agreement in Principle

1. Special Issue (SI) articles should fulfil all standard requirements of any Pedagogies article, and should fulfil the criteria of **quality, originality** and **significance** which are applied to regular articles of Pedagogies.
2. All SI proposals must receive initial approval from the Editors before the papers/book reviews are submitted or a Call for Proposals is publicized.

Format of Special Issue Proposals

3. There are two proposal formats:
 - a. PREFORMED PROPOSAL: A detailed formal proposal by Guest Editors (usually no more than three) who are likely to have a list of authors and articles, and do not require additional articles via an Open or Closed Call for Papers. Such a proposal format must contain:
 - i. The title of the SI.
 - ii. A description of the purpose and scope of the SI, which should include a clear rationale, statement of scholarly significance, and definition of key terms.
 - iii. A statement of the SI’s significance for Pedagogies, how it fits the journal’s aims, scope and audience.
 - iv. Where possible, a draft introduction should be attached to the proposal.
 - v. A brief CV of the Guest Editors, including publishing and other relevant experience and achievements.
 - vi. Titles and authors of each proposed article, and/or draft abstracts (250 words) or papers if available. Preferably there should be at least 8 to 10 proposed articles to allow for possible rejections, with a Pedagogies SI typically allowing for 6 to 7 accepted articles of 6000 to 8000 words each.
 - vii. A timeline that specifies key steps and projected time for completion of each step. Once a proposal has been approved, the Guest Editors with work closely with the Editorial Team to ensure a timely review and publication process.

- viii. Titles and authors of recently published books related to the proposed SI theme and names of reviewers who will review them. A Pedagogies SI typically allows for 1 to 2 book reviews of 1500 to 2500 words each.
 - ix. Brief details of contributors (150 words).
 - x. Declaration of competing interests: Any kinships, supervisory relationships or other relationships with possible conflict of interest between Guest Editors and contributors should be declared.
- b. CALL PROPOSAL: A proposal for a Special Issue Call for Papers, which can be open or closed. An Open Call will allow for any contributors to submit their papers, although such contributors may wish to contact the Guest Editors first to check for suitability of their papers. A Closed Call is one where the Guest Editors have a list of possible contributors to contact to submit papers. A Closed Call is different from a Preformed Proposal in that the latter has obtained the agreements of all contributors to submit papers to the SI. This proposal format must contain:
- i. The title of the SI.
 - ii. A description of the purpose and scope of the SI, which should include a clear rationale, statement of scholarly significance, and definition of key terms.
 - iii. A statement of the SI's significance for *Pedagogies*, how it fits the journal's aims, scope and audience.
 - iv. A brief CV of the Guest Editors (usually no more than three), including publishing and other relevant experience and achievements.
 - v. A draft of the Call for Papers. The Administration Team can be contacted for guidance and examples of previous Calls for Papers.
 - vi. For Closed Calls: A list of potential contributors who are experts in the proposed SI theme whom the Guest Editors intend to invite.
 - vii. Declaration of competing interests: Any kinships, supervisory relationships or other relationships with possible conflict of interest between Guest Editors and contributors should be declared.
 - viii. A timeline that specifies key steps and projected time for completion of each step. Once a proposal has been approved, the Guest Editors will work closely with the Editorial Team to ensure a timely review and publication process.

Criteria to evaluate SI Proposals

4. Judgments on proposals for SIs are made by the Editors and informed by the following criteria centred around **quality, originality** and **significance**:
- Fit with *Pedagogies'* aims and scopes.
 - Scholarly significance of the proposed SI.
 - Degree of detail concerning the aims and content of the SI.
 - The Guest Editors' involvement in specific research fields to which the SI speaks and their experience in editing for academic publications.

- For Performed Proposal: the academic credentials of contributors and the quality of the abstracts submitted.
 - For Call Proposals: Potential ability to attract high-quality submissions from influential scholars who are experts in the proposed theme.
 - Provision of a clear and realistic time frame.
5. The Editors will consider whether the initial proposal is of interest to the journal and the Guest Editors will be informed whether or not it will be granted agreement in principle to proceed.
 6. In addition to the above criteria, there are certain caps on Guest Editorship which will be considered. As a general rule, the same individual may act as Guest Editor of a Special Issue **once every five years**.

The role of the Sponsoring Associate Editor

7. Once in-principle agreement has been granted, the Editors will appoint one Associate Editor of the *Pedagogies'* Editorial Team to assume responsibility for the sponsorship of the SI as "Sponsoring Associate Editor". Ideally, AEs whose own research areas are close to the field or topic addressed in the SI should be selected as Sponsoring Associate Editor.
8. The Sponsoring Associate Editor is tasked with ensuring that the Guest Editors share a commitment to excellence, integrity, and ethical practice in the assessment, validation, publication and dissemination of peer-reviewed scholarly and professional knowledge.
9. The Sponsoring Associate Editor must be independent of the SI, that is, he or she cannot be a Guest Editor nor can he or she be a contributor to the SI.
10. The Guest Editors will liaise directly with the Sponsoring Associate Editor as well as the Administration Team regarding the progress of the SI and any queries that arise throughout the process.

The Editorial Process

Basic principles

11. The Guest Editors agree to work in partnership with the Editors, the Sponsoring AE and Administration Team to ensure that peer review of manuscripts is conducted according to agreed and ethical peer review standards for the publication of *Pedagogies* articles, so as to ensure the integrity of peer review and assure the quality of published articles.
12. Guest Editors will be given full support and guidance by the Administration Team regarding the use of the online submission and review system but it is the responsibility of the Guest Editors to oversee and monitor the progress of individual papers and the status of the review process for the papers.
13. The Editors may wish to examine all papers/book reviews submitted to a SI and can reject papers/book reviews prior to peer review on the basis of quality, originality and significance, or ask for further revisions to be made prior to review or acceptance.
14. The Editors will adjudicate any disagreements that arise during the editorial process.

15. Guest Editors should make it clear to contributors, through the Call for Papers, that being invited to submit a paper is not a guarantee of its publication. Likewise, articles submitted for the SI may be published in regular issues of *Pedagogies* under certain conditions (see Clause 33 below).
16. **It is *Pedagogies'* policy that should Guest Editors wish to submit papers (either as author or co-author) for publication in the Special Issue, they should limit the number of papers to two, one of which should be the editorial or introductory article. This is regardless of the total number of Guest Editors for the SI.**

General procedures

17. Specific guidelines on paper submissions (e.g. word count) can be found on <http://www.tandfonline.com/action/authorSubmission?show=instructions&journalCode=hped20>
18. Book reviews should be submitted via email to the Administration Team and the Editorial Team's Book Review Editor.
19. In cases where a Call for Papers is issued, the Guest Editors will liaise with the Administration Team to finalise and release the Call for Papers as widely as possible through the journal's publisher, Taylor and Francis.
20. For the Preformed Proposal: After obtaining an agreement in principle, the Guest Editors should assess the solicited articles and if they are satisfied that they meet the standard of quality, originality and significance, instruct the contributors to submit their papers via the *Pedagogies* online submission and review system. The submitted papers will then be available within the online system for the Guest Editors to send out for double blind peer review. The Sponsoring Associate Editor is available to assist should there be any doubt about a course of action to take.
21. For Call Proposals: As submissions for the SI arrive directly from authors via the online submission and review system, the Guest Editors will be able to access these and assess whether each paper is within the scope of the SI. The paper will then either be rejected or sent out for double blind peer review. If a paper does not meet the criteria required for the SI, Guest Editors may reject them without sending these out for external peer review. The Sponsoring Associate Editor is available to assist should there be any doubt about a course of action to take.

Peer review

22. The review process should encompass a high level of quality and ethics. The role of the Editors as the final arbitrator for paper acceptability is to ensure the integrity of the review process.
23. Regardless of proposal type, the double blind peer review of each paper is carried out in the normal manner via *Pedagogies'* online submission and review system by the Guest Editors.
24. In consultation with the Editors, the Guest Editors agree to ensure that all contributors and peer reviewers comply with the journal's and publisher's guidelines on the ethics of journal publishing and respect the confidentiality of the review process.
25. Reviewer selection: In general, Guest Editors are responsible for securing qualified reviewers for the contributions in the SI. The Guest Editors can provide the Editors and the Sponsoring Associate Editor the names and contact details of international scholars in the relevant field who can be suitable reviewers. Such scholars should be independent, and any kinships or professional relationships should be declared. In addition, Guest Editors will be able to utilize the online reviewer

database during the review period to find and nominate qualified reviewers. Judgments about the quality of the papers and whether they should be published are based upon these reviews.

26. The Introductory or Editorial Article will be reviewed by the Sponsoring AE and should be submitted to them no later than 2 weeks after the acceptance of the last article in the issue, or the “last manuscript due” deadline provided by the Administration Team (see Clause 32).
27. Book reviews will not undergo external review through the online system but will be reviewed by the Editorial Team’s Book Review Editor.
28. In the case where Guest Editors contribute papers to the SI, then the review process for these papers should be handled by the Sponsoring AE or an independent member of the Editorial Team who is not a contributor.
29. Once reviews are returned the Guest Editors will need to make recommendations to the Sponsoring AE on the acceptability of the papers. Should the Sponsoring AE not agree with an acceptance decision proposed, the Guest Editor may choose to appeal at this point. The Editors will have a final view of all papers before publication.
30. Contributors are provided with an opportunity to revise their work in light of reviews and the Guest Editors need to liaise with contributors to address any concerns. In order to facilitate this process, Guest Editors are expected to write a brief disposition for every paper that has gone through peer review in which they synthesize key points from the reviews to guide contributors in the revision process. This is in keeping with the review and editorial policy of *Pedagogies*.
31. In cases where the Sponsoring Associate Editor manages the peer review because of exceptions below (a-d), the Guest Editors will liaise with contributors to ensure papers are submitted by agreed dates, in order to meet the agreed upon SI timeline. Exceptions may include the following:
 - a. A Guest Editor is a member of the Editorial Team.
 - b. A Guest Editor has accepted papers of questionable quality.
 - c. A Guest Editor who has manipulated review decisions such as rescinding unfavourable reviews.
 - d. A Guest Editor may have influenced the review decisions to facilitate publication of the contributor’s paper.
32. As articles start to be accepted, the Guest Editors will be prompted to prepare an introductory or editorial article (which will be original and not previously published) to be submitted no later than **2 weeks after the acceptance of the last article in the issue**. This introduction should set the scene and provide the premise for the SI referencing the articles included within. It should be submitted to the Sponsoring AE for his/her comments.
33. If fewer articles than anticipated are accepted, the Editors, in consultation with the Guest Editors, may propose that all articles be published in regular issues of *Pedagogies*, or a Focus Issue be proposed. If more articles than anticipated are accepted, the Editors, in consultation with the Guest Editors, may propose that the Guest Editors choose which articles to publish in the SI, and the excess articles may be published in regular issues of *Pedagogies*.