Special Edition Proposal:	*Irish Educational Studies*

Proposers:

Aideen Hunter, Ulster University (Guest Editor)

Conor Mc Guckin, Trinity College Dublin (Guest Editor)

Sarah Prestridge, Griffith University, Australia (Guest Editor)

Tony Hall, University of Galway (Guest Editor)

Fergal Harrington University College Cork (Guest Editor)

Colm Ó Riain Maynooth University (Guest Editor)

Stella Wai-Wan Choy Trinity College Dublin (Guest Editor)

Provisional Title:	**New Voices: The global impact of ECRs in education studies.**
Submission Date:	**Proposed submission date of manuscripts for review purposes 22nd July 2024** **Proposed date of submission of finalised manuscripts to Taylor and Francis, Deadline: 20th September 2024** **Publication Month: December 2024 (Vol. 43, Issue 4)** **Online Publication: November 2024** **Print Publication: November 2024**

Submission Outline:

1. Context & Statement of Overall Concept
2. Journal Structure
3. Proposed Timeline
4. Co-Editor Biographies
5. Summary Publications of Co-Editors

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1. CONTEXT & STATEMENT OF OVERALL CONCEPT

Context:

Entering academia as a new academic, at whatever stage of life, is a challenging transition to make. Establishing a professional profile, identity and emerging independence as a researcher is a demanding journey, often one made without any roadmap. Laudel *et al*. (2008) note the complexity and challenge of entering this unique career pathway. Here, they reflect that Early Career Researchers (ECRs) must develop trilaterally a cognitive career, community career and an organisational career concurrently. A tall order for any novice. This is further exasperated by the fact that many ECRs are struggling to secure a full-time position in academia, and so experiencing the demands of job applications or what Robin *et. al.* (2003) refers to as '*queuing at the doors of the academic world*' (p.2).

The ECR journey is one all academics make and yet it is often a solo expedition. This isolation and individualism are arguably stunting the progression of many academic disciplines. Shared experiences and guidance could help to support many ECRs progress more rapidly, thus, benefiting their individual disciplines fundamentally. Moreover, the work conducted by ECRs particularly those making a PhD study is often the most focused and detailed research within the profession. '*Early career researchers (ECRs) are important stakeholders leading efforts to catalyze systemic change in research culture and practice*' (Kent *et al*. 2022). Research into the impact of ECRs by Nicholas *et. al*. (2019) notes that internationally ECRs are viewed as harbingers of change '*… in some countries, best exemplified by France and China, ECRs are clearly driving scholarly change' (p.245)*.

Bazeley (2003, p.257) makes the stark warning of the need for support of ECRs on this challenging journey:

> 'In order to ensure the future of high-quality research in some disciplines it may   be necessary to provide special consideration in prestigious research funding schemes for early career researchers who will otherwise become disenchanted with academic research and leave it behind in their search for a stable and fruitful future'.

Early Career Researchers represent all our futures, they are the lifeblood of our professional practice and respective disciplines. It is, therefore, not just our egalitarian goodwill to support those emerging into the profession but a professional necessity to help support and guide new academics whenever possible. Moreover, the IES and associated organisation ESAI, have a remit to support and promote ECRs as part of their constitutional structure. It is to this end that we propose a special edition publication of IES to champion and highlight the excellent research which is produced by ECRs as future advocates of our profession.

References

Bazeley, P. (2003). Defining "Early Career" in Research. *Higher Education*, *45*(3), 257–279. http://www.jstor.org/stable/3447481

Kent, B.A., Holman, C., Amoako, E., Antonietti, A., Azam, J.M., Ballhausen, H., Bediako, Y., Belasen, A.M., Carneiro, C.F., Chen, Y.C. and Compeer, E.B., (2022). Recommendations for empowering early career researchers to improve research culture and practice. *PLoS Biology*, Vol. *20*, Issue 7. p.1-19.

Laudel, G. and Gläser, J., (2008). From apprentice to colleague: The metamorphosis of early career researchers. *Higher education*, *55*, pp.387-406.

Nicholas, D., Watkinson, A., Boukacem-Zeghmouri, C., Rodríguez-Bravo, B., Xu, J., Abrizah, A., Świgoń, M., Clark, D. and Herman, E., (2019). So, are early career researchers the harbingers of change?. *Learned Publishing*, *32*(3), pp.237-247.

Robin, S., & Cahuzac, E. (2003). Knocking on academia's doors: An inquiry into the early careers of doctors in life sciences. *Labour, 17*, 1–23.

Overall Concept:
This special issue follows the highly successful special edition published in 2023. It constitutes a dedicated space and invitation to the Irish and international research community to showcase some of the outstanding work produced by Early Career Researchers (Doctoral to 10 years post conferral) in the field of Education. For the purpose of theming the edition, preference will be given to papers which make an impactful global contribution as change makers to educational theory and philosophy or social issues which impact on the field of education. Papers from a range of allied disciplines with outcomes in relation to education, as it is broadly understood, will be welcomed.

This special issue of IES, identifies a niche within the publishing landscape, and a critically supportive peer review process, to help guide ECR academics in their writing journey. The call for papers will take a different format to normal submissions requesting a shortened paper length of 2,500 words accompanied with an 800 words biographical narrative on the author's research contribution to the field of study and unique contribution to existing knowledge on the topic.

Criteria for paper submissions
The paper must represent work which is primarily produced by the ECR (80% proportional work) and not as a result of work by collaboration with more experienced colleagues.
Other colleagues may be named on the paper providing the paper has been substantially written by the ECR (80% proportional work).
Where the ECR is working on a large, funded project with a range of other academics this must be reflected in the 800 word biography. The paper still requires the 80% authenticity from the claimed ECR.
Papers must be 2,500 words or fewer with an 800-words biography outlining the contribution to the field of knowledge/import of the work.
ECR is defined for the purpose of this publication as PhD candidate and up to 10 years* post submission of PhD/ completion of taught Doctorate programme. (*Provision will be made for authors who have had periods of maternity/paternity/ sick leave or other extenuating

circumstances which have significantly impacted on their ability to progress in their career development who fall outside of this ten year period).

Indication of scholars and venues where this topic has been addressed:
This will be a unique publication capturing the research of emerging research, this concept is not duplicated in other publications or venues. It will invite research from the broadest disciplines of education.

Open Call
This open call invites different types of ECR contributions across educational fields of teaching and learning in pre-school, primary, post-primary, post-secondary, formal and informal learning spaces on topics including (but not limited to these). It also welcomes papers from allied fields providing they address the overarching theme of the special edition.

Different types of papers are welcomed including, for example: empirical papers, viewpoints, case studies, conceptual papers, literature reviews. We welcome submissions from educators, researchers, teacher-researchers or papers co-authored with students and teachers/educators/practitioners, Initial inquiries can be made to ak.hunter@ulster.ac.uk or tony.hall@universityofgalway.ie

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2. JOURNAL STRUCTURE

The following structure is proposed.

Special Issue Editors:

Aideen Hunter, Ulster University (Guest editor)
Conor McGuckin, Trinity College Dublin (Guest editor)
Sarah Prestridge, Griffith University (Guest editor)
Tony Hall, University of Galway (Guest Editor)
Fergal Harrington University College Cork (Guest Editor)

Colm Ó Riain Maynooth University (Guest Editor)

Stella Wai-Wan Choy Trinity College Dublin (Guest Editor)

Proposed paper format:
- Introduction (c.6 pages) from ECR Guest Editors
- Editorial Commentary (c.7 pages)
- 25 short papers (circa 3300 words) addressing concept of 'Global Impact'

Proposed Introduction:

Guest Editors Fergal Harrington University College Cork (Guest Editor)

Colm Ó Riain Maynooth University (Guest Editor)

Stella Wai-Wan Choy Trinity College Dublin (Guest Editor)

Proposed Commentary:

Guest Editors: Aideen Hunter, Conor McGuckin, Sarah Prestridge, Tony Hall.

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3. PROPOSED TIMELINE

22nd June 2024 publication of the open call

22nd July 2024 submission of full papers for peer review

1st August 2024 return of reviews and commencement of revisions

30th August 2024 receipt of revised papers and second reviews (where necessary)

20th September 2023 submission of entire ms to Taylor and Francis

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4. SPECIAL EDITION CO EDITOR BIOGRAPHIES

Prof. Tony Hall

Tony is a Personal Professor of Education in the School of Education, University of Galway. He is Director of Educational Design Research for Designing Futures; and a Principal Investigator of the i2i (Idea to Impact) Project (European Institute of Innovation & Technology (EIT)/Horizon Europe). A former secondary school teacher, Tony's research interests centre on educational design, innovation and technology. He is General Editor Emeritus of Ireland's principal educational research journal, *Irish Educational Studies*; and a member of the Executive of the Educational Studies Association of Ireland. Tony also serves on the editorial boards of several international journals, including *Journal of Computer-Assisted Learning*; and in 2022 was appointed Academic Advisor for Routledge Open Research. Since 2007, he has been an invited expert on educational design, technology, and research e-infrastructures for the European Commission; and advises the Teaching Council on educational research. Tony has served as both Head and Deputy Head (two terms) of the School of Education, and inaugural Vice-Dean for Learning, Teaching and Assessment in the College of Arts, Social Sciences & Celtic Studies, University of Galway.

Dr. Aideen Hunter

Dr Aideen Hunter is a Senior lecturer at Ulster University where she teaches undergraduate education, PGCE, Masters and PhD courses. She is a former classroom teacher and school governor. Her areas of specialism are Religious Education, integration and pluralism, teacher

professional development and Special Education. She organises inter- institution, cross-border Religious Education CPD conferences with a view to developing better sectoral relationships across Ireland and particularly within the divided context of Northern Ireland. She is a member of the ESAI executive committee and AHRC Northern-Bridge Consortium. She is also a member for the centre for higher education research and academic developments (CHERAD). She is the recent recipient of the John Coolahan Research Award (2022).

Assoc. Prof. Conor McGuckin

Conor Mc Guckin graduated from the University of Ulster with a B.Sc. (Hons.: First Class) in Psychology and Organizational Science, and from the Open University with a B.Sc. (Open) degree. He gained his Ph.D. in Psychology for his research exploring bully/victim problems among the Province's school pupils. This thesis explored the prevalence of bully/victim problems from a multiple indicator approach, explored differential psychometric measurement issues, and the association between involvement in bully/victim problems and various individual difference variables (e.g., psychological health, physical health, depression, happiness, self-esteem, religiosity, personality).

Conor is a Chartered Psychologist (CPsychol) with The British Psychological Society), a Chartered Psychologist (C.Psychol.Ps.S.I.) with The Psychological Society of Ireland, and a Chartered Scientist (CSci) with The British Science Council.

Conor is also an Associate Fellow of both The British Psychological Society (AFBPsS) and The Psychological Society of Ireland (A.F.Ps.S.I.).

Conor's research interests are in the areas of psychology applied to educational policy and processes, educational psychology, bully/victim problems among children and adults, special educational needs, disability, intellectual disability, rare disease, and psychometrics.

Assoc. Prof. Sarah Prestridge

Associate Professor Sarah Prestridge is the 2020 and 2021 top scholarly researcher in Teaching in Teacher Education in Australia. She has also been independently named as the expert in Online Education by the Australian Institute of Teaching and Leadership (AITSL). Conceptualising what is considered effective teaching in a digital world has been a major part of her research. Since the completion of my PhD in 2007, she has investigated the integration of digital technologies through the relationship between epistemological and pedagogical beliefs. She has identified the process involved in shifting instructional practices for effective engagement with digital tools. Throughout her research into professional development tension between face-to-face, online and self-generating professional learning has been explored., These foundations have led to current research in the areas of online teaching and online learning design for new models of schooling.

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5. SUMMARY PUBLICATIONS ALL CONTRIBUTORS:

Prof Tony Hall

Selected Recent Publications

Evismar Andrade, Leo R. Quinlan, Richard Harte, Bronwyn Reid-McDermott, Frank Kirrane, Enda Fallon, Martina Kelly, Tony Hall, Michael Scully, John Laffey, Patrick Pladys, Ethel Ryan, Dara Byrne, Gearóid ÓLaighin. (2023). "The development and preliminary evaluation of a clinician e-learning training platform for a neonatal sepsis risk monitor for use in ICU settings". *Applied Ergonomics*, Volume 109.
https://doi.org/10.1016/j.apergo.2023.103990.

Annie Agnew, Seán Ó Grádaigh, & Tony Hall. (2023). "Virtual Professional Experience Observation: Lessons Learned from Five Years of Implementation, Development, Cross-Institution Collaboration, and Research". In Winslade, M., Loughland, T., & Eady, M.J. (Eds.) *Work-Integrated Learning Case Studies in Teacher Education*. https://link.springer.com/chapter/10.1007/978-981-19-6532-6_29, pp.379-390. Singapore: Springer.

Michelle Millar, Tony Hall, & Connie O'Regan. (December 2022). "Designing Futures: Infrastructuring innovation in higher education". In Mooney, B., & Mitchell, P. (Eds.) *Education Matters Yearbook 2022*. https://irelandseducationyearbook.ie/downloads/IEYB2022/YB2022-Higher-Education-07.pdf.

Tony Hall, & Sarah Prestridge. (December 2022). "Introducing a new Routledge Open Research collection: Digital Pedagogy". https://routledgeopenresearch.org/articles/1-29.

Full list of publications, University of Galway Repository: http://www.nuigalway.ie/our-research/people/education/tonyhall/

Dr. Aideen Hunter

Hunter, A. & Richardson, N., 31 Jan 2018, *Collective Worship and Religious Observance in Schools: Religion, Education and Values.* Crumper, P. & Mawhinney, A. (eds.). Oxford, UK: Peter Lang, Vol. 13. p. 43-58.

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Hunter, A., 2007. A Shared Land or Divided we Stand?: Children's Experiences of Inclusion and Segregation in Post-Conflict Northern Ireland. *International Journal of Diversity in Organizations, Communities, and Nations*, Vol. *7*, Issue 5, p.177- 185.

Assoc. Prof. Conor McGuckin

Burke, J., & Mc Guckin, C., Bullying and character development: An examination of character strengths associated with bullying and cyberbullying in post-primary schools in Ireland., *Journal of Character Education.*, 18, (1), 2022, p51 - 67Journal Article, 2022 TARA - Full Text

How to adopt an "inclusion as process" approach and navigate ethical challenges in research. in, editor(s)SAGE Research Methods Cases. , *SAGE Research Methods Cases.*, London., Sage Publishers., 2022, pp1 - 25, [Quirke, M., Mc Guckin, C., & McCarthy, P.]Book Chapter, 2022

Ren, K., & Mc Guckin, C., The role and involvement of dads in the lives and education of their children with special educational needs and/or disabilities within an early intervention contextt., *Education Thinking.*, 2, (1), 2022, p3 - 18Journal Article, 2022 TARA - Full Text

Assoc. Prof. Sarah Prestridge

Prestirdge, S. (2023) Moving on from the pandemic in school- a roadmap to flexible modalities. Routledge Open Research1:24F1000 Research Lt.

Perrotta C, Lim CP, Selwyn N, Bennett S, Dalgarno B, Brown C, Pillay H, Jeong H-S, Hunter J, Pangrazio L, Carvalho L, Hartnett M, Pegrum M, Henderson M, Twining P, Dawson P, Buchanan R, Howard S, Prestridge S (2022): Consultation for the 2023 GEM Report on Technology and Education with a focus on the Asia-Pacific Region. Monash University. Report. https://doi.org/10.26180/21114046.v1

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Prestridge, S., Purnamika Utami, L. & Main, K. (2021) A cross-cultural comparison: The socio-technical affordances of social media as a professional learning tool for teachers, Teacher Development.

Submission Template Guidance

CALL FOR Special Issue: **New Global Early Career Research in Education.**

Submission date: 22 July 2024.

Revision: 1st August 2024 return of reviews and commencement of revisions

Publication: Dec 2024

This special edition seeks to examine emerging educational research fields as well as emerging scholars. Each article has strict word limits. The manuscript length is 2500 words and includes all figures, tables etc. References are not included in the word limit. Author biography is 800 words (see details below). Please follow the template below to construct your article.

Template for New Global Early Career Research in Education submission.

The following structure is provided to scaffold the article for this special ECR edition in 2024. Each sub-heading is required with word limits. Suggested points to include in each section is also provided. This format is based on an article published in Irish Educational Studies in 2023 which was written to support ECR writing (see reference at end of this form).

Title: Use a creative, punchy title which reflects the research		
Abstract:	Why, what, how, findings, implications	**150 words**
Introduction:	Set the research within an international context explaining the significance and the research question (one research question only)	**300 words**
Literature review:	Provide a critique of relevant literature that informs this study.	**450 words**
Methodology:	Explain how the research was conducted.	**450words**
Findings:	Present the findings.	**450 words**
Discussion:	Respond to the research question by building relationships between findings and other studies	**450 words**
Conclusions:	Explain why the study and findings are important, what direction is now needed. Include limitations.	**250 words**
		2500 words
References:	APA 7th. Please refer to Journal instructions for authors.	
Author Biography		

		800 words

Biographical Narrative

In addition to the submission of your 2,500 word manuscript, you also need to submit an accompanying "Biographical Narrative" document that should not be more than 800 words. This biographical narrative will be published as an important companion piece to your manuscript. The focus of this part of your submission is for you to communicate to the reader why they should be interested in you and your work. Whilst your manuscript might include your supervisor(s) or other people as co-authors, this part of the submission is about your unique contribution as an ECR.

As an Early Career Researcher, you are an important part of the future - a future that will be forever shaped by both you and the research that you conduct. Being selected for publication in this Special Issue of Irish Educational Studies is a signal to you that your peers believe in you, your current research, and your very real potential to be a significant leader in educational research. That is, your biographical narrative is a major statement of who and what you are, and a confident statement about who you are becoming.

It is important to not see this part of the submission as an inconsequential 800 words, this is a substantial element of your submission and will be assessed as such. This part of the submission is every bit as important as the submitted manuscript. It will be a part of the ongoing scientific record - something that is published, preserved, and becomes a formal statement of how knowledge has been produced, reviewed, and influential in the further development of education and society.

In thinking about your submission, you might consider:

- What is it about you and your research that is important?

- Why should the reader be aware of you and the work that you are doing?

- What is novel about your research and its contribution to knowledge?

- Where do you think your research - both now and in the future - will take your area of enquiry to?

- Why should the reader start to be interested in what you are doing?

- Does your research have important implications for the law, for policy or practice developments, for particular individuals or communities, for how we do research, or for any other important issue?

- What might the reader expect to be reading about you and your work in 2030 . . . or in 2050?

- Will students and researchers of the future know who you are and what your research has contributed to knowledge?

- What makes you stand out amongst your contemporaries as an exceptional Early Career Researcher?

The prompts above illustrate that a confident response is required in writing this section. Approach this as an "elevator pitch" - a short and snappy summary of all that is important about you and your work - something that could be pitched to a potential employer.

This is a critical opportunity to make a debut on the research stage, confidently express your intentions as a researcher and the value you and your work are bringing to the body of knowledge within your field.

As researchers, we are often trained to focus on the precision of the research, rather than reflecting upon ourselves – issues related to our own "positionality" and issues related to "reflexivity". This part of the submission encourages you to think about these two important issues.

In relation to positionality, the question asks: who are you in relation to what you are researching? Is there something important about the fact that you are the researcher? For example, do you have some special "insider" status or knowledge of the topic under investigation? This could relate to a researcher who identifies as being disabled researching the lived experience of other disabled individuals. That is, being an "expert by experience" presents important "insider" perspectives - but these are not without potential conflicts of interest, possible accusations of bias, etc. It is critical to have an "outsider" perspective, allowing you to have a move detached and distant relationship with the research topic. Is this important to you and your research?

What have you learnt from your research? Have you grown and developed - either personally or professionally (or both) - from conducting your research? That is, have you been a reflexive researcher? Note that this goes beyond simply reflecting back upon the research process. What is different here is that such reflections then become actions. Based upon the trials and tribulations of your research; what issues challenged you, did these challenge you at a personal or professional level (or both), how did you work through these, what has been the outcome for you and your research?

For your submission, we are challenging you to submit a manuscript that is shorter than many submissions that you will make. This requires you to be exceptionally focused on how you communicate your research to the reader. We are also encouraging you to demonstrate - for the whole world to see just how and why you are an exceptional Early Career Researcher who is now emerging to be a leader of educational research into the future.

Note: the Guest Editors of this Special Issue may draw upon content from your manuscript and biographical narrative in the development of editorial content.