Future FE Pedagogies – Guidance for Potential Contributors

Introduction & context

Bob Harrison, Joel Petrie and Anshi Singh are co-editing a one-off, online, open source publication called *Future FE Pedagogies*. It is, to an extent, a reaction to the current viral crisis, and its associated impact on FE. However, as editors we feel that the Covid context merely throws into sharp relief some of the opportunities for FE re TEL (Technology Enhanced Learning).

The project is categorically **NOT** intended to be a *'how to improve your e-learning skills'* guide - there are professional associations, websites and online materials fulfilling this function already. Rather, we aim to provide for the FE sector a series of *think pieces*: nuanced analyses of the potentialities and challenges of TEL for our practice.

David Hughes (*CEO of AoC*) has agreed to write a brief Preface; Bob Harrison (*co-editor*) will provide a contextualising Introduction; and David Russell (*CEO of ETF*) plans to idenfify an ETF colleague to author a Conclusion. We are in negotiation with two HEIs (with strong FE research commitments) to host the publication; but failing that will set up a simple website for the project, and anticipate much of the subsequent dissemination will be via social media sharing.

Anshi Singh (*co-editor*) will lead on an Appendix to close the publication (covering e.g. links to key sector organisations that promote TEL; high quality online CPD TEL resources; and a list of some key TEL focused Twitter accounts for our readership to consider following).

Finally, we have approached several of the key, influential FE research organisations and associations (such as ARPCE, CUREE, #FEResearchMeets, LSRN, Post-16 Educator, Prism, TiLL etc.) to offer them advisory editorial roles; support the project's aims; and to promote sectoral research collegiality, mutual support, and unity at this challenging time for all of us who work in FE, and are advocates for high quality, inclusive learning.

Target readership

The publication is squarely aimed at our time-poor FE colleagues, most of whom are currently working in isolation, and who may well be facing significant challenges re adapting and developing their pedagogy to swiftly address the new educational world we all find ourselves in. They may or may not have TEL experience or expertise.

Timescales & deadlines

1. **20th April:** Contributor guidance circulated
2. **20th – 27th April:** editorial guidance for potential contributors available via email
3. **31st May:** *FINAL deadline for author submissions*
4. **31st May – 8th June:** Feedback to contributors re any editorial interventions
5. **31st June:** Final draft sent to Preface, Introduction & Conclusion authors
6. **21st July:** Final deadline for return of Preface, Introduction & Conclusion
7. **1st September 2020:** *Publication*

Submission guidelines

1. Submissions should be between *500 - 1000* words (the shorter the better)
2. No academic references, but live URL links within your text are encouraged
3. One figure (such as photographs, diagrams, screen shots etc.) that augments your text is permitted
4. To promote an egalitarian approach please avoid use of institutional affiliation, and the use of e.g. *'Dr', 'Professor'* etc. Instead we invite you to provide an email address and Twitter account detail (to promote dialogue post publication)
5. To promote brevity the use of acronyms is encouraged e.g. *TEL* not *Technology Enhanced Learning* – the editors will provide an acronyms list as the start
6. Formatting: Arial font, 12 point, 1.5 spacing, and all margins 2 cm.
7. Rename any live links / URLs within your text i.e. [FELTAG](http://feltag.org.uk/) rather than http://feltag.org.uk/
8. Please submit your article to: joelpetrie@hotmail.com **by 5.00 pm 31/05/20.** With apologies, due to the tight timescales for production, only submissions that meet this deadline will be considered.

Thank you for your support. *Bob, Joel and Anshi.*