2019 Call for Papers: Special Issue on Research Impact

The Editors of IJEPL (http://www.ijepl.ca) are pleased to issue a call for papers on research impact for forthcoming volumes in 2019. IJEPL is an open access, refereed electronic journal dedicated to enriching the education policy, leadership, and research use knowledge bases, and promoting exploration and analysis of policy alternatives.

The use of research evidence is widely recognized as important to the improvement of our educational system, and to improving opportunities and outcomes for students, families, and communities. However, the idea of “use” remains opaque, with various definitions for what “use” means and if, when, and how it matters. Policy shifts in the UK, Australia, and elsewhere have shifted the conversation from research use to research impact – a shift in language that is beginning to emerge in the U.S. as well. However, the notion of research impact is complex, with little consensus on what it means, how it can be observed, and how to support it. Further, even anecdotally, we find it hard to document research impact, to show evidence that it happens or how it happens. We’d like to change that. This call for papers seeks to encourage work focused on documenting research impact and to make it more visible through our open access journal. We therefore invite education scholars to submit to IJEPL-Research Use empirical manuscripts that present cases of research impact (or cases of intended impact that did not achieve said goal) in early education, K-12, and post-secondary policy or practice. We encourage those who study research use to contribute as well as those who have mobilized their own or others’ research to effect change in education settings. Building from the blog series created by the Center for Research Use in Schools (www.research4schools.org/blog/), we seek papers that clearly articulate:

- A conceptualization of what it means for research to have impact
- The research that is intended to have impact
- How research impact is operationalized and observed
- What conditions contributed to impact (or lack thereof)

**Deadline and dates**

Expressions of interest should be sent to Elizabeth Farley-Ripple (enfr@udel.edu) by April 15, 2019. Expressions of interest should include a 500 word overview the research, including the four points above. Completed articles, if available, may also be submitted as expressions of interest.

Authors invited to submit a full text article will need to submit the completed text for peer-review by July 1, 2019. Articles should be 5,000 to 7,000 words and use APA formatting for citations. Because of its international scope, authors are encouraged to focus on the underlying aspects of their research that make the work relevant for the larger community of educators and policymakers. The Special Issue will be released in the late fall of 2019.