

Journal of PGR Pedagogic Practice (Vol. 2)

AUTHOR GUIDELINES

Article Submissions

For our second issue of the Journal of PGR Pedagogic Practice, articles must be submitted to PGRteachercommunity@warwick.ac.uk by **midnight 5th September**. With your submission, please include your **name, institution affiliation, student status/role, email address, 250-word bio, and personal picture** (optional).

Article Format and Word Limits

Our journal aims to facilitate the mutual personal and professional development of postgraduates who teach through their participation in dialogue across disciplines amongst an inclusive community of peers. We welcome high-quality reflections from PGRs and other early career researchers who teach in any capacity (including but not limited to lecturing, laboratory demonstrating, seminar teaching, one-to-one tuition, student co-creation) in any discipline (or, indeed, supporting student experience in any way such as a residential tutor, sports coaching, peer mentoring, etc.), from Warwick and beyond, and from those who support the professional development of PGRs.

We therefore particularly encourage personal reflection and the use of first-person pronouns in submissions. As the journal seeks to contribute to an interdisciplinary discussion, we especially encourage submissions to consider both individual lessons learned and what others might learn. To best sustain a dialogue, we would prefer succinctness over length and word limits should only be exceeded in exceptional circumstances.

We recommend contributions should fall into one of the following categories:

1. **Critical reflections:** personal reflections on PGR teaching practice, or reflections on a conference, symposium, or workshop (500-3000 words)
2. **Review articles:** overviews summarising the current understanding of a topic, highlighting key papers and authors and their relevance to PGR practice (1500-3000 words).
3. **Conversations:** dialogues between PGRs comparing their teaching practice, especially across disciplines or pedagogic traditions, or interviews with academics, administrators, policymakers, etc. (2000-4000 words).
4. **Original research articles:** more substantive original evidence-based research and exploring its relevance and consequences for PGR teaching practice (3000-5000 words).
5. **Responses:** you may opt to sustain a dialogue with previous submissions including short responses or a series of responses (250-1500 words).

The second issue will be published on the Warwick PGR Teaching Community website.

Second issue deadlines and schedule

1. **Abstract submission deadline:** 4th July 2022
2. **Acceptance notification:** 18th July 2022
3. **Optional workshop:** Mid-August (TBA)
4. **Submission of finished article:** 5th September 2022
5. **Editorial review:** 12th September 2022

6. **Revisions due:** 26th September 2022
7. **Publication via Warwick PTC website:** early October 2022

Rights and Permissions

Authors retain their rights to items published in the journal. We conceive of the journal as a place to enter into a peer dialogue.

Submission formatting and style guide

While our journal will reflect on a range of teaching experiences, we expect submitted articles to possess a good academic quality to sustain a constructive dialogue. Submissions should consider the relationship between PGR practice and the pedagogic literature.

For our second issue, please avoid excessive text formatting as submissions will be imported into the digital journal as plain text. Submissions should be submitted in OpenOffice, Microsoft Word, RTF, or WordPerfect. They should adhere to the following format:

1. Cover Page: Submission title, author names, affiliation and student status/role, email addresses.
2. Title
3. 250 word abstract
4. Four-six key words
5. Main text
6. Acknowledgments
7. References
8. Endnotes

Only two levels of headings may be used, distinguished clearly. [Harvard](#) style of reference should be used. Endnotes are permitted but should be avoided - if used, rather than inserting an endnote, please put the endnote number in [square brackets] and list underneath references. For all other instances, for our pilot launch issue please use discretion or contact the editorial team. On matters of text, consult the [Exchanges style guide](#).

Any personal data pertaining to students (or any human participants) needs ethics clearance before it is gathered. It is the authors' responsibility to ensure this is obtained. Authors can only use personal data, quotes from people etc., where this clearance has been obtained, and data must be used as per that clearance (which may or may not involve anonymisation or pseudonyms depending what their ethics application/consent forms specified). If in doubt, please contact the editorial team. For writing assistance, see the helpful guidance offered by the Exchanges journal [here](#).

Legacy

The Journal of PGR Pedagogic Practice is organised by a multidisciplinary team of postgraduates for all postgraduates, and anyone interested in supporting their practice. We hope that by sharing our experiences, we can learn from each other and build up a strong community of support!

While the journal's scope in the short-term is anticipated to be semi-formal, there is scope in future to develop a formal peer-review process. We are therefore also interested through this call for papers in ascertaining whether or not there is support for this sort of initiative in the future. If you or a peer might be interested in becoming a part of the PGR Teaching Community and supporting PGRs

who teach through the journal by joining our editorial team, please contact us at PGRteachercommunity@warwick.ac.uk.

Journal of PGR Pedagogic Practice team:

Imogen Knox (History)
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