



Call for Papers: Education in the North

Editors:

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Special Issue May 2018

Issue Title: 'Teacher Education in the Arctic'

The Arctic region is characterized by small populations, cultural diversity, a wealth of minority languages, differing socio-economic conditions, as well as long distances. Fair educational opportunities in remote areas are key components for creating sustainable development and building resilience in Arctic communities. Equal access to good basic education opens the doors to learning trades and to higher education, and to finding a place in working life. It also lessens the risk of marginalization with its unfortunate consequences. Teachers who work in Arctic and northern communities, and who are committed to and inspired by the Arctic, are the key factor in providing good basic education. Shared research will contribute to better understanding of teacher education in the Arctic, and enhance the capacity of teacher education institutions to better serve communities by strengthening culturally relevant teaching and supporting student teachers' identity work.

This special issue of Education in the North will be created in conjunction with the UArctic Thematic Network on Teacher Education for Social Justice and Diversity in Education. The Thematic Network is dedicated to enhancing teacher education for equality and social justice in the Arctic region through advancing research and promoting co-operation and exchange between universities. This issue falls under the network's project 'Teacher Education for Diversity and Equality in Education in the Arctic' which has been approved by the Arctic Council's Sustainable Development Working Group. This project aims to enhance the understanding of the teaching profession in the circumpolar north and highlight ways in which both pre-service and in-service teacher education can assist teachers in actively contributing to the Arctic's sustainable future.



We are especially interested in submissions that address one of the projects key topics:

- inclusive practices promoting socially sustainable development at the arctic;
- arctic pedagogy combining indigenous pedagogical practices, education in sparsely populated areas and community-based education;
- participation and agency in digital age at educational settings; and
- pedagogical models to promote high quality teaching and learning in multi-modal and digital environments.

A range of submissions can be made as follows: **articles** detailing new empirical research findings (4000-6000 words), **features** focused on on-going research projects (1500-2000 words) and **book reviews**. Please refer to the journal website for author guidelines. All article submissions are double blind reviewed by two independent reviewers.

<https://www.abdn.ac.uk/eitn/>

Submission Deadlines:

- 1) Expression of interest + abstract (200 words) by 1st September 2017.
- 2) Invitations to submit a full paper will be communicated by 30th September 2017.
- 3) Invited full papers to be received by 5th January 2018.
- 4) Feedback from reviewers to be provided by 16th February 2018.
- 5) Final versions by 30th of March 2018.

Publication: May 2018

NB. All submissions should be sent to eitn@abdn.ac.uk with the Subject Heading: Special Issue 'Teacher Education in the Arctic' 2018