CALL FOR PAPERS

Special feature for Institute of Education 120th Anniversary

Edited by Hugh Starkey and Li Wei

For publication autumn/winter 2022/23

Expressions of interest accepted until: 31 October 2021

DEADLINE for draft papers: 28 February 2022

Background:

UCL Institute of Education (IOE) is the direct descendant of the London Day Training College that opened 6 October 1902. London Review of Education wishes to share this significant 120th anniversary with a special feature examining and critically celebrating people, ideas, movements and research associated with IOE in the past and present whilst looking to the future.

Founded in 2003 by the UCL Institute of Education (IOE), the London Review of Education (LRE) is a fully open-access, peer-reviewed journal that provides a diversity of perspectives on all types, sectors and phases of education. With an editorial perspective inspired by London’s status as a global city, LRE maintains the Institute’s principled concern for social justice. We encourage interdisciplinary collaborations and international co-authorship and publish contributions from across the world.

LRE is a wide-ranging journal that features rigorous analysis and significant research using a variety of methodologies across key themes in education. For example, we cover but are not limited to: assessment; curriculum; educational improvement; equalities and human rights; institutional effectiveness; language, literacy and numeracy; lifelong learning; organization; pedagogy; public goals and policies; resources and technology; teacher education; widening participation. We particularly welcome articles that cross disciplines and interrogate links between research, policy and practice.

The special feature

Guest editors Hugh Starkey, Editor LRE, and Li Wei, Director & Dean of IOE, invite contributions that critically engage with the educational thought, practice and development associated with IOE over its 120-year history. We welcome contributions from past and present staff and students and others engaged in work associated with the IOE (this association should be made clear in the paper).
Possible topics may include but are not limited to the following suggested by Aldrich, R., & Woodin, T. (2021). *The UCL Institute of Education: from training college to global institution (2nd edition)*. London: UCL Press.

**Current relevance of theories and practices developed at IOE** by, for example founders Beatrice and Sidney Webb; Percy Nunn (Director 1922 – 36; Education principles); Sophie Bryant; Susan Isaacs (IOE 1933 – 48; child development); Marion Richardson (IOE 1924 – 30; art education and handwriting); James Fairgreve (Geography in Schools); Cyril Burt (IOE 1924 – 32; controversial proponent of IQ testing); Fred Clarke (Director 1936 – 45; education against totalitarianism); Lionel Elvin (Director 1958 - 73; Principal Ruskin College 1944-50, Director Education Department UNESCO 1950 – 56. New Education Fellowship; Council for Education in World Citizenship); Joseph Lauwerys (IOE 1932 – 70; co-founder UNESCO and active in World Education Fellowship Professor of Comparative Education from 1947); Karl Mannheim (IOE 1941-47 sociology); Jack & Barbara Tizard, Richard Peters, Basil Bernstein, William Taylor, Ann Oakley, Peter Mortimore, Geoff Whitty, Jagdish Gundara, Gunther Kress, and others.

**IOE and London**: training of teachers; engagement with government and policy

**IOE international and global programmes** of teaching and research. Decolonizing IOE. (e.g. from the education of ‘primitive students’ and the Colonial Department to the Centre for Education and International Development).

**IOE and global alliances**, research and teaching partnerships.

**IOE alumni** trajectories and influences.

**Current state of the art** by IOE research centres and departments.

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**Submitting to this special feature**

Early expressions of interest in the form of an abstract of 300–500 words should be sent to HUGH STARKEY: h.starkey@ucl.ac.uk

To submit an article, or for more information about the journal, please visit the LRE website.