ASSOCIATION FOR LEARNING TECHNOLOGY

Research in Learning Technology
Strategy 2015-17

About the strategy

Research in Learning Technology is the journal published by the Association for Learning Technology (ALT) with Co-Action Publishing. At the heart of ALT's aims and values is the importance of Learning Technology research in underpinning the intelligent use of technology in support of learning, teaching and assessment. One of our key aims as set out in our 2014-17 strategy is to strengthen learning technology research and practice through collaboration, sharing and networking, nationally and internationally. We set out our wider aims in relation to research here.

This strategy sets out our key aims for Research in Learning Technology for the next three years until February 2018, in line with ALT's overall strategy, our values and the context in which we operate.

Aims

In line with ALT's charitable object, our aims are:

1. **Excellence in research** - to encourage the submission and publication of leading research that is both scholarly and practice-based.
2. **Enhancing the standing of the journal** - to work with authors, the publisher and the wider community to increase the readership and enhance the reputation of the journal in the UK and internationally.
3. **Innovation** - to explore innovative publishing formats and to aim to use technology to model best practice in publishing Learning Technology research.
4. **Open Access** - to continue to publish the journal under an Open Access model and openly to contribute to the body of knowledge in Learning Technology globally.
5. **Member support** - to continue to publish as a member-funded journal and to ensure it serves the interests and changing needs of our community, by, for example, themed collections.
6. **Collaboration** - to develop stronger links between the journal and ALT's other activities as well as the wider community and partners in the UK and internationally.

How we will achieve our aims

The Trustees of ALT, the Committee for Communication and Publications, the Editorial Board and the Editorial Team work in liaison with Co-Action Publishing to deliver this strategy. This is an overview of how we will work together to achieve our aims:

Excellence in research - we will encourage the submission and publication of leading research and practice-based research:
- set high standards for rigorous research and practice-based research output and actively commission articles from high profile authors;
- maintain and enhance the rigour and quality of research and practice-based research submissions through advice and guidance to authors, and publication of the highest quality work;
- use ALT's conferences to encourage high quality submissions for the journal.

Enhancing the standing of the journal - to work with authors, the publisher and the wider community to increase the readership and enhance the reputation of the journal in the UK and internationally (as measured by appropriate esteem factors):
- provide guidance and mentorship as appropriate for reviewers to ensure that well considered, fair and constructive feedback is provided to authors;
- evidence the impact of publications within the community, e.g. use of publications as evidence for institutional projects and impact on policy developments;
- communicating the impact of the publications to the community e.g. citations, readership, comments, etc.

Innovation - to explore innovative publishing formats and to aim to use technology to model best practice in publishing Learning Technology research:
- exploit the online-only publication model to ensure innovative content types and publication formats can be used by authors;
- work with Co-Action to develop efficient, reliable and academically justifiable procedures.

Open Access - to continue to publish the journal under an Open Access model and openly to contribute to the body of knowledge in Learning Technology globally:
- consider alternatives to Article Processing Charges which would help raise submission standards;
- periodically review the Gold Open Access model currently in use in relation to wider developments;
- continue to contribute to policy development for Open Access.

Member support - to continue to publish as a member-funded journal and to ensure it serves the interests and changing needs of our community, by, for example, themed collections:
- work with Guest Editors who contribute expertise in a particular area of interest;
- support researchers participating in ALT events including the Annual Conference to publish in the journal.

Collaboration - to develop stronger links between the journal and ALT's other activities as well as the wider community and partners in the UK and internationally:
- continue to collaborate with partners to publish themed collections (formerly called Special Issues) which could be published across different journals;
- explore potential collaboration with ALT's Special Interest Groups;

Scope and focus

ALT is committed to strengthening learning technology as a discipline in its own right through research, practice and policy. Any submission whose quality and distinctiveness support this ambition will be considered. The journal publishes papers concerning the use of technology in learning and teaching in all sectors of education, as well as in industry. The focus of the journal is on publishing high quality evidence-based manuscripts from TEL researchers, practitioners and policy makers which serve the needs of the diverse and international readership. Manuscripts can be purely research-based or draw critically on practice-based approaches in the area of technology enhanced learning. Articles can be focused on any level of education, from formal primary, secondary, further and tertiary (higher) education to professional learning (e.g. CPD) and informal learning.

The journal publishes articles in the following broad areas: technology enhanced learning, online learning, distance learning, mobile learning, flexible learning, wearable technologies, simulation, learning environments, learning spaces, pedagogy, open educational practice and social media.

Readership

The audience for Research in Learning Technology is international. Since its transition to Open Access the journal has significantly increased its readership.

Who reads this journal? Learning technologists, practitioners, academics with interest in TEL, IT specialists, TEL managers and policy makers.

Types of articles

Papers should be original, scholarly and make clear how they make a contribution to knowledge and/or practice in the field. We are open to a range of submission types, including:
- evaluative studies of technology use in learning and teaching;
- large scale or longitudinal studies of the impact of technologies on the efficiency and effectiveness of provision;
- case studies of innovations in the area of learning technology, and their dissemination and uptake;
- critical assessment of the theory and practice of technology-enhanced learning across cultures and nationalities;
- analysis of the staff and learner competencies, roles and skills necessary for effective learning;
- theoretical debate on and analysis of the relationships between learning, teaching and technology;
- analyses of policy and strategy at institutional, regional, sectoral, national and international levels.