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There will be five issues of IJEDICT per year, in a continuous publication cycle. Articles will be published immediately in the current issue of IJEDICT on completion of the review/editing process.

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About the journal

The International Journal of Education and Development using Information and Communication Technology (IJEDICT) is an e-journal that provides free and open access to all of its content.

Regional economies and communities are facing increasing economic, social and cultural hardship in many parts of the world as economies adjust to the demands of the new orders of commerce and governance. A part of this is the paradox that regional economies and communities can be either enhanced or disadvantaged by information and communication technologies (ICT) products and services. The potential enhancement comes from the increased social, economic and cultural capital that comes from harnessing ICT products and services in a community sense. The disadvantage comes from the power that ICT products and services have in centralizing commerce, service provision and governance away from the regional community.

Unless we get a greater level of access AND adoption of information and communication technology (ICT) for education and development at community level, we will miss the opportunity to turn the "digital divide into a digital opportunity for all, particularly for those who risk being left behind and being further marginalised" ("Declaration of Principles", WSIS-03/Geneva/Doc/4-E, Principle 10). The International Journal of Education and Development using Information and Communication Technology (IJEDICT) is an e-journal, with free and open access, that seeks to address this issue.

IJEDICT aims to strengthen links between research and practice in ICT in education and development in hitherto less developed parts of the world, e.g., developing countries (especially small states), and rural and remote regions of developed countries. The emphasis is on providing a space for researchers, practitioners and theoreticians to jointly explore ideas using an eclectic mix of research methods and disciplines. It brings together research, action research and case studies in order to assist in the transfer of best practice, the development of policy and the creation of theory. Thus, IJEDICT is of interest to a wide-ranging audience of researchers, policy-makers, practitioners, government officers and other professionals involved in education or development in communities throughout the world.

Coverage

IJEDICT has a major emphasis on the use of ICT in education for development in hitherto less developed parts of the world. The journal includes descriptive case studies about ICT projects in developing countries and in rural and remote regions of developed countries, as well research articles evaluating such projects, developing policy or creating theory. Topics covered include, but are not limited to, the following areas:

- ICT in education for development;
- Distance learning;
- E-learning;
- Flexible learning and delivery;
- Open learning;
- E-literacy.

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IJEDICT comprises the following sections: "research articles" (academic, peer-reviewed articles); "studies from the field" (edited but not peer reviewed case studies); "research in progress"; "literature reviews"; "project sheets" (brief descriptions of relevant projects); "notes from the field" (working papers, and other commentaries on relevant topics); "book/media review" (software and other media reviews).

The Editors welcome submissions at: <http://ijedict.dec.uwi.edu/submissions.php>

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Editorial

This section contains the editorial written by the editors for the specific issue.

Refereed Articles

This section contains articles that have been reviewed by at least two academic peers in a process that ensures that authors and reviewers remain unknown to one another. To be included in this section, articles must be based on research and scholarship, and contribute "new" and significant knowledge to the field of ICT for education and/or development. Reviewers for research articles are selected from the Editorial Board, Review Board and Peer Review Panel.

From the Field

This section includes peer-commented and editorially reviewed case studies (2000-5000 words) of the use of ICT in education and/or development.

Invited Articles

As the name suggests, "Invited Articles" are ones specially requested by the Editors. Generally, they are editorially reviewed.

Research in Progress

This section includes peer-commented and editorially reviewed articles describing research in progress.

Literature Reviews

This section includes peer-commented and editorially reviewed articles that review the literature of the use of ICT in education and/or development.

Project Sheets

This section includes brief descriptions (500-1000 words) of education and development projects that utilise ICT.

Notes from the Field

This section contains short comments or notes that are useful for practitioners working in the field of ICT in education and/or development.

Book/Media Reviews

This section contains editorially reviewed reviews of books that are relevant to the use of ICT in education and/or development.

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Authors can upload papers, as well as data sets, research instruments, and source documents through the journal's Submissions section. Papers, figures, and appendices can be submitted in a variety of file formats, including Microsoft Word, WordPerfect, or RTF (Rich Text Format). Registration and login are required to submit items online and to check their status.

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- Please use Arial 12-point font for the Title, which should be in bold "title" (upper and lower) case.
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 - Marshall, S. (1991), "A genre-based approach to the teaching of report-writing". *English for Specific Purposes*, vol. 10, no.1, pp. 3-13.
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- Citations in the text should include the author's name and year of publication where you use the source in the text, as in the following examples:
 - In this way, information technology can be seen to effect and influence changes in organisational structure (Orlikowski & Robey 1991).
 - Edwards (1995, p.250) views the globalising of distance education as "invested with the uniform cultural messages of modernity".
 - Globalisation, especially in relation to open and distance education, will reduce the tolerance of difference and so "how can local issues and contexts be addressed?" (Evans 1995, p.314).
- Further information about the Harvard editorial style can be found at:
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