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Publication Frequency

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. It 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 for development in communities throughout the world.

Coverage

IJEDICT has a major emphasis on the use of ICT in education and development in hitherto less developed parts of the world. The journal includes descriptive case studies about education 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: Distance learning, e-learning, flexible learning and delivery, blended learning, open learning, e-literacy, e-portfolios, MOOCS.

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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the following sections: "research articles" (academic, peer-reviewed articles); "studies from the field" (edited but not peer reviewed case studies); "research in progress"; "literature reviews"; "project sheets" (brief descriptions of relevant projects); "notes from the field" (working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>

Section Policies

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, the Review Board and the 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.

Submission of Articles

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 and RTF (Rich Text Format).

Registration and login are required to submit items online and to check their status.

Author Guidelines

General Information

- Submissions are invited for all sections of this journal. Refereed articles should be between 3,500 and 6000 words in length. Project descriptions for the "Project Sheets" section should be between 500-1000 words in length. Submissions for other sections of the journal can be any length.
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- Please use Arial 12-point font for the Title, which should be in bold "title" (upper and lower) case.
- Use Arial 10-point font for the remainder of your article.
- First level headings should be in bold uppercase.
- Second level headings should be in bold "title" (upper and lower) case.
- No footnotes please - instead use endnotes.
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Submitted manuscripts must be written in the Harvard editorial style:

- References should relate only to material cited within the manuscript and be listed in alphabetical order, including the author's name, complete title of the cited work, title of the source, volume, issue, year of publication, and pages cited. See the following examples:
 - 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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 - Marshall, S., Taylor, W., & Yu, X. (eds.) (2003), *Closing the Digital Divide: Transforming Regional Economies and Communities with Information Technology*, Greenwood Publishing, Westport CT.
- 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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