

SCOPE

Contemporary Research Topics

**flexible learning 2:
Capable**

November 2007-2017

Scope: Contemporary Research Topics (Flexible Learning) is peer-reviewed and published annually by Otago Polytechnic/Te Kura Matatini ki Otago, Dunedin, New Zealand.

The focus of *Scope: Contemporary Research Topics (Flexible Learning)* is on a key issue facing higher education institutions moving into a work-based, professional practice, holistic assessment approach – how best to provide this different sort of education - one that recognises different ways of learning, the role of work integrated learning, and truly addressing lifelong learning.

An online version of the journal is available at <http://www.thescope.org/>

ISSN 1178-4180 (Print); ISSN 1179-4199 (Online)

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Special Issue: Capable

This issue of *Scope: Contemporary Research Topics (Flexible Learning)* takes the theme of “Capable”. Capability is used in education as the basis for frameworks that describe not just the skills a person has (referred to as competencies), but the application of these in challenging situations (“capabilities”). Hence a learner might be competent in the calculation of excess staffing requirements, and be capable in negotiating the ethical and personal issues in the application of this analysis. The theme is also derived from the name of Capable New Zealand, the work-based learning and professional practice school of Otago Polytechnic. Capable New Zealand is a leader in the assessment of prior learning, work-based learning and enquiry, and the design and delivery of profession-based masters-level and doctorate-level qualifications. This academic journal publishes relevant research to record the work and academic achievements of our staff, graduates, and learners.

Goals

1. Provide a peer-reviewed journal that publishes contemporary research about work-based learning and professional practice
2. Support and publish occasional book- and monograph-scale special projects in the journal's areas of interest.
3. Be Capable New Zealand's publication of record, providing a platform for learner projects and narratives, contemporary issues in work-based and professional learning and enquiry, work place activities and post-graduation activities, maintain and support an alumni of graduates, recording the application of their enquiry and learning to workplaces, communities and the broader economy.

Submissions for Scope: Contemporary Research Topics (Flexible Learning) are invited from academics, educators, professional practitioners, and industry. Submissions should be sent in hardcopy and electronic format by 30 April for review and potential inclusion in the annual issue to Samuel Mann (Editor) at Otago Polytechnic/Te Kura Matatini Ki Otago, Private Bag 1910, Dunedin, New Zealand and samuel.mann@op.ac.nz with a copy to scopedifference@op.ac.nz. Please consult the information for contributors below and hardcopy or online versions for examples. Peer review forms will be sent to all submitters in due course, with details concerning the possible reworking of documents where relevant. All submitters will be allowed up to two subsequent resubmissions of documents for peer approval. All final decisions concerning publication of submissions will reside with the Editors. Opinions published are those of the authors and not necessarily subscribed to by the Editors or Otago Polytechnic.

Formats include: theoretical frameworks of professional practice; case studies of professional practice; and perspectives.

Case Studies of professional practice provide reporting of a particular learner's journey. Articles can be written in the first person. Submissions for the Case Studies section should capture a sense of narrative, capturing the learner's journey and include the background and history where necessary to clearly outline both the problems and the solutions intended to address them. Perspectives aim to immerse the reader in new points of view from educators who are working on bold approaches to professional practice and learning. These perspectives may take the form of personal accounts of frameworks of professional practice and could describe the context of approach, the genesis of the professional practice, challenges faced in implementing and completion of the professional practice framework, and a discussion of the overall success of the professional practice framework including an effort to explain how this particular framework could be applicable on a larger scale. Perspectives may also take the form of editorials, reports on successful or promising approaches, or visions of how the future of Professional Practice and Learning might look.

Other types of articles may also be considered, though it is recommended that authors first submit a brief proposal to scopedifference@op.ac.nz. All research published in *Scope: Flexible Learning* must have been considered under appropriate ethical review processes. Reference styles appropriate to the authors discipline are accepted.

Articles should be written in an engaging, literary style that is accessible to non-experts. Ideally, authors will begin by posing a series of intriguing questions, creating a pleasing narrative tension that pulls the reader along to the conclusion.

High standards of writing, proofreading and adherence to consistency through the Author (Date) referencing style are expected. A short biography of no more than 50 words; as well as title; details concerning institutional position and affiliation (where relevant); and contact information (postal, email and telephone number) should be provided on a cover sheet, with all such information withheld from the body of the submission. Low resolution images with full captions should be inserted into texts to indicate where they would be preferred; while high resolution images should be sent separately. Enquiries about future submission can be directed to scopedifference@op.ac.nz.

Printing: Dunedin Print Ltd.

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Cover: Andy Thompson Photography NZ Ltd. *New Beginnings: The last morning I spent with Year 2 learners in Karitane, 2017.*

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