



scope

Contemporary Research Topics

learning & teaching 4:

November 2017

SCOPE

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**learning & teaching 4:
Sustainable Practice**

November 2017

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

Scope (Learning and Teaching) aims to engage discussion on contemporary research in learning and teaching for emerging scholars. It is concerned with views and critical debates surrounding learning theories and practices and seeks to address current and topical matters in education. Its focus is on building a sense of community amongst researchers from an array of New Zealand institutions with a goal of linking in, and stepping up to a wider international community.

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

ISSN 1179-951X (Print), ISSN 1178-9528 (Online)

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Special Issue: Sustainable Practice

This issue of *Scope: Contemporary Research Topics (Learning and Teaching)* takes the theme of "Sustainable Practice". It aims to engage discussion on contemporary research in the field of sustainable practice (including resilience, sustainability science etc). It is concerned with views and critical debates surrounding issues of practice, theory, history and their relationships as manifested through the experiences of researchers and practitioners in sustainable practice. The focus of this issue will be "Transformation" where contributors will be encouraged to explore positive actions in the challenge of the required restorative socio-ecological transformation.

Submissions for Scope: Contemporary Research Topics (Teaching and 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: Solutions; Feature articles; Transformations; Making a Difference; Sustainable Practice in History; Envision; and Reviews

In placing the emphasis on Solutions, Transformations and Making a Difference, we are deliberately taking a positive framing. We are looking for solutions that are seriously creative: they should be novel, perhaps even surprising, but also well-thought out and credible. We prefer solutions that take a whole-systems approach. What do we mean by that? A system can be a community, a corporation, a government, or even the entire global environment. If you want to solve a problem, you need to look at these systems in their entirety and at several, nested scales, from local to global. Rather than focusing on a single link, look at the whole chain. When you start looking at the world this way, it becomes clear: everything is connected. What are examples? A solution can be local, such as the development of a sustainable eco-village or eco-city. Or it can be grand and global, like the development of an atmospheric trust to cap and trade greenhouse gases. It doesn't have to solve all problems, but it should recognize what problems it can solve, and what others it might cause. Solutions should address the institutional and cultural changes that may be required. We welcome concrete goals, but we won't shy away from efforts to think outside the system or transcend a paradigm. (this description is taken in part from the journal *Solutions*, with permission).

Feature Articles and Envision aim to immerse the reader in new points of view from practitioners and theorists who are working on bold approaches to sustainable practice. These perspectives may take the form of personal accounts of frameworks of sustainable practice and could describe the context of approach, the genesis of the sustainable practice, challenges faced in implementing and completion of the sustainable practice framework, and a discussion of the overall success of the sustainable practice framework including an effort to explain how this particular framework could be applicable on a larger scale. Envision may also take the form of editorials, reports on successful or promising approaches, or visions of how the future of Sustainable Practice 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: Learning & Teaching* must have been considered under appropriate ethical review processes.

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.

Editorial Team

Steve Heny

Prof Samuel Mann

Editorial assistant: Phoebe Eden-Mann scopedifference@op.ac.nz

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