



Pontificia Universidad  
**J A V E R I A N A**  
Bogotá



**Call for papers for special issue: 'Expanding theories through qualitative research in education'. *MAGIS*- International Journal on research in education**

Invited editors: Dr. Carolina Guzmán Valenzuela (Centro de Investigación Avanzada en Educación, Universidad de Chile), Dr. José Luis Medina Moya (Universitat de Barcelona), Professor David Scott (UCL IOE, UK) and Raúl A. Barba-Martín (Universidad de Valladolid).

The [MAGIS](#) Journal calls for papers for a special issue that aims to expand and strengthen educational theories derived from qualitative research. This special issue on qualitative research in education is a continuation and expansion of the *MAGIS* special issue 'Dilemmas in Qualitative Research. Some answers from educational research practices' published in the second half of 2014 and edited by Dr. Carolina Guzman-Valenzuela and Dr. José J. Barba. This special edition pays a tribute to Dr. Barba who died in January 2016.

This special issue will work around three axes in relation to the construction of theories in qualitative research in education:

- Axis 1: The problem of generating new knowledge or theories from qualitative research in education. Some studies (Tight, 2004, 2007) show that academic papers on research in education are atheoretical, do not show a connection between empirical studies and stated theories, or tend to confirm theories without problematizing or expanding them (Ashwin, 2012).
- Axis 2: The construction of educational theories through research on specific educational practices. This axis focuses on research aimed at solving practical problems or what has been termed as 'practitioner research' (Cochran-Smith & Lytle, 2009; Jarvis, 1999), and from where it is possible to expand/construct or deconstruct existing theories or create new ones.
- Axis 3: The construction/deconstruction of theories in education from innovative/transgressive research that facilitates dialogue and reflection on the use/expansion/deconstruction of theory in qualitative research. Innovative/transgressive research is understood here as those research approaches that have been termed as poststructuralist or postmodernist approaches (Lather, 2006).

For this special issue, original papers (not sent to other journals or published in books or journals) in either English or Spanish are sought. Articles should be 5,500-6,500 words and follow the [guidelines for submission of papers](#) set out by the *MAGIS* journal. All articles will be evaluated through a double-blind process and by at least one of the editors.

## Timetable

- Submission of outline (1,000 words): October 30, 2016.
- Selection of outlines and invitation to submit a full paper: December 30, 2017.
- Submission of full paper: May 30, 2017.
- Paper feedback plus editorial comments and suggestions: August 30, 2017.
- Submission of final papers: October 30, 2017
- Publication: first half of 2018.

## Process

Abstract articles should be sent to Carolina Guzman-Valenzuela ([carolina.guzman@ciae.uchile.cl](mailto:carolina.guzman@ciae.uchile.cl))

## References

- Ashwin, P. (2012). How often are theories developed through empirical research into higher education? *Studies in Higher Education*, 37(8), 941-955.
- Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as stance: Practitioner research for the next generation*. New York: Teachers College Press.
- Jarvis, P. (1999). *The Practitioner-Researcher. Developing Theory from Practice*. California: Jossey-Bass Publishers.
- Lather, P. (2006). Paradigm proliferation as a good thing to think with: Teaching research in education as a wild profusion. *International journal of qualitative studies in education*, 19(1), 35-57.
- Tight, M. (2004). Research into higher education: An a-theoretical community of practice? *Higher Education Research and Development*, 23 (4), 395–411.
- Tight, M. (2007). Bridging the divide: A comparative analysis of articles in higher education journals published inside and outside North America. *Higher Education*, 53, 235–53.