

Call for Papers Journal for Advancing Education Practice

The Journal for Advancing Education Practice (JAEP) announces a call for papers in the inaugural edition to be published early fall 2020, Vol. 1, No. 1, (**Deadline: June 2020**). JAEP aims to promote excellence in education practice through dissemination of current high-quality research by individuals working across disciplines in instructional, policy, and leadership roles relating to teaching, learning, and professional training. JAEP is a peer-reviewed journal. The theme for the inaugural edition is:

Doctoral Student Learning: Challenges and Opportunities

JAEP is founded as an open access journal that is committed to providing a useful and reliable platform for education practitioners to share their ideas about how to improve and transform learning. Students, faculty, academic scholars and other readers are encouraged to utilize this platform to review current and relevant education issues and topics.

If you are interested in submitting a manuscript, please submit your manuscript online using the *submit article* link on The Journal of Advancing Education Practice landing page:

<https://openriver.winona.edu/jaep/>

This inaugural issue contributes to a growing body of literature exploring the complexity of successfully meeting the needs of students enrolled in doctoral programs. Higher education remains challenged to support postgraduate students from admission to completion. We need to explore new pathways to preparation and persistence in doctoral education. Institutional practice can benefit from the perspectives of those directly involved in doctoral instruction and learning. Authors are expected to integrate current research literature in submitted papers to demonstrate the disciplinary relevancy of the discussion.

Topics to Consider:

Developing research literacy in doctoral students

Faculty engagement in supporting doctoral students

Institutional practices that can transform learning for doctoral learners

Doctoral admission practices and onboarding

Relevancy of the cohort model in doctoral education

How doctoral students develop scholarly competence

Examining reasons doctoral students fail

Emerging best practices in doctoral education

Developing scholarly literacy through publications and presentations

Identifying and examining the connection between identity development and cohort participation