

International Journal of Education and Ageing **Call for papers**

The *International Journal of Education and Ageing* (IJE) has been AEA's flagship publication since 2010. This high quality, independent, academic journal has succeeded in its mission to feature a truly international range of original research papers. However, the Association has come to the decision to cease production of a printed journal and look to develop a future publication that can address the significantly changed context for educational gerontology.



We therefore publish a call for papers for our concluding issue, IJE Volume 5, number 3.

A final issue of IJE will celebrate its achievements and reflect on the educational, social and policy changes that now impact the challenge of later life learning in all its forms. It will be open access and disseminated widely.

A temporary editorial team has been formed for this purpose, including Reader Emerita Dr Anne Jamieson (Birkbeck, University of London), Dr Jane Watts (Independent Researcher, Life Long Learning) and Dr Joanna Walker (Association for Education and Ageing).

We wish to commission original articles that

- represent or review the contribution of educational gerontology over the years
- report on recent research or development in the field of older adults' learning and the teaching of gerontology
- identify current and future issues for study and practice

In keeping with IJE's tradition, as initiated by AEA's founder Frank Glendenning, we welcome short reports on international practice and events, in the spirit of sharing good learning. We also wish to include reviews of books or other published resources.

Please be in touch with the editors to discuss any other kind of contribution you might be interested in offering.

Articles can be from 3-5 thousand words in length and will be peer reviewed; shorter reports and other material can be 1-2 thousand words.

You are invited to make an expression of interest, with an abstract (for articles) or short description (for reports and other items), by 31st January 2023. Receipt of an expression does not indicate acceptance, but an invitation to converse with the editorial team. Thereafter, a full text should be submitted by 30 April 2023. Fuller guidance on terms of submission is available on request.

Enquiries, expressions of interest and eventual submissions can be sent to Joanna Walker at jkw1g12@southamptonalumni.ac.uk

Information on IJEA can be viewed on AEA's website:
www.associationforeducationandageing.org

Scope of articles sought:

As further guidance, we advise that the following topics are of interest, based on the history of IJEA's coverage, and the inter-disciplinary nature of educational gerontology:

Older adult learning of all kinds; informal, non-formal and community-based learning in later life, in all subject areas (such as languages, arts, creativity and performance, sport, exercise and wellbeing, IT, etc) and in various formats and settings. Also, formal / vocational learning, training and continuing professional learning that is accessible to older adults.

Teaching and learning about later life, for personal or professional development, in communities or educational institutions. Also for particular purposes or audiences, such as health education, retirement education, physical/mental wellbeing, spiritual development etc; or in particular fields of practice, such as social work, nursing, social care, para-medical therapies, counselling etc.

Providers and the practice of teaching and learning in later life; policy, funding and management of learning provision; public, private and third sector sponsors of learning.

Interdisciplinary issues, such as later life learning's relation to health, well-being, positive ageing, resilience, rehabilitation, coping with illness, disability etc. Also to social inclusion, citizenship, volunteering, peer-support and caring.

Gerontological perspectives on learning, such as effects of ageing on learning, development, later life-stages and transitions; ageism, cultural and narrative gerontology that contextualises learning experiences; educational life-course factors in poverty, family and social relations.



We look forward to hearing from you