



Call for papers

Special issue for the Nordic Journal of Comparative and International Education (NJCIE)

Title:

**The Implementation of Educational
Reforms and Changing Classroom
Practices**

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Background

Educational reforms play an important role in shaping the dynamics of classroom practices and ensuring that educational systems remain responsive to societal needs. Moreover, teachers play a key role in the enactment and success of educational reforms (Datnow, 2020; Doyle, 1992; Vähäsantanen, 2015). The interplay between implementation of new reforms and enactment is therefore a central educational question (Priestley et al., 2021). Across the Nordic region and beyond, policy makers have introduced wide-ranging reforms aimed at enhancing curriculum quality, teacher practices, student engagement, equity, and overall educational outcomes. Despite the well-intentioned objectives of these reforms, there is a need to further explore and understand their educational impact on classroom teaching and the complexities surrounding their implementation. There is also a need to compare reform implementations over time, both across years since a new reform was introduced, and across reforms (Acedo, 2012; Brevik et al., 2023; McLure, 2023).

Rationale

This special issue aims to explore how recently introduced educational reforms are being implemented in different contexts and how they translate into classroom practices in different school subjects. By adopting a comparative perspective, we seek to unravel the nuanced and varied ways in which these reforms impact both teaching and learning across different subjects or grade levels, or within the same subject across time comparing different reforms in the same or different geographical locations.

Comparison serves as a robust methodological perspective for exploring into the specificities of reform implementation (Bray et al., 2014), thus uncovering potential good practices and shared challenges (Cook et al., 2014; Powell, 2020). Research studies comparing implementation across subjects can reveal whether certain school subjects are more amenable to reform-driven changes, what is noticeably challenging in implementing reforms and if the intentions of a reform do show in classroom practices. By examining implementation over successive years, researchers can investigate the progression and sustainability of changes in classroom practices and teachers' reflections on these. Furthermore, comparative analyses of different reforms or across different timeline can offer insights into the agency of teachers in reform enactment, what works, what does not, and why certain reforms succeed whereas others are less successful.

Focus and Scope

For this special issue, we invite scholars to submit original research articles, case studies, and theoretical papers that engage with the following themes:

- Comparative analysis of classroom practices pre- and post-reform implementation.
- Subject-specific responses to educational reforms resulting in influencing classroom practices.
- Temporal comparisons of reform implementation (e.g., longitudinal analysis, year-on-year analysis, case comparison across two or more years).
- Cross-national or cross-regional comparisons of specific educational reforms.
- Assessments of multiple reforms on classroom practices within a singular educational context.
- Qualitative and quantitative studies on teacher or student responses to educational reforms.
- Examining the coherence between reform intentions and their practical implementation by exploring policy-practice alignment.

Submissions may employ a variety of comparative approaches, including but not limited to, cross-sectional comparative studies, longitudinal analyses, mixed-methods research, and case study comparisons. We particularly welcome contributions that incorporate innovative methodological frameworks or protocols to advance our understanding of educational reform implementation. All papers should include a comparative and/or international dimension. Furthermore, all contributions must engage with wider theories and debates in the field of comparative and international education and include a Nordic and/or global perspective.

Submission Guidelines

Interested authors are kindly requested to submit full manuscripts of papers for peer review by

15 January 2025

Please ensure compliance with the [NJCIE Author Guidelines](#) in your submitted manuscript. Upon submission, please make a comment that the manuscript is considered for this special issue. Papers will be selected through an open call and undergo a double-blind review process.

The authors are encouraged to suggest two or three potential peer reviewers in their Cover letter.

Accepted manuscripts will be published as soon as they are ready through the production phase.

Inquiries

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Literature

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