

Special Issue to be published December 2020

Issue title: Remote teaching to ensure equal access to education in rural schools

Guest editors: J. Ola Lindberg, Jörgen From and Fanny Pettersson, Umeå University

Submissions are invited for this Special Issue which is linked to the symposium 'Remote teaching to ensure equal access to education in rural schools – conditions and experiences from the Nordic countries.' See https://www.umu.se/en/events/symposium-remote-teaching_8822663

One impending challenge in today's school is to ensure that all students' have access to an equal education (Jobér, 2015), which should in turn create social and economic conditions for both the individual and society (Lundahl, 2016). The equality aspect is especially emphasized in small and medium-sized municipalities, which, unlike metropolitan regions, often have significant difficulties in recruiting qualified teachers, in turn restricting students' right to an equal education in rural schools (cf. Pettersson, 2017). This problem has been evident for more than a decade, and during the same time remote teaching has evolved as an opportunity for dealing with the shortages of teachers and long distances between schools (cf. Hilli, 2018; Pettersson and Olofsson, 2019; Pettersson and From, 2018). Research within this area is scarce at a Nordic but also at an international level (Barbour, 2013; Toppin and Toppin 2016).

We, therefore, welcome submissions, including, but not limited to, those that address or cut across the following topics:

- Possibilities for ensuring equal access to education in rural schools through the use of remote teaching.
- Strategies to systematically and proactively increase access to education at upper secondary school level using digital technologies.
- The existence of and access to new information technologies is necessary but not sufficient. Of complementary importance will be who will be empowered to design, create, invent, and choose to use the technologies to enhance their personal and professional lives.

We are particularly interested in creative and interdisciplinary methodologies and methods used to consider these issues in new ways. Submissions that address other areas relevant to the general theme are also welcomed, and the editors are happy to respond to queries concerning the relevance and eligibility of potential submissions.

Different types of submission are possible: **articles** dealing new empirical research findings that have not been published elsewhere, **features** which describe on-going research projects, and **book reviews**. Please refer to the journal website for our guidelines for authors. The expressions of interest pro forma can be found on the journal website: www.abdn.ac.uk/eitn

We are especially interested in publishing work in indigenous and minority languages and the journal has a proud tradition of publishing work in Scottish Gaelic.

Submission Deadlines:

1. Expression of interest with an abstract (200 words) for articles and a synopsis (100 words) for features emailed to EitN@abdn.ac.uk by 29th May.
2. Submission of article, feature or book review emailed to EitN@abdn.ac.uk by 28th August.