

Dr Shahrina Bt M Nordin (ACADEMIC/UTP)

From: CGPublisher [mailto:cgpublisher@cgpublisher.com]
Sent: 27 September 2012 16:59
To: Dr Shahrina Bt M Nordin (ACADEMIC/UTP)
Subject: Learning Journal - Final Submission Received - Ethnography of Communication on an Offshore Oil Platform
Attachments: ATT00001.txt

THE INTERNATIONAL JOURNAL OF LEARNING

Dear Dr. Shahrina Md Nordin, Roselind Wan,

Thank you for your FINAL submission of the paper Ethnography of Communication on an Offshore Oil Platform.

This notification is to confirm that The International Journal of Learning has received the final submission of your paper "Ethnography of Communication on an Offshore Oil Platform".

Your paper will now be typeset. You will receive a proof for approval of the typeset version of your paper prior to publication. You will be notified when the proof for approval is available.

Further information regarding the paper publication process can be found in the CGPublisher online user guide at <http://www.cgpublisher.com/guide/17/index.html>.

Yours Sincerely,

Kelsey Shannon
The International Journal of Learning
<http://ijil.cgpublisher.com>

Dr Shahrina Bt M Nordin (ACADEMIC/UTP)

From: CGPublisher [cgpublisher@cgpublisher.com]
Sent: 01 October 2012 14:57
To: Dr Shahrina Bt M Nordin (ACADEMIC/UTP)
Subject: Dear Dr. Shahrina Md Nordin, Thank you for submitting your paper 'Ethnography ...
Attachments: ATT00001.txt

Dear Dr. Shahrina Md Nordin,

Thank you for submitting your paper 'Ethnography of Communication on an Offshore Oil Platform: Bridging Organizational Communication to ESL Pedagogical Practices' for review and possible publication in the International Journal of Learning.

We are writing to inform you of an exciting new development, to be implemented for articles published in volumes commencing 2012.

By way of background, in recent years, the International Journal of Learning has become larger, too large in fact, as the amount of top-quality material we are receiving has grown. This has occurred even though we have continued to tighten our already-rigorous acceptance procedures.

As a consequence, we have decided to divide the journal into a number of thematically focused journals, plus an annual review journal.

Our suggestion is that your article be published in this thematically focused journal: The International Journal of Adult, Community and Professional Learning. However, we would be pleased to receive an alternative suggestion from you. If we do not hear from you before the time of publication, we will proceed with our curated suggestion.

This development will have a number of advantages to authors and readers. The journals will be of a more 'normal' size. Individual papers will be published electronically and as a single-article paper offprint as soon as they are ready, followed by the full electronic and print issue of each journal on regular, scheduled publication dates four times per year. The journals will be more accessible and coherent, as more closely aligned articles will now be better grouped. For these reasons, the new journals are likely to gain enhanced recognition in journal indexes and citation counts.

In the area addressed by the Learning knowledge community, these will be the journals into which articles will be published:

- The International Journal of Pedagogy and Curriculum
- The International Journal of Assessment and Evaluation
- The International Journal of Literacies Learning
- The International Journal of Adult, Community and

- Professional Learning
- The International Journal of Early Childhood Learning
- The International Journal of Learning in Higher Education
- The International Journal of Learner Diversity and Identities
- The International Journal of Technologies in Learning
- The International Journal of Educational Organization and Leadership
- The International Journal of Science, Mathematics and Technology Learning

Each of these thematically focused journals has the subtitle, ‘A section of the International Journal of Learning’.

The annual review (titled The International Journal Learning: Annual Review) consists only of articles considered to be of wide interest across the field selected by our editorial team in consultation with the Advisory Board. We do not accept direct submissions to the annual review. Candidates for inclusion in the survey journal will include top-ranked articles, works by invited contributors, papers offered by plenary speakers at the conference, and articles selected from thematic journal submissions for their wide applicability and interest across the field.

Subscribers and conference participants are offered access to the whole family of journals, organized into thematic sections and the annual review. **All journals in this family of journals have the same ISSN and the same index listings.**

This is an exciting development for the Learning knowledge community, one which we believe will greatly benefit both authors and readers.

Yours Sincerely,

Jamie Burns
Managing Editor
The International Journal of Learning



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- The Inclusive Museum
- Interdisciplinary Social Sciences
- The Learner
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We have modest subscription charges for libraries and a small per-article charge for electronic access by non-subscribers. Conference participants are granted free electronic access to the corresponding journal for a year. Our journals are also available in print editions.

We want to make a general comment, however, about the ways in which academic knowledge is valued. The current system, based mainly on rejection rates and citation counts is seriously fraught. Rejection rates, for instance, are an arbitrary supply-and-demand relation of submissions to publication slots which tell little of intellectual quality. Our measure of quality is the process itself and the rigorous application of explicit criteria of intellectual excellence.

The other conventional measure of scholarly value, the citation count, is just as fraught. Just how fraught is a long story, the intricacies of which we explain in the publications below. In a number of ways, we at Common Ground have been working to create a peer evaluation system which is more reliable and which produces better quality publications. What we do is, we would argue, uniquely rigorous. In our quest to publish only the best, Common Ground takes a work through multiple steps in a collaborative knowledge creation process. Our goal is to implement innovative peer review practices, using a process of what we call 'synergistic feedback'. Our aim is to provide scaffolds for a vibrant knowledge ecology. Our new media tools also provide high levels of Internet exposure and potentials for web interactivity around your work.

References: