LEARNING LETTERS

2023
Volume 1

Learning Letters - Why a new journal?

The pace of progress in learning sciences, learning analytics, educational data mining, and artificial intelligence (AI) in education is advancing rapidly. Hence, we are launching this new journal, *Learning Letters*, to accelerate the speed at which current educational research is disseminated. The traditional publication process often takes 12 to18 months from article submission through to final publication. This new journal, *Learning Letters,* will instead offer a rapid approach to publishing research findings, reducing the time to publication and placing a stronger emphasis on communicating recent research findings.

Learning Letters is a peer-reviewed journal featuring innovative discoveries and advanced conceptual papers at the intersection of technology, learning sciences, design, psychology, computer science, and AI. Unlike most academic journals, *Learning Letters* will have a quick peer review and publication cycle of short and concise papers which will allow for very recent findings on emerging topics to be shared quickly.

Additionally, each article published in *Learning Letters* can be supported with a short online module in LIFT Learning, an Open EdX platform hosted by the Centre For Change and Complexity in Learning (C3L) at UniSA. Through LIFT Learning, authors are invited to share more details about their studies, present short videos with co-authors on findings, and engage in online discussions with the community. We anticipate that this will result in broader dissemination of research and stimulate interaction between authors and readers. As *Learning Letters* builds momentum, complemented by engagement in LIFT Learning, we hope that our research, academic, and professional community will be able to contribute to the sharing of knowledge and discovery around contemporary issues facing education today and in the foreseeable future.

What types of articles?

Our primary goal is the rapid dissemination of important and emerging research in learning analytics, psychology, AI, and related learning sciences fields. We favour empirical and research-based articles that are supported by high quality data and provide insight and advances in learning domains.

We also publish conceptual pieces that reflect urgent needs in the academic domains that are our primary focus of interest. These conceptual pieces will provide insights from experts regarding important developments in the digital transformation of education, as well as synthesis of the impact of this transformation on society and learning institutions.

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Lift Learning

Hear more about *Learning Letters* from the Editors-in-Chief on the LIFT Learning site. In their webcast they discuss the needs for a new research journal in order to keep pace with developments in educational technology in education. Their webcast is available at https://lift.c3l.ai/courses/course-v1:LEARNINGLETTERS+0100+2023/about