
Writing in Practice

The Journal of Creative Writing Research

Volume 4 published April 2018

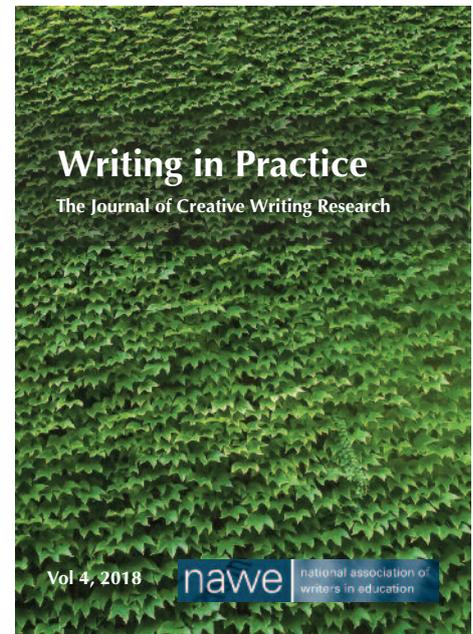
Principal Editor: Derek Neale
Vol 4 Editors: Holly Howitt-Dring, Amy Spencer, Liz Cable

ISSN 2058-5535

This peer-reviewed journal, introduced in 2015, aims to explore the art of writing and to encourage all forms of related research.

The journal publishes scholarly articles about practice and process that contextualize, reflect on and respond to existing knowledge and understanding. Volume 4 features: Natasha Bell, Anne Caldwell, Andrew Cowan, Lucy Durneen, Munira Ezzi, Francis Gilbert, Alison Habens, Tracey Iceton, Judy Kendall, Adnan Mahmutovic, Kevan Manwaring, Winsome Pinnock, Eliza Robertson, Penny Simpson.

www.nawe.co.uk/writing-in-practice



Volume 4 Call for Submissions now extended

Submissions are invited for Volume 5, to be published in March 2019. We are looking for articles that explore the art of imaginative writing of all kinds, from an authorial perspective, highlighting and evolving current academic thinking and practice. Creative Writing itself is welcomed when integral to an article.

Volume 5 editors will be drawn from NAWE's new Higher Education Committee and announced on the website. Submissions should be in the region of 4-10,000 words, and include an abstract of up to 200 words. All submissions will be anonymously peer reviewed, with feedback given by October 2018. Please refer to the full submission guidelines on the NAWE website before submitting your work via the submissions page at: www.nawe.co.uk/writing-in-practice

The deadline for submissions is now 5pm (GMT) on 2 July 2018.

We are also inviting colleagues with appropriate academic experience to put themselves forward as peer reviewers. Please send details of your expertise to the editorial board, c/o: info@nawe.co.uk Writing in Practice is an open access, online journal that complements Writing in Education, the NAWE magazine distributed to its members. As the UK Subject Association for Creative Writing, NAWE aims to further knowledge, understanding and enjoyment of Creative Writing and to support good practice in its teaching and learning at all levels.



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