

Collected Essays on Learning and Teaching: Guidelines for Authors

Abstract

This template shows the formatting on a word processor that most closely replicates the printed appearance of essays as they will appear in the finished publication. Laying out your contribution in this way is of enormous help to the editors when preparing copy for the printer. The title of your essay should be formatted as shown above, centred, and with words uncapitalised apart from the first word of the title and the first word following a colon. Author's name and affiliation follow after a line space, left-aligned, and formatted as in the example above. The abstract is justified at both margins, but the rest of the paper is left-justified only (i.e. with ragged right-hand margin).

Introduction

1. Contributions to the collection should be around 2,000 words (the absolute maximum is 2,500 words).
2. The writing style should be straightforward and aimed at a general academic audience.
3. It is perfectly acceptable to speak directly to readers in the first person ("In my experience . . .", "I suggest . . .") and authors should try to avoid extensive use of the passive voice that often characterises traditional academic writing.
4. The essay should make an argument in narrative form, and not overly rely on charts or bulleted lists.
5. We also strongly discourage use of acronyms, unnecessary abbreviations (e.g. "HE" for "higher education"), and jargon that might not be understood outside a particular discipline or context.
6. Use capitals sparingly (e.g. "director", "psychology department", not "Director", "Psychology Department").
7. Spelling should follow the usage in the *Canadian Oxford Dictionary* (e.g. 'behaviour', 'centre').

Text Format and Layout

The text should be in MSWord (no other word processing software, please!), using 12-point Arial type, single-spaced throughout, and with a single space between sentences. In the body of the paper all text is left-justified. All margins (left, right, top, and bottom) should be set at one inch.

Sub-headings

We can normally accommodate only two levels of sub-headings—major and minor. Major headings are left-aligned and bold-faced, while second-level headings are left-aligned and italic. Both types of headings are in lower-case, apart from the first letter and for words appearing after a colon or semicolon. There should be a line space between both major and minor sub-headings.

Third-order sub-headings

If it is absolutely necessary you may use a third level of heading, as shown here. These are in italics, flush left, preceded by a line space, and end with a period. Text continues on the same line as the heading, with no line space.

Paragraphs and Quotations

The first paragraph in a section has no indent, but subsequent paragraphs are indented by a half inch, except for those that immediately follow a quotation or bulleted list. As Jones (1983, p. 10) points out:

Quotations should be used sparingly, and only if they make their point in a unique way that you cannot easily summarise or paraphrase. Longer quotations, of a sentence or more, are indented on the left and are separated by a blank line before and after the quotation. Quotations in the text have a single inverted comma (double inverted commas for a 'quote within a quote') at the beginning and end, whereas longer, indented quotations do not. The reference for the quotation should include the page number(s) of the text, as in the Jones (1983) example above.

This is one occasion, as mentioned above, where a paragraph starts flush left (because it follows an indented quotation). Note that there is no line space between paragraphs, except in the case of indented quotations. Do not use one-sentence paragraphs.

Tables, Figures, References, and Other Matters

a. Tables and Figures

What we have here is two levels of heading, one following the other. The first is a main heading designating a new section.

Figures, tables, illustrations can be used if necessary, but should not be so plentiful as to overwhelm the narrative flow of the text. All tables are preceded by a number and title (e.g. **Table 1** *Survey of editors' attitudes to different fonts*), with the table number in bold, the title in italics, and no punctuation marks at the end of either. If possible the table should be incorporated in the body of the word-processor copy, not supplied separately.

In the case of figures, the heading format is the same, except that the heading goes below the figure. Complicated figures and illustrations must be supplied separately as camera-ready copy. The title for the figure should appear in the text at an appropriate place.

Very occasionally it might be appropriate to have an appendix for your essay (for example, if you are describing the development of a questionnaire you may wish to include it). However, remember that anything that appears in an appendix is part of the essay word limit.

b. References

Using APA style. If you use references they should be in the format recommended by the American Psychological Association in its Publication Manual, fifth (2001) edition, which is widely available in Canadian university libraries and bookstores. Authors' names and date of publication (see Cannon & Hore, 1997; Murray, 1997) are cited in the text (not in a footnote), and a complete list of references, which will generally be quite short, appears at the end of essay (see the example, below). A good way to see how references are cited correctly is to look at the reference lists in the many social science and education journals that use APA style.

Each reference starts with a hanging indent, and there is no space between entries. It is vital to check references in the text against the reference list. Reference lists that are incomplete, in the wrong format, or are full of errors and omissions greatly complicate the editing process and will cause delays in publication. Please try not to 'over-reference': include only those citations and references that are essential to your argument. This is especially important where references are obscure and would be hard for readers to obtain. Make sure that references to web sites are cited correctly (see the *APA Publication Manual* for guidance), and use them sparingly, since many web sites are ephemeral. Be sure to check the link before including any web citation.

c. Footnotes and Abbreviations

Footnotes should be avoided if it all possible (it is nearly always possible to include the relevant material in the body of the text) and should never be used for reference citations, which should be done as shown here (Jones, 1983). Try to avoid acronyms and abbreviations as far as possible, especially where they refer to organisations or institutions of largely local interest. When you use an acronym for the first time, follow it by the full name in parenthesis.

Author's Biography

This section should be quite short (one or two sentences) and describe the author's current position and academic interests as they relate to your contribution. You can see an example below.

References

1. Cannon, R.A. & Hore, T. (1997). The long-term effects of 'one-shot' professional development courses: An Indonesian case study. *International Journal for Academic Development*, 2, 35-42.
2. Jones, J.J. (1983). *The art of laying out journals*. London: Mystification Press.
3. Murray, H.G. (1997). Does evaluation of teaching lead to improvement of teaching? *International Journal for Academic Development*, 2, 8-23.