

## NOTES FOR AUTHORS ON THE PREPARATION OF MANUSCRIPTS

Authors are asked to comply with the following recommendations:

### **1. Preparation of Manuscripts**

The manuscript is submitted to the Section Editors and through them to the Editors in two stages (a) Initial version  
(b) Final version.

#### **(a) Initial version**

The initial version manuscript is submitted to the **Editors** and should be:

- (i) typed double spaced on one side only on A4 paper;
- (ii) free from handwritten alterations, as far as possible, and in its final form;
- (iii) provided in three copies (one original copy for the Section Editor, and two duplicate copies for the Editors) including all figures and tables, and a list of key words for indexing, (a fourth copy should be kept by the author).

The edited initial versions will be returned to the Author for the preparation of final version.

#### **(b) Final version**

The final version is submitted to the Editors and should be:

- (i) typed double spaced on one side only on A4 paper;
- (ii) accompanied by a floppy disk (3 1/2") that can be read on a PC using Word 7 or Word Perfect;
- (iii) provided as three hard copies (one duplicate copy, for the Section Editor, and two duplicate copies for the Editor), including all figures and tables and a list of key words for indexing.

Section Editors may in addition prefer to receive an email version and if so, each particular Section Editor will arrange this with their particular Authors, but disk and hard copy should also be sent.

### **2. Manuscript Completion Dates**

Authors are asked to regard the Completion Dates as firm commitments.

**Final version - To the Editors by 15 December 2010.**

The complete manuscript will be submitted by the Editors to the Publisher on **31 January 2011**

### **3. Length of Manuscripts**

It is essential that the total length of the text of a submitted manuscript should not exceed 8,000 words (or between **4,000-8,000 words**).

### **4. Contents of an Article**

The contents of an article, that is referred to in the text, where necessary as the article, includes the following parts (each of which is considered separately below):

- (a) a short introductory paragraph,
- (b) the text of the article,
- (c) a short concluding paragraph,
- (d) all equations, figures and tables (if required)
- (e) references
- (f) a list of approximately **ten key words** is required for each article for indexing.

## **5. Introductory and Concluding Paragraphs**

Each article should begin with a brief statement of approximately 500 words that indicates the scope of the article, possibly in the form of a short definition of the topic. This paragraph should be written in terms so that a lay person can quickly grasp the main ideas included in the article and the range of coverage, both of ideas and countries.

Each article should conclude with a final paragraph of approximately 500 words that provides a retrospective comment, or a prospective statement towards the future, or relates the research considered to work in other regions of the world, or briefly discusses important applications of the research considered in the article.

These two paragraphs of 500 words are included in the total 8,000 words allowed.

## **6. CrossNational Coverage of the HUMAN RIGHTS EDUCATION**

Every effort should be made by the Authors to provide crossnational coverage from the major regions. Reference should be made to at least two countries or school systems in the region.

Every effort should be made to provide coverage of research from many countries, and to avoid limiting the research discussed in an article to the particular country in which the author lives and works.

## **7. Arrangement of Manuscript**

The manuscript should begin with the article title in capital letters (14 pt.) and centred.

This is followed by the names of the Authors in capital letters (12 pt.) with their institution of affiliation in italics (10 pt.) and flush left.

The main body of the article should be typed in Times New Roman (12 pt.) and divided into sections, introduced by headings.

Headings should be typed in capitals (12 pt.) flush left on a separate line.

Main headings should be labelled 1., 2., 3., ...

Subheadings should be typed in capitals and lower case letters, flush left, and italicised (12 pt.) and labelled 1.1, 1.2, 2.1, 2.2 ..., as appropriate.

If a further subheading is required, it is not numbered, but should be in upper and lower case, flush left, and italicised (12 pt.).

The text continues directly after such a subhead, and on the same line.

Footnotes to the text should be avoided, and the information presented instead in the text itself, except for acknowledging assistance in the preparation of an article as specified.

## **8. Abbreviations and Acronyms**

All abbreviations and acronyms should be stated in full on their first occurrence in the text with the abbreviation or acronym in parentheses. The words 'Figure', 'Equation' and 'Section' should always be stated in the text in full in capital and lower case letters when they refer to a specific instance.

## **9. Tables**

Tables should be typed on separate sheets and should be given a brief title that is located above the table and typed in italics (10 pt.). Vertical lines and nearly empty columns should be avoided. Tables should always be introduced in the text, should be illustrative, and not lengthy, except in special circumstances. The table should be centred on the sheet, and any notes to the table should relate to superscript letters (a, b, c) and be typed in 8 point type.

## **10. Figures**

Line drawings, located on separate sheets, in camera ready form and either laser printed or drawn in indian ink should be provided. Figures should always be introduced in the text, should involve a short caption, that should be located below the figure, and should be typed in italics (10 pt.).

The figure should be centred on the sheet and any notes to the figure should relate to superscript letters (a, b, c) and should be typed in 8 point type.

## **11. References**

At the end of the text there should be a list of References that have been referred to in the text. Reference lists may relate to original papers, reports and monographs that are not published in English. Such references should, where appropriate, be given in the original language, followed by a full translated citation in English, with the language from which the translation is made given in parenthesis. Since the Book is to be typeset and not printed from cameraready copy, it may not be possible to print the citation in the original language.

American Psychological Association (APA) style will be followed in the citing of references. The order and punctuation of a reference should be recorded as in the following examples

Massa, J. (2003). *Teaching and Learning in a Multicultural Classroom*. Melbourne: James Nicholas Publishers.

If referencing an article in a book, follow this convention:

- Arnove, R. (2003). National Literacy Campaigns in Latin America. In C. Torres (Ed.), *Education and Social Change in Latin America* (pp. 93-108). Melbourne: James Nicholas Publishers.

If referencing an article in a Journal, follow this convention:

- Higgs, P. (2000). Educating Humanity in a Postmodern Age. *World Studies in Education*, 1 (2), 7-110.

The List of References should be typed in single space (10 pt.).

## **12. Language and Spelling**

Authors are responsible for delivering their articles in good written English to the Section Editors.

The Book will be published using English spelling throughout. The reference work for spelling will be:

Brown, L. (1993). *The New Shorter Oxford English Dictionary (2 vols.)* Oxford: Clarendon Press.

## **13. Style Points**

**13.1 Nonsexist language.** Please use nonsexist language and phrasing. This may be achieved through the use of the plural form, or if necessary the use of 'he or she' and 'his or her', and the use of 'Chair' instead of 'Chairman'.

**13.2 Personalization.** Authors should avoid the use of 'we', 'us', 'our' and 'one' in their articles in relation to either the authors or the readers. As far as is possible American Psychological Association style conventions should be followed, with spelling and personalization.

**13.3 Abbreviations.** Authors should use abbreviations such as '%' or 'e.g.' only in parentheses. In the main text 'per cent' (two words in English) and 'for example' should be used.

## **14. Crossreferences to Other Articles in the Book**

Crossreferencing to other articles in the *Book* will be made by the Section Editor and Editors to those articles that present related material by making reference to an appropriate article.

## **15. Index of Names (Author Citation Index)**

An Index of Names will be compiled from the names recorded in reference sources referred to in the text and listed in the References of each article.

## **16. Index of Subjects**

An Index of Subjects will contain both the titles of articles and selected topics discussed in the articles included in the *Book*. Authors are asked to provide a list of key words with their manuscript for this index. As a rough guide, ten key words per article would seem an appropriate number.

## **17. Equations**

Equations (if necessary) should be italicised and centred on the page, with the equation number in parentheses, flush right.

## **18. Annotations**

Annotations may be presented in two forms.

*Short quotations.* These are presented in the running text with double quotes and should not occupy more than one line of text.

Carroll has defined "opportunity to learn" as "the amount of time allowed for learning a task" (Carroll, 1984, p. 30).

*Long quotations.* These are presented in reduced type size (10 pt.) and are indented on both the left and the right. This procedure is used where the quotation occupies more than one line of text.

Carroll (1963) specified the factors involved in the model of school learning in the following way.

Factors in the individual are (a) aptitude the amount of time needed to learn the task under optimal instructional conditions, (b) ability to understand instruction, and (c) perseverance the amount of time the learner is willing to engage actively in learning. Factors in external conditions are (d) opportunity time allowed for learning, and (e) the quality of instruction a measure of the degree to which instruction is presented so that it will not require additional time for mastery beyond that required in view of aptitude. (Carroll, 1963, p. 729).

## **19. Galley Proofs**

Galley proofs will be sent to the Editors, and the Authors as appropriate. There will, however, be no opportunity for rewriting at this late stage and changes other than typographical and editorial errors can not be accepted.

## **20. Concluding Note**

This is an important and exciting project that is likely to contribute to the improvement of education and policy making globally.

## **Guide to Authors (Summary)**

### **LENGTH**

Between 4,000-8,000 words. Authors are asked not to exceed 8,000 words. Please use American Psychological Association (APA) style for references.

### **CITING YOUR SOURCES - APA STYLE**

Referencing author, date and page number in the text - author's surname and the year of publication are placed in the text in parentheses: (Smith, 1998). If you want to refer to a particular page this is the format to be followed - (Smith, 1998, p.10). When volume and page numbers are included, please follow this format - (Smith, 1998, vol.2, pp.54-70). When referencing a work with more than one author, write as follows - (Smith & Jones, 1998). When authors have more than one publication in a year, distinguish between them as follows - (Smith, 1998a). Referencing a work with no author but written by an organisation follows this format - (OECD, 1998).

List of references - any item that has a reference in the text should be included in the list of references at the end of the paper. The list should be arranged alphabetically by author/s.

- The title of a book should be in *italics* and the year of publication placed immediately after the author's name in brackets, - Gamage, D. (2003). *Leadership and Management in Education*. Hong Kong: The Chinese University Press.
- If referencing an article in a book, follow this convention - Jones, M. (1998). Managing People. In C.Smith (Ed.), *Managing Labour* (pp. 4-12). San Francisco: Jossey-Bass.
- If referencing an article in a Journal, follow this convention - Rollins, T. (1998). People and Productivity. *Personnel Administration*, 33 (3), 50-57.

### **For citing in the text:**

Smith has defined 'constructivist pedagogy' as 'experiential learning in the classroom' (Smith, 2003, p. 23).

For longer quotes:

Smith (2002) discusses the factors involved in the constructivist pedagogy model in the following way:

Factors in the constructivist pedagogy model include...  
allowing for mastery learning (Smith, 2002, p. 729).

Referencing is to be consistent throughout the publication.

### **PRESENTING THE MS**

MSS are to be presented in hard copy (3 copies) and disk (Word or Word Perfect). The MS is to be presented in the English language. The MS should be submitted in double line spacing, with wide margins. All authors should be shown and authors' details must be printed on a separate sheet, with a brief bio note for each author, including full name, affiliation, e-mail address, and full international contact details. An abstract of 100 - 150 words is to be supplied for each chapter.

The MS should begin with the article title in CAPITAL letters (14 pt.) and centred. This is followed by:

The names of the authors in capital letters (12 pt.) with their institution of affiliation in *italics* (10 pt.) and flush left.

The main body of the article should be typed in Times New Roman (12 pt.), divided into sections, and introduced by headings.

Headings should be typed in capitals (12 pt.) flush left. Main headings should be labelled 1., 2., 3.,...

Subheadings should be typed in capitals and lower case letters, flush left, and italicised (12 pt.) and labelled 1.1, 1.2, as needed.

Footnotes to the text should be avoided, and the information presented instead in the text itself (except acknowledging assistance, grant etc in the preparation of an article).

Headings must be short, clearly defined, and not numbered. Notes or end-notes should be kept to a minimum and not used unless absolutely necessary. They should be identified in the text by consecutive numbers enclosed in square brackets and listed at the end of the article.

Figures, charts and diagrams (typed on separate sheets) must be in black and white with minimum shading, and numbered consecutively, using Arabic numerals with a brief title, located above the table and typed in italics (10 pt.). TABLES SHOULD BE CENTRED ON THE SHEET, AND ANY NOTES TO THE TABLES SHOULD RELATE TO SUPERScript LETTERS (a, b, c) and be typed in 8 point type.

### **References should be typed in single space (10 pt.)**

On the final hard copy the contributors are to highlight key words and names in different colours for the name and subject index. A separate page listing key terms and names listed in the chapter should be provided to assist section editors in preparing the index

### **COPYRIGHT**

Contributors are to ensure that contributions to the work do not infringe upon copyright or other rights.

Contributors will be responsible for obtaining permission from copyright owners whenever copyright material is used.

### **The Review Process**

The book editor(s) and the appropriate international panel of consulting editors will undertake the reviewing of all manuscripts. Each article will undergo a review process by two external referees, as well as by the book editor(s). Articles will be accepted on their scholarly merit, content and the quality of research presented. Articles will be also judged on their readability and accessibility to a wide audience of educators.