

## Critical and Reflective Practice in Education: Instructions for Authors

*Critical and Reflective Practice in Education* publishes papers that fall into the following categories:

**REFLECTIVE OR COMMENTARY PAPER:** Manuscripts providing thoughtful literature reviews, discussions of current topics or future directions, opinions, reflections on practice, or comments to published work.

**CURRICULUM PAPER:** Curriculum Papers which describe new materials developed for different aspects of education or other university courses or related work.

**TEACHING AND LEARNING PAPER:** These describe new teaching methods or pedagogies developed for courses or other target populations.

**RESEARCH PAPER (EMPIRICAL):** Empirical Papers which describe data collection and analyses to answer a specific research question or test a hypothesis.

**RESEARCH PAPER (THEORETICAL):** Theoretical Papers which describe new education theories, including philosophies, developed to fill a theoretical or philosophical gap.

It is the responsibility of each author to ensure that all errors are corrected prior to publication. In the case of more than one author the principle author will be required to sign a copyright agreement confirming that s/he has received written authorization from all authors.

The editors will assume:

- That all personal communication used by authors has received appropriate permission from those with whom the communication has taken place (eg. emails, interviews, telephone conversations and so on). This should be clearly indicated within any article submitted for the purposes of publication.
- That all research has received ethical clearance required by the author's employing/sponsoring institution, and that participants have been treated in accordance with ethical principles for research, such as those set out in accordance with the British Educational Research Association (BERA, 2004), 'Revised Ethical Guidelines for Educational Research (available online at <http://www.bera.ac.ukpublications/pdfs/ETHICA1.PDF>).

The Editorial Board reserves the right to make any changes in accepted manuscripts.

### Format and Style of Submitted Papers

Manuscripts should normally be between 5,000 and 8,000 words in length, and should be submitted electronically to Robert Guyver, [rguyver@marion.ac.uk](mailto:rguyver@marion.ac.uk).

Text should be in Calibri 9, justified and spaced at 1.5 lines. All titles, (including that of the Academic Biography, Abstract, Key words, and all sub-titles) should be bold, in Calibri 10 and aligned to the left. One space equivalent of 1.5 lines should be left under the title and sub-titles. Where a title or sub-title runs into more than one line, the lines should be single-spaced. Quotes of two sentences or more (or equivalent) should be single-spaced and indented from the main text margins on either side. Bulleted lists, where included, should use small, solid bullets. All Tables and Figures should stand alone with an appropriate heading and should be placed on a separate page. They should not be placed within the body of the text but instead, should be indicated within the body of text by numbers, as follows: [Table 1, Figure 2], and so on. Tables and Figures should be submitted as separate Microsoft Word Documents not exceeding 50 KB. Photographs are not accepted.

The first page of the manuscript should contain the following, in this order:

Author or authors' names

Email address for correspondence.

An academic biography of each author, single-spaced and neither italicised or bold. The biography should consist of no more than 200 words per author.

Abstract. This should be in italics, bold and single-spaced. Abstracts should be no more than 300 words.

Key words (which may include key phrases).

The article may start immediately after the Key words.

### **Harvard Referencing: House Style**

*Critical and Reflective Practice in Education* uses the Harvard system of referencing. The authors' surname (no initials) and date of publication should be included in the main body of the text, with specific pages indicated for direct quotes (Cohen 2004:23). Bibliographic details of cited texts should then be listed at the end of the manuscript beneath the title **References**. The references should be listed in alphabetical order by surname, and presented as follows:

**Papers:** Cohen P. (2004) 'A Place to Think? Some Reflections on the Idea of the University in the Age of the "Knowledge Economy"', in *New Formations*, 53(12): 12—27.

**Books:** Bakhtin, M. (1986) *Speech Genres And Other Late Essays*. London: University of Texas Press.

**Chapters in books:** Harris, D. (1994) "'Active Learning" and "Study Skills", the Return of the Technical Fix?'. In T. Evans & D. Murphy (eds.) *Research in Distance Education 3*. Geelong: Deakin University Press.

**Theses:** Nicholas, D. (2007), *Derwent Coleridge (1800-1833) and the Deacon Schoolmaster*. Unpublished PhD thesis, University of London.

**World Wide Web pages:** Entwistle, N. (2000) Promoting deep learning through teaching and assessment: conceptual frameworks and educational contexts [online] <http://www.ed.ac.uk/etl/docs/entwistle2000.pdf> Accessed 1 December 2008.

For all other publications, where there is any doubt, all bibliographic details should be included.

**Please note:** A reference list of cited works *must* be included, but authors may choose to include an additional Bibliography listing relevant works not cited in the text if they wish to do so.