

## Submission Guidelines

We welcome submissions from educational practitioners who, as Living Theory researchers, are undertaking to understand and explain their educational influences in their own learning, the learning of others, and in their own contexts (Whitehead, 1989). We are dedicated to publishing accounts in which practitioners show how they are living their values in their working lives. Many practitioners may not before have been able to, or have wanted to, or have felt the relevance of writing and representing their significant ideas and extensive personal knowledge. Thus, one of the chief reasons for the existence of this e-journal is to give to such people the space, freedom and encouragement to speak. Although we prefer practitioners' accounts, we are open to different forms of expression from contributors who stand firmly in their lives for the life-affirming values that help others and make the world a better place for all peoples.

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## Background

We accept Kilpatrick's (1951) premise that educational research may have profound implications for the future of humanity. We see the establishment of this e-journal as one small step towards the shared good of humanity. There are several excellent international Action Research and practitioner-researcher journals already in existence: this e-journal is not seeking competition with them. However, we are looking to establish a distinctive voice that offers stimulating opportunities for creativity, learning and the furthering of our educational influences.

EJOLTS is committed to:

- Ongoing discussions between Living Theorists about their work ([www.ejolts.net/moodle](http://www.ejolts.net/moodle) ). We understand Living Theories to be implicit in the process of comprehending and explaining the open-ended nature of enquiries as educational researchers seek to improve learning within their own particular contexts and relate it to the wider picture.
- Publishing explanations that connect the flow of life-affirming energy with living values such as love, freedom, justice, compassion, courage, care and democratic evaluation.
- Flexibility of forms, processes and explanations. EJOLTS is an entirely web-based journal and we feel that this medium offers advantages over other publications that rely mainly on hard copy. Publishing through the Internet permits the integration of a wide variety of multi-media forms (e.g. audio, video, photographs) with written text to give a unique life to what it is we want to communicate.
- Originality and creativity in forms and processes that reflect the real lived experiences of authors. We aim to bring authors and their readers/audiences closer to what actually happens when we seek to influence others and ourselves educationally. We understand that Living Theorists' work is within a process of becoming but that this perspective does not lessen the requirement for rigorous accountability in the pursuit of knowledge, theory and improvements in practice.

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## EJOLTS publications

We aim to publish two issues a year. As soon as the Editorial Board has accepted a paper for publication the author will be informed, an announcement will be made on the EJOLTS site and it will be publicised through the Facebook EJOLTS and LinkedIn EJOLTS International groups.

## Length and form

We expect your paper to include a clearly written description and explanation in English of the context(s), purposes, processes and outcomes of your enquiry. Our intention is not solely to publish papers: it is to publish papers that are read. Therefore, although EJOLTS will unusually publish accounts of Living Theory research (Whitehead, 1989) that are up to 18,000 words in extent, we stress that they are normally **6,000–12,000 words long**.

EJOLTS encourages submission of multimedia accounts, which include text, still images, audio, and video that help to communicate meanings of your energy-flowing values and practice. Where appropriate and possible, you are encouraged to integrate URLs linked to the papers, videos, images etc. that you have referenced.

We recognise that different workplaces and geographical locations have access to different levels of ICT provision; consequently, we will not penalise contributors who are not able to make use of hi-tech resources. We simply wish to emphasise here our openness to the multiple forms of representation that are acceptable as descriptions and explanations of practice.

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### **Manuscripts submitted for publication – general points**

We require accounts to be as jargon-free as possible and expressed in ways that will be comprehensible to as wide an audience as possible. Please explain technical terms clearly as you go along. For writers whose first language is not English, members of the editorial board are willing to help in the linguistic clarification any particular concepts highlighted for attention by the author(s).

### **Formats**

- Accounts can be submitted in MS Word (\*.doc or \*.docx) or in Open Document Format (\*.odt). After the reviewing process, text will be converted to the standard Portable Document Format (\*.pdf) of the journal.
- Video and audio files should be externally hosted, via sites such as [YouTube](#) and [SoundCloud](#), whose URLs should be included in the main text. You must ensure, as far as possible, that these links will continue to be accessible for the life of the published paper.
- Photographs, representational artwork, etc. should be sent in jpeg format (high resolution).

### **Ethical/copyright considerations**

You must ensure you have any necessary ethical approval, copyright and permissions for all images, videos, artwork etc. that you include in your paper. We believe it is important to emphasise that the editorial group is not responsible for copyrights and any ethical consequences of the publication of any particular contribution (written or in the form of multimedia). However, we expect that all people providing sources of data for published accounts have given their informed consent and that no one in any way involved in the processes of the research has been coerced into co-operation or is unknowingly being co-opted. It is also expected that the contributions of individuals and groups and affiliations are acknowledged by the author(s) (see [Publication Ethics and Publication Malpractice Statement](#)).

### **Manuscripts submitted for publication – presentation and formatting guidelines**

EJOLTS has an international readership and authorship; consequently, we have developed a standard presentation and layout ('house style' format) for published accounts in order to improve communicability. Your submitted manuscript must conform to this standard format. We realise that working to a standard format can be time-consuming for authors and so have developed a [template](#) which contains preset paragraph options that allow you to simply concentrate on writing the text. We advise you to access PDFs of papers from the EJOLTS website and familiarise yourself with their format and style.

Please use the [e-submission form](#) (see the [guidelines](#)) to submit your manuscript. You will quickly receive notification of its receipt and a timeline for the processes of review.

### Title, name, summary, abstract, keywords

As set out in the [template](#), the full title and your name should appear at the beginning of the account. A summary or abstract should then be included, in order to help the reader focus on the main processes of your enquiry. This section should be followed by the keywords, by which your account can then be classified and cross-referenced.

### Footnotes

Footnotes are acceptable, especially when they can supplement meaning or offer background. However, they should not add so much to the main text that they become an unwelcome intrusion. We leave the use of footnotes to your discretion but, as the aim of a paper is to communicate, you need to provide your readers with a clearly flowing narrative.

### Emphasis

Use italics if you wish to emphasise a word or phrase in your article. For example, in the sentence: 'I always wanted to teach because I *really* felt that this would be a way to change the world!' the word '*really*' is emphasised by the use of italics.

The following should routinely be italicised: titles of books, proper names, novels, technical terms and labels (the first time only), words and phrases used as linguistic examples, letters denoting statistical symbols. In addition, endpoints on a scale (e.g. *strongly disagree* to *strongly agree*) should be italicised. Foreign words that have entered common usage (*et al.*, *a priori*, *laissez-faire*) should also italicised.

### Referencing

Referencing is necessary so that you cannot be accused of *plagiarism* – that is, presenting other people's work as your own. When writing your paper, you work independently and generate original ideas. You also study the literature in your field and incorporate the ideas of other authors into your work. Academic integrity requires you to indicate which ideas are your own and which are other people's – so you need to understand plagiarism, how to incorporate the ideas of other authors and how to reference your work properly.

Standardised referencing enables easier access by readers who wish to check the original sources to which you refer in your paper. We expect a fully-referenced account that complies with the Harvard style of referencing. There are different formats for referencing different types of original source: you must distinguish clearly between books, printed journals, websites, e-journals etc. Many university libraries issue comprehensive guidance notes for correct Harvard referencing, a typical example being the online guide from the University of Bath at <http://www.bath.ac.uk/library/help/infoguides/harvard-bath.pdf>

The [template](#) includes examples of how to quote from other authors, how to reference each quote within your text and how to include the correct Harvard reference in the list at the end of your paper. Again, we suggest you access EJOLTS papers via the website to view a full range of examples. A summary of the referencing style required is given in **Table 1** below.

**Table 1. APA Citation Examples**

In-Text Citation	Reference List Citation
<b>Book (one or two author(s))</b>	
Author(s), First initial. (year of publication). <i>Title of book</i> . City of publication, state or country: Publisher.	
(Dewey, 1921, p. 173)	Dewey, J. (1921). <i>Democracy and Education: An Introduction to the Philosophy of Education</i> . New York: Macmillan.
(McNiff & Whitehead, 2006, p. 144)	McNiff, J. & Whitehead, J. (2006). <i>All You Need To Know About Action Research</i> . London, Thousand Oaks & New Delhi: SAGE Publication.
<b>Book (three, four, or five authors)</b>	
Author(s), First initial. (year of publication). <i>Title of book</i> . City of publication, state or country: Publisher.	
(McNiff, Lomax & Whitehead, 1996, p. 7)	McNiff, J., Lomax, P., & Whitehead, J. (1996). <i>You and Your Action Research Project</i> . New York: Routledge.
(McNiff at al., 1996, p. 86)	For all subsequent citations of the same work, use 'et al.'
<b>Book with editor(s)</b>	
Author(s), First initial. (Eds.). (year of publication). <i>Title of book</i> . City of publication, state or country: Publisher.	
(Reason & Bradbury, 2006, p. 4).	Reason, P. & Bradbury, H. (Eds.). (2006). <i>Handbook of Action Research</i> . London, Thousand Oaks & New Delhi: SAGE Publications.
<b>Book chapter</b>	
Author(s), A. (year of publication). <i>Title of chapter</i> . In A. Editor(s) (Eds.), <i>Title of book</i> (pp. x-y). City of publication, state or country: Publisher.	
(Atweh, Christensen, & Dornan, 1998, p. 115).	Atweh, B., Christensen, C. & Dornan, L. (1998). Students as Action Researchers: Partnerships for Social Justice. In B. Atweh, S. Kemmis & Weeks, P. (Eds.), <i>Action Research in Practice: Partnership for Social Justice in Education</i> (pp. 114-138). London & New York: Routledge.
<b>Journal articles</b>	
Author(s), First initial. (year of publication). Title of article. <i>Title of journal, volume (number), page-numbers</i> .	
(O'Brien & Moules, 2007, p. 388)	O'Brien, N. & Moules, T. (2007). So Round The Spiral Again: a reflective participatory research project with children and young people. <i>Educational Action Research, 15(3)</i> , 385-402.
<b>Magazine articles</b>	
Author(s), First initial. (year, month). Title of article [useful descriptive information]. <i>Title of Magazine, volume if given, page-numbers</i> .	
(Hiam, 1998, p. 31)	Hiam, A. (1998, October). Obstacles to Creativity - and How You Can Remove Them. <i>The Futurist, 32</i> , 30+.
If author is not mentioned, then a title of article should be written instead: Title of article [useful descriptive information]. (year, month day). <i>Title of Magazine, volume if given, page-numbers</i> .	
If the title is longer, the text citation would then just cite a few words within quotation marks.	
("Improving Technology Requires More," 2005, p. 9)	Improving Technology Requires More Creativity Not More Money. (2005, April). <i>School Administrator, 62</i> , 3.
<b>Newspaper articles</b>	
Author if named or Article title if no author. (year, month day). Title of article if not given before [useful descriptive information]. <i>Title of Newspaper, p/pp. nn-nn</i> .	

In-Text Citation	Reference List Citation
("Supporting Creativity in the," 2007, p. 2)	Supporting Creativity in the Classroom. (2007, January 24). <i>Daily Post (Liverpool, England)</i> , p. 2.
<b>Dissertation retrieved from institutional or personal Web site</b>	
Author, First initial. (year). <i>Title of dissertation</i> . (Doctoral dissertation, Name of university, year).	
(Laidlaw, 1996, p. 66)	Laidlaw, M. (1996). <i>How can I create my own living educational theory as I account for my own educational development?</i> (Doctoral dissertation, University of Bath, 1996). Retrieved from <a href="http://www.actionresearch.net/moira.shtml">http://www.actionresearch.net/moira.shtml</a>
<b>Web page</b>	
Author, First initial. (year). <i>Title of web page</i> . Retrieved Month day, year, from URL	
(Boeree, 2006)	Boeree, G. (2006). <i>Carl Rogers</i> . Retrieved November 17, 2008, from <a href="http://webpace.ship.edu/cgboer/rogers.html">http://webpace.ship.edu/cgboer/rogers.html</a>
<b>Web document (with known publisher)</b>	
Name of organisation. (year). <i>Title of Web document</i> . Retrieved from Month day, year, from URL	
(American Psychological Association, 2007)	American Psychological Association. (2007). <i>APA style guide to electronic references</i> . Retrieved September 25, 2008, from <a href="http://books.apa.org/books.cfm?id=4210509">http://books.apa.org/books.cfm?id=4210509</a>
<b>Article in a journal published on the Internet with DOI assigned</b>	
(Neilsen, 2006, p. 390)	Neilsen, E. (2006). But let us not forget John Collier: Commentary on David Bargal's 'Personal and intellectual influences leading to Lewin's paradigm on action research'. <i>Action Research</i> , 4(4), 389–399. doi: 10.1177/1476750306070102
<b>Article in a journal published on the Internet with no DOI assigned</b>	
(Farren, 2008, p. 55)	Farren, M. (2008). Co-creating an educational space. <i>Educational Journal of Living Theories</i> , 1(1), 50-68. Retrieved from <a href="http://ejolts.net/node/78">http://ejolts.net/node/78</a>
<b>Unpublished Conference-papers</b>	
(Huxtable, 2008)	Huxtable, J. (2008, September). <i>How Do I Improve My Educational Practice As I Support Educators Who Are Developing Inclusive And Inclusional Theory And Practice Of Gifts And Talents Whilst Responding To National Developments?</i> Paper presented at the British Educational Research Association Annual Conference, Edinburgh, Scotland.
<b>Message posted to a newsgroup, online forum, or discussion group</b>	
(Bower, 2008)	Bowers, C. (2008, September 3). Serendipity/Convergence [Msg 1]. Message posted to <a href="http://ejolts.net/moodle/mod/forum/discuss.php?d=9">http://ejolts.net/moodle/mod/forum/discuss.php?d=9</a>
<b>Video</b>	
(Bognar, 2008)	Bognar, B. (2008, July 27). Validation of a pupil's action research report [Video file]. Video Posted to <a href="http://www.vimeo.com/1415387">http://www.vimeo.com/1415387</a>
<b>Wikipedia</b>	
("Know thyself", 2008)	Know thyself. (2008, October 5). In <i>Wikipedia, The Free Encyclopedia</i> . Retrieved October 13, 2008, from <a href="http://en.wikipedia.org/w/index.php?title=Know_thyself&amp;oldid=243255207">http://en.wikipedia.org/w/index.php?title=Know_thyself&amp;oldid=243255207</a>
<b>Citing e-mail communications from individuals and interviews</b>	
(M. Laidlaw, personal communication, June 5, 2007)	E-mail communications from individuals and interviews do not need to be included in the reference-list and should be cited as personal communications.

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### Further specific style requirements

Please note that the style of a quotation within the main text depends on whether the quotation is fewer or more than 40 words.

#### Fewer than forty words

If a quotation is fewer than forty words, then it is written as part of the paper, rather than indented in any way. For example:

Fromm (2003) also writes about the significance of creativity: 'In the act of creation man transcends himself as creature, raises himself beyond the passivity and accidentalness of his existence into the realm of purposefulness and freedom' (p. 35).

The quotation is preceded by a colon, as it is fairly lengthy, and with a *single* quotation mark. The quotation ends with a single quotation mark again, and then a page reference in brackets is followed by the final full-stop.

#### Forty words or more

With more than forty words, the quotation is indented, but not italicised. It is written in a smaller script, in order to differentiate it from the rest of the text:

Bognar and Zovko (2008) in another of the papers being published in this first issue of EJOLTS, express it well in my opinion when they say:

Therefore, the final meaning and purpose of creative actions are not merely revealed in a deed or in a theoretical explanation of a process, but in the essential strengths that gave rise to the deed. By creating something a human being produces their own world, themselves, and also their own creative power. It means that the end-purpose of creativity is the human being who has produced their own human nature – their culture. (p. 4)

The quotation is introduced with a colon. *There are no quotation marks*, and the quotation ends with a full stop and then, in this case, with the page-number of the book that is being cited. After a quotation you should write the author's name and the year of publication together with the page number(s) if not mentioned previously; for example:

When more than 60 years ago Kurt Lewin and John Collier promoted the idea of action research, they were not just concerned with methodology. Their central interest was far deeper. They realised that science, stripped of its sophisticated methodologies, could serve evil as well as good:

Unfortunately there is nothing in social laws and social research which will force the practitioner toward the good. Science gives more freedom and power to both the doctor and the murderer, to democracy and Fascism. The social scientist should recognize his responsibility also in respect to this. (Lewin, 1946, p. 213)

### Quoting from personal correspondence

Many of the citations in EJOLTS papers have references to personal communications, whether by email or from a shared learning diary. If you wish to refer to a personal communication in the body of your paper, then it is done in the following way:

With the aim of helping pupils take over the role of action researchers Marica started with activities, which they could learn how to construct and apply to various processes of data-gathering. She tried to achieve that through play. She also realised it was important to ask pupils whether they actually wanted to participate in action research:

Today it occurred to me that I should ask pupils whether they wanted to do action research. I didn't want just to be the only one giving suggestions; I wanted to allow those who wanted to, to lead the others. Anyway, I will respect the decisions of those pupils who choose not to participate. What gives me the right to assume that everybody wants to do action research just because I suggest it!? (M. Zovko, personal communication, January 13, 2004)

Thus, within parentheses (brackets), the relevant name should be followed by the words, 'personal communication' and then the date as above. We hope you will remember that *a personal communication should not be included in the reference list. It is sufficient to insert a reference to it within the text.*

### Quoting from a conversation

It is important to be clear about who says what – for example:

Branko: Will it be related to what you have previously done or will it be something completely different?

Anica: It can be completely different or it can be something similar.

Branko: If it is related to your previous work, how will your previous work help you?

Anica: Well it'll help with the plan. The way I did it, the way my family reacted, that way I'll be able to see how I will develop my plan, how I can act. (Bognar, 2004a)

### Including many references in a single sentence/paragraph

When you write about an idea that has been elaborated by several authors you need to cite *each* source:

Although this approach was not immediately acceptable to a wider academic audience (Hodgkins, 1957) and even to Lewin's closest co-workers (see Lippitt, 1949, as cited in Cooke, 2002; and Lippitt, 1950), contemporary approaches increasingly acknowledged the importance of values in an action research inquiry (Foshay & Wann, 1954; Whitehead, 1989; Stringer, 1996; Kemmis & McTaggart, 2005; McNiff & Whitehead, 2006; Reason & Bradbury, 2006). This approach was seen as very different to the positivistic

Note that the dates start from the earliest and gravitate to the most recent, as far as that sequence is logically possible.

### Citing poetry

This text should be in given italics, be centralised on the page, and have the author's name (not in italics) below it. For example:

*What lies behind us  
And what lies before  
Are tiny matters  
Compared to what  
Lies within us*  
(Ralph Waldo Emerson)

### Editing quotations

If you wish to edit a quotation you can use three dots to show the gap. However, you must be careful not to distort the meaning.

I believe that the reason for this removal lies in the continuing tendency of academic theories to replace the practical principles used by individuals to explain their lives, by principles with justifications in abstract rationality. What I am saying we should be creating are educational theories from a perspective of inclusionality developed by Rayner and Lumley:

At the heart of inclusionality... is a simple shift in the way we frame reality, from absolutely fixed to relationally dynamic. This shift arises from perceiving space and boundaries as connective, reflective and co-creative, rather than severing, in their vital role of producing heterogeneous form and local identity...

Because Whitehead didn't want to cite the whole paragraph, he placed three dots (referred to as an ellipsis) between 'inclusionality' and 'is' and after 'identity'. An ellipsis indicates that something is missing.

### Pictures, diagrams, and graphic imagery

Each picture, diagram or graphic image is treated as a 'Figure' and should be numbered in the sequence of its appearance in the paper. For example:



Figure 1. Sunrise

The picture is clearly labelled sequentially underneath with a number and a title. The next diagram, picture or graphic image will therefore be Figure 2.

**Labelling videos**

The picture below is a still taken from a video. It is labelled underneath with its sequence in the paper (Video 1), followed by a URL that links directly to the video and then, in parentheses, the surname of the author and year, separated by a comma.



**Video 1.**     [The meaning of a learning-community for my practice](#) (Bognar, 2008e)

**Tables**

Tables are useful for organising extensive data in an easy-to-read format. It is better to include small amounts of data within the text. Table-headings should be located flush-right with each column identified by a descriptive heading; the first letter of each heading should be capitalized; abbreviations for standard terms (e.g. M, SD, etc.) can be used without explanation however, uncommon terms should be explained in a note below the table (Van Wagner, 2008).

**Table 1.**     Our understanding of differences between the traditional and the child-centred school

The traditional school	The child-centred School
<p>The purpose of a traditional school lies in the training of pupils to fit into traditional social patterns, power relationships and as a preparation for their participation in economic production, in which the main aim is an increase in material wealth. In such a school teachers undertake the fulfilment of those values defined and determined by external forces, and not instigated by the participants of the teaching processes themselves.</p>	<p>The purpose of a child-centred school is the development of the creative/productive potentials that revitalise the culture of previous generations as well as promoting development. The main aim of such a school is the self-production of, ‘the wealthy man and the plenitude of human need. The wealthy man is at the same time one who needs a complex of human manifestations of life, and whose own self-realization exists as an inner necessity, a need’ (Marx, 1961, p. 137). Education is grounded on values that are autonomously chosen by its participants – students, teachers, parents etc.</p>

## **Bibliography**

Following the *References* section at the end of your paper, you should include a list of published resources that you have used in your general research for writing your account, but which you have not directly quoted. These resources should be listed under the heading Bibliography and conform to standard Harvard referencing conventions, as appropriate.

## **References**

Kilpatrick, W. (1951) Crucial Issues in Current Educational Theory. *Educational Theory* 1 (1), 1-8.

Van Wagner, K. (2008). Tables in APA Format. Retrieved April 22, 2014, from About.com: <http://psychology.about.com/od/apastyle/ig/APA-Format-Examples/apa-table.htm>

Whitehead, J. (1989) Creating a Living Educational Theory from Questions of the Kind, 'How Do I Improve My Practice?' *Cambridge Journal of Education* 19(1), 41-52. Retrieved April 22, 2014, from <http://actionresearch.net/writings/writing.shtml>

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American Psychological Association. (2007). *APA Style Guide Electronic References*. Retrieved April 22, 2014 from APA Style.org: <http://www.apastyle.org/elecref.html>

Concordia University Libraries. (2008, March 14). *APA Citation Style*. Retrieved April 22, 2014, from <http://library.concordia.ca/help/howto/apa.php>

Purdue University Online Writing Lab (OWL). (2008, September 30). *APA Formatting and Style Guide*. Retrieved April 22, 2014, from <http://owl.english.purdue.edu/owl/resource/560/01/>

The Write Direction. (2008, February 24). *APA Style Basics*. Retrieved April 22, 2014, from <http://thewritedirection.net/drpaper/apaguide.pdf>

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