

Submission Guidelines

We welcome submissions from practitioners who are undertaking to understand and explain their educational influences in their own learning, the learning of others, and in their own contexts. We are keen to publish accounts in which practitioners show how they are living their values in their working lives. Indeed one of the reasons for our existence is to give the space, freedom and encouragement to speak to people who may not have been able to, or have wanted to, or felt the relevance of writing and representing - their vast and important ideas and knowledge before. 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.

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 our humanity. There are several excellent international Action Research journals already in existence and our journal is not seeking competition with them. However, we are looking for something distinctive, which we don't believe exists elsewhere. In seeking something new, we are hoping to offer stimulating avenues for creativity, learning and furthering our educational influences.

EJOLTS is committed to:

- Ongoing discussions of Living Theorists about their work (www.ejolts.net/moodle). We understand Living Theories to be in the process of comprehending and explaining the open-ended nature of their enquiries as they seek to improve learning within their own particular contexts and relate it to the wider picture.
- Publishing explanations that connect a 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. As an entirely web-based journal we feel there are advantages to other publications that rely mainly on hard copy. We understand that unproblematic definitions of practice and theory, as well as generalisations, lie outside our scope, therefore we can use the internet to integrate as many forms as possible in order to give life to what it is we want to communicate. By this we mean the written word, in conjunction with multi-media forms, including for example, audio, visual, videoing, and photographs.
- Originality and creativity in forms and processes that reflect the real lived experiences of authors. We aim to bring the authors and readers/audience closer to what actually happens when we seek to influence ourselves and others educationally. We understand that Living Theorists' work is in a process of becoming but that this doesn't lessen the requirement to rigorous accountability in the pursuit of knowledge, theory and improvements in practice.

Specific Guidelines for Submission

Papers: We encourage submission of multimedia accounts that include text, still images, audio, and video that help to communicate meanings of your energy-flowing values and practice. If appropriate and possible you are encouraged to integrate urls, for instance to papers you have referenced and videos.

We expect your paper to include a clearly written description and explanation in English¹ of the context(s), purposes, processes and outcomes of your enquiry. Accounts of Living Theory research ([Whitehead, 1989](#)) published in EJOLTS are normally 6,000 - 18,000 words long, which is usually enough to act as a structure and discipline for authors to express their creativity and originality while producing a reader-friendly article.

Title, Name, Summary, Abstract, Keywords: 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 should be followed by the keywords, by which your account can then be classified and cross-referenced.

Clarity of Expression: We would like 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 went along. For writers whose first language is not English, members of the editorial board are willing to help in the linguistic clarification of particular concepts highlighted by the author(s).

Bibliography/References: We expect a fully-referenced account that complies with the APA reference style.

Formats:

- Texts can be submitted in MS Word (*.doc or *.docx) or in Open Document Format (*.odt). After the reviewing process it will be adjusted to the standard form of our journal - Portable Document Format (*.pdf).
- Videos and audio files should be externally hosted, such as [YouTube](#) and [SoundCloud](#), and their URLs included in the text. You must ensure, as far as possible, they will continue to be accessible for the life of your paper.
- Photographs, representational artwork, etc., should be sent in jpeg format (high resolution).

We recognise that different workplaces and geographical locations have access to different resources, so we will not penalise contributors who are not able to make use of hi-tech equipment. We simply want to emphasise our openness to multiple forms of representation in terms of descriptions and explanations of practice.

Ethical/Copyright Considerations: You must ensure you have any necessary ethical approval, copyright and permissions for all images, videos, artwork etc. 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](#)).

¹ At the moment we are operating entirely in English. However, negotiated editing facilities will be offered to contributors whose first language is not English. Languages shared between the Editorial Board include Croatian, German and Mandarin Chinese. We hope to widen the scope of languages suitable for publication in EJOLTS.

Submissions: Please send your submission to editorial by using [e-submission form](#) (see the [guidelines](#)). You will then quickly receive notification of its receipt and a timeline of the processes of review.

Publications: We aim to publish two issues a year. Announcement will be made on the site as soon as papers are accepted for publication.

Referencing Guidelines

Rationale: The following notes are intended to be helpful in preparing your article-submission for EJOLTS. We have decided to standardise the layout in order to improve communicability, as we have an international readership and authorship. Standardised referencing enables easier access by interested parties, as does electronic referencing, which we are currently working on. Therefore we ask you to observe the following guidelines when preparing your own article-submission. We realise this is time-consuming, but we think you'll agree that our first submission gains something from having been scrupulously edited and standardised. Throughout this guide we will give you examples from the first issue, which, if you follow, will help you with your standardisation.

Text formatting: We are mostly using APA (American Psychological Association) standards in our referencing and syntactical presentations. You will be able to find examples of these in our first issue at: <http://ejolts.net/drupal/current> if you are in any doubt, but we hope the following specifics will be helpful.

First we would recommend you use [the template](#) in which all paragraphs' options are preset and you just need to concentrate on writing the text. Other than that you can download the PDF version of any of our papers published in the first issue and see how we have arranged them for publishing. You designing the text in the same way will considerably reduce the time necessary for publishing your paper, and the rest of the submissions.

Footnotes: Footnotes are certainly acceptable, particularly when they can supplement the meanings or offer some background. However, they should not detract so much from the main text that they are an unwelcome intrusion. We will leave this to your discretion, but as the aim of a paper is to communicate, you need to consider what is best for the reader.

Emphasis: If you wish to emphasise a word or phrase in your article, then use italics. 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*' was emphasised by using italics.

The following should 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 (at al., a priori, laissez-faire) do not need to be italicised. (Scribe, 2006, p. 4)

Quotations in your paper: Resources used in your paper should be mentioned in the text and in the list of references. The main principle regarding quotations is that each idea or directly-quoted words of other authors should be formally demarcated, whether an idea has been paraphrased or quoted literally.

For example, in the following example, Bognar and Zovko (2008, p. 2) don't directly quote from Stenhouse, but the thought is still Stenhouse's. This must therefore be acknowledged:

However, by repressing the integration of their values into their research, scientists merely realise someone else's aims, bringing into question fundamental presuppositions about professionalism and autonomy (Stenhouse, 1975, p. 144).

Generally, each quotation in the text should consist of the author(s)' last name(s), the year of publication and page-number(s), for example:

I like the point made by Collingwood about the relationship between propositions and questions:

Whether a given proposition is true or false, significant or meaningless, depends on what question it was meant to answer; and any one who wishes to know whether a given proposition is true or false, significant or meaningless, must first find out what question is was meant to answer. (Collingwood, 1991, p. 39)

The only exception to this rule is when a resource has been produced by an organisation, or when an author has not been mentioned (e.g. in a web page). In that case you should use the name of the institution or the title of the web page, and use double quotation marks. (American Psychological Association, 2007, p. 20; "APA style", 2008)

If you use someone's ideas from a secondary source then this should be made clear in the quotation. For instance:

It is rare that the designer has the design all in her head in advance, and then merely translates it. Most of the time, she is in a kind of progressive relationship: As she goes along, she is making judgements. Sometimes, the designer's judgements have the intimacy of a conversational relationship. Where she is getting some response back from the medium, she is seeing what is happening – what it is that she has created – and she is making judgements about it at that level. (Schön, cited in Winograd, 1996, p. 176)

'The following types of research-materials must be documented:

- An original idea, opinion, theory, or research-finding expressed, either verbally or in writing, by another person;
- Facts, statistics, graphs, drawings, and other pieces of information that are not generally recognized as common-knowledge;
- Direct quotations of another person's spoken or written words;
- Paraphrase of another person's spoken or written words.' (The Write Direction, 2008, p. 2)

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, have a look at this:

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, 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 along with the page number(s) if it was not mentioned previously, i.e.:

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 our 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 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)

Therefore in brackets a 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 enough to put a reference to it in the text.*

Quoting from a conversation: It is important to be clear about who says what. So, 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 is logically possible.

A work by two or more authors: When a resource has been created by two authors then both of them 'need to be mentioned in the introductory phrase or in the parentheses each time you cite the work. Use the sign "and" between the authors' names within the text and use the ampersand in the parentheses' ([The OWL at Purdue](#), 2008).

...in which students are thought to surrender themselves to the system and become passive recipients of official truths. The idea of students as researchers who explore their own lives and connect academic information with their own lived experience is alien to many schools. (Kincheloe & Steinberg, 1998, p. 13).

'If there are three to five authors, cite all authors the first time; in subsequent citations, include only the last name of the first author followed by "et al." and the year:

Williams, Jones, Smith, Bradner, and Torrington (1983) found...

Williams et al. (1983) also noticed that...' (Concordia University Libraries, 2008)

In the case of six or more authors always use the first author's last name followed by 'et al.' in the introductory phrase or in parentheses ([The OWL at Purdue](#), 2008). Ibid shows that the current quotation comes from the same source. If you are citing a different page number, use 'ibid.' followed by the new page number, otherwise use 'ibid.' on its own.

If two or more authors have the same surname, then you need to distinguish them by using their initials when referencing them in the text. For example Everett Rogers and Carl Rogers would be distinguished according to their initials: (C. Rogers, 1995; E. Rogers, 1999)

Citing poetry: This should be in italics, be centralised on the page, and have the author's name not in italics below it. For example, in Margaret Farren's (2008, p. 51) paper:

*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, be careful not to harm 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 between 'inclusionality' and 'is' and after 'identity'. This is called an ellipsis and must be used to indicate something is missing.

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



Figure 1. Sunrise

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

Labelling videos: As you can see from the example below, there is a still taken from a video, and below that its sequence in the paper so far, and then underneath that there is a url that takes us directly to the video, followed by, in brackets, the surname of the author, comma, year, and finally a bracket. (N.B., some authors may not have the technology or the experience to do this, and then it will be done by the editorial team, but if you can do this, it will save us a lot of time and we will feel very grateful).



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

Using tables: If you want to organise your data in an easy-to-read format then you can use tables. If you only need to show small amounts of data then it is better to include this in the text. Table-headings should be located flush-right; each column should be identified using 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 but uncommon terms should be explained in a note below the table. (“Tables in APA Format”, 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> |

References: At the end of the paper you need to reveal your sources. References are always indented after the first line, for example:

References

- Alderson, P. (2000). Children as Researchers: The effect of participation rights on research methodology. In Christensen, P. & James, A. (Eds.), *Research with children: Perspectives and practices* (pp. 241- 257). London & New York: Falmer Press.
- Altrichter, H., Posch, P., & Somekh, B. (1993). *Teachers Investigate their Work: An Introduction to the Methods of Action Research*. London & New York: Routledge.
- Argyris, C. & Schön, D. (1975). *Theory in practice: Increasing professional effectiveness*. San Francisco, Washington & London: Jossey-Bass Publishers.

The list should be organised alphabetically, and references to the same author should be organised in ascending order according to the year of publication. If an author has two or more works published in the same year, then those sources should be distinguished by letters from the alphabet:

- Whitehead, J. (2006a, December 5). Peter Mellett celebrating on Jacqueline Delong's Graduation [Video File]. Posted to <http://uk.youtube.com/watch?v=HxqRF2tVLB4>
- Whitehead, J. (2006b, December 30). Responding to matters of power and academic freedom [Video File]. Posted to <http://www.youtube.com/watch?v=MBTLfyjkFh0>

We recommend you not to include in the References-list any sources not mentioned in the text. 'The citations in the text of the document should point to an entry in the reference list' (The Write Direction, 2008, p. 1).

Referencing an article from the Internet is similar to the printed version of such a source. You just need to include several additional elements: retrieval date and Digital Object Identifier (DOI) or URL.

The date an electronic source was retrieved is important if the content you are citing is likely to be changed or updated. When no fixed publication date, edition, or version number can be cited, the retrieval date offers a snapshot of the content at the time of your research. For undated or otherwise changeable content retrieved from the open Web, as well as in-preparation, in-press, or preprint journal articles, include the retrieval date. No retrieval date is necessary for content that is not likely to be changed or updated, such as a journal article or book. (American Psychological Association, 2007, p. 2)

If you are not able to find the publication-date of web material then you can use n.d. (short for "no date") instead of the year in the text-citation as well as in the reference list (Table 1).

For an article with DOI assigned to it you do not need to include the URL. 'If there is no DOI assigned, give the exact URL (if the content is open-access) or the URL of the journal home page (if the content is accessible by subscription)' (ibid, p. 8).

Table 1. APA Citation Examples

| In-Text Citation | Reference List Citation |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Book (one or two author(s)) | |
| 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. |
| Book (three, four, or five authors) | |
| 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.'. |
| Book with editor(s) | |
| 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. |
| Book chapter | |
| 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. |
| Journal articles | |
| Author(s), First initial. (year of publication). Title of article. <i>Title of journal, volume (number)</i> , page-numbers. | |
| (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</i> , 15(3), 385-402. |
| Magazine articles | |
| Author(s), First initial. (year, month). Title of article [useful descriptive information]. <i>Title of Magazine, volume if given</i> , page-numbers. | |

| In-Text Citation | Reference List Citation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (Hiam, 1998, p. 31) | Hiam, A. (1998, October). Obstacles to Creativity - and How You Can Remove Them. <i>The Futurist</i> , 32, 30+. |
| <p>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</i>, page-numbers. If the title is longer, the text citation would then just cite a few words within quotation marks.</p> | |
| ("Improving Technology Requires More," 2005, p. 9) | Improving Technology Requires More Creativity Not More Money. (2005, April). <i>School Administrator</i> , 62, 3. |
| Newspaper articles | |
| 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</i> , p/pp. nn-nn. | |
| ("Supporting Creativity in the," 2007, p. 2) | Supporting Creativity in the Classroom. (2007, January 24). <i>Daily Post (Liverpool, England)</i> , p. 2. |
| Dissertation retrieved from institutional or personal Web site | |
| 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 http://www.actionresearch.net/moira.shtml |
| Web page | |
| 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 http://webpace.ship.edu/cgboer/rogers.html |
| Web document (with known publisher) | |
| Name of organisation. (year). Title of Web document. 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 http://books.apa.org/books.cfm?id=4210509 |
| Article in a journal published on the Internet with DOI assigned | |
| (Nielsen, 2006, p. 390) | Nielsen, 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 |
| Article in a journal published on the Internet with no DOI assigned | |

| In-Text Citation | Reference List Citation |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (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 http://ejolts.net/node/78 |
| Unpublished Conference-papers | |
| (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. |
| Message posted to a newsgroup, online forum, or discussion group | |
| (Bower, 2008) | Bowers, C. (2008, September 3). Serendipity/Convergence [Msg 1]. Message posted to http://ejolts.net/moodle/mod/forum/discuss.php?d=9 |
| Video | |
| (Bognar, 2008) | Bognar, B. (2008, July 27). Validation of a pupil's action research report [Video file]. Video Posted to http://www.vimeo.com/1415387 |
| Wikipedia | |
| ("Know thyself", 2008) | Know thyself. (2008, October 5). In <i>Wikipedia, The Free Encyclopedia</i> . Retrieved October 13, 2008, from http://en.wikipedia.org/w/index.php?title=Know_thyself&oldid=243255207 |
| Citing e-mail communications from individuals and interviews | |
| (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. |

References

- American Psychological Association. (2007). *APA Style Guide Electronic References*. Retrieved from APA Style.org: <http://www.apastyle.org/eleceref.html>
- APA Style. (2008, November 10). In *Wikipedia, The Free Encyclopedia*. Retrieved November 17, 2008, from http://en.wikipedia.org/wiki/APA_style
- Concordia University Libraries. (2008, March 14). *APA Citation Style*. Retrieved November 17, 2008, from <http://library.concordia.ca/help/howto/apa.php>
- Kilpatrick, W. (1951) Crucial Issues in Current Educational Theory. *Educational Theory* 1 (1) pp. 1-8.
- Scribe, A. (2006, December). *Apa Research Style Crib Sheet*. Retrieved November 17, 2008, from <http://www.icahdq.org/publications/apacrib.pdf>
- Purdue University Online Writing Lab (OWL). (2008, September 30). *APA Formatting and Style Guide*. Retrieved November 17, 2008, from <http://owl.english.purdue.edu/owl/resource/560/01/>
- The Write Direction. (2008, February 24). *APA Style Basics*. Retrieved November 17, 2008, from <http://thewritedirection.net/drpaper/apaguide.pdf>
- Van Wagner, K. (2008). Tables in APA Format. Retrieved November 17, 2008, from About.com: <http://psychology.about.com/od/apastyle/ig/APA-Format-Examples/apa-table.htm>