

# Information for Contributors

## Editorial policy

*Perspectives in Education* is a professional, peer-reviewed journal that encourages the submission of previously unpublished articles on contemporary educational issues. As a journal that represents a variety of cross-disciplinary interests, both theoretical and practical, it seeks to stimulate debate on a wide range of topics. *PiE* invites manuscripts employing innovative qualitative and quantitative methods and approaches including (but not limited to), ethnographic observation and interviewing, grounded theory, life history, case study, curriculum analysis and critique, policy studies, ethnomethodology, social and educational critique, phenomenology, deconstruction, and genealogy.

Debates on epistemology, methodology or ethics, from a range of perspectives including postpositivism, interpretivism, constructivism, critical theory, feminism and post-modernism are also invited. *PiE* seeks to stimulate important dialogue and intellectual exchange on education and democratic transition with respect to schools, colleges, non-governmental organisations, universities and universities of technology in South Africa and beyond.

The journal is committed to the process of capacity building in the area of scholarly writing and publication among new writers. It aims to accelerate the development of capacity among black and women educationists in South Africa, and to broaden contributions to include writers from other African, Latin American, and Asian countries.

As the journal aims to make itself accessible to a wider reading community, it encourages authors to make their content accessible to a broad readership, including those who may not be familiar with the subject matter addressed. *PiE* challenges contributors to use innovative, provocative and creative ways of presenting and reporting their research.

Contributions in English or any of the official South African languages are welcome. In the case of an article in one of the official South African languages other than English, an English abstract of not more than 600 words must be provided.

**As a rule not more than one article per year by any author/co-author is published.**

## Submission of articles

*PiE* invites submissions in the following categories:

**Research articles.** Contributors are encouraged to submit typewritten manuscripts of no more than 12–16 double spaced pages (5 000 words) including references, notes, and tables. The following are considered when evaluating the suitability of a manuscript for publication in this section of *PiE*:

- The manuscript offers new, original insights or interpretation and not merely a restatement of existing ideas and views.
- The manuscript makes a significant contribution to the field and extends the borders of educational debate.
- The manuscript is likely to arouse readers' interest and stimulate debate.
- The manuscript reflects sound scholarship and research design with appropriate, correctly interpreted references to other authors and works.
- The content of the manuscript is accessible to the broad readership of the education community, and not just specialists in the area addressed.

The latter part of the journal, which is generally not subject to the peer review process, allows for the submission of, *inter alia*, the following:

**Reviews and review articles.** *PiE* invites succinct, critical, evaluative reviews of professional books, texts, and other instructional resources including computer-software and video/audio-taped material. Reviews should provide a descriptive and evaluative summary and a brief discussion of the significance of the work

in the context of current theory and practice. In addition to the *Perspectives in Education*, Volume 26(4), December 2008 conventional book review format, reviewers are encouraged to use alternative methods of representation, such as critically engaging the author in a dialogue on a published book. These manuscripts should comprise no more than 1 000 words.

**Brief reports and summaries.** *PiE* invites short reports on any aspect of theory and practice in academia. We encourage manuscripts that either showcase preliminary findings of research in progress or focus on larger studies. Reports and summaries (of no more than 1 000 words) should be presented in a manner that will make the research accessible to our diverse readership.

Articles are considered for publication provided that:

- The work is original.
- The copyright is transferred to *PiE* and the author has secured all permissions for the reproduction of original or derived material from a copyright source.
- The work has not been published previously and is not under consideration for publication elsewhere (in selected cases, this condition may be waived).
- The author has secured the permission of all named co-authors, who have agreed on the order of the names for publication.
- **The author(s) subscribe(s) to *PiE* (a subscription form is attached for your convenience).**

The editor reserves the right to make editorial changes in any manuscript accepted for publication to enhance clarity or conformity with journal style.

The review process takes between 3 to 5 months to complete. Authors will be informed of the editor's decision on receipt of all of the reviewers' reports. (*Please note that it usually requires more time to review manuscripts submitted in the November – January period.*)

## General submission guidelines

Submit the manuscript on A4 white bond with 2.5 cm margins all round, on a **CD/DVD** or **e-mail** the file. The following details should appear on a separate cover page:

- Name(s) of the author(s), title(s), and affiliation(s) (should not be disclosed in the text)
- Complete mailing address(es)
- E-mail address(es)
- Telephone/Fax numbers

An English abstract of not more than 200 words should be typed on a separate sheet, followed by up to 10 keywords that characterise the article.

Division of the text must be clear and logical into **unnumbered** sections. Subsections should be clearly indicated by using the following fonts to indicate the different heading levels:

- Level 1: Lower case and bold (14pt)
- Level 2: Lower case (12pt)
- Level 3: *Italic*
- Level 4: Underlined

Tables and figures must be placed at the end of the article with their approximate positions in the text indicated. All photographs/figures must be clearly printed originals — no fill or grey shading may be used. Tables and figures should be numbered consecutively and be accompanied by a brief heading for tables or caption for figures. Each table/figure must be referred to in the text.

Do not use footnotes. Use endnotes only (not more than five endnotes per article). *Perspectives in Education*, Volume 26(4), December 2008.

**Submissions should be sent to:** *Perspectives in Education*, Faculty of Education, University of the Free State, Bloemfontein, 9301, South Africa, or e-mailed to [PIE@ufs.ac.za](mailto:PIE@ufs.ac.za)

## Procedure for manuscripts accepted for publication

Page fees of R224 per page submitted. Authors will be invoiced on acceptance of the article.

A brief biographical statement (6 lines) must be supplied for author(s).

## References

References are cited in the text by the author(s) name(s) and the year of publication in brackets (Harvard method), separated by a comma: e.g. (Brown, 2001). Page references in the text should follow a comma after the date, e.g. (Brown, 2001:69).

If several articles by the same author and from the same year are cited, the letters a, b, c, etc. should be added after the year of publication e.g. (Brown, 2001a).

In works by three or more authors the surnames of all authors should be given in the first reference to such a work. In subsequent references to this work only the name of the first author is given, followed by the abbreviation *et al.*: e.g. (Ziv *et al.*, 2005).

For personal communications (oral or written) identify the person and indicate in brackets that it is a personal communication, e.g. (M Smith, pers. comm.).

## List of references

Only sources cited in the text are listed, in alphabetical order. These should be presented as indicated in the following examples. Special attention should be paid to the required punctuation.

### Journal articles:

Johnson DW & Johnson RT 2002. Gifted students illustrate co-operative learning. *Educational Leadership*, 50:60-61.

### Books:

Van Zyl R & Thomas PP 2004. *Recent advances in classroom research*. New York: McGraw-Hill.

### Chapters in books:

Dukzec S 2008. Gender issues. In: D Hicks & J Brown (eds). *Education for peace*. London: Routledge.

### Unpublished theses or dissertations:

Squelch J 2001. Teacher training for multicultural education in a multicultural society. Med dissertation. Pretoria: University of South Africa.

### Anonymous newspaper references:

*Citizen* 2006. Education for all, 22 March.

### Personal communications:

Not retrievable and not listed.

### Electronic references:

#### *No author:*

*Violence and discipline problems in U.S. schools: 1999-2002*. Retrieved on 3 June 2006 from <http://www.nces.ed.gov/pubs98/violence/98030001.html>.

#### *Published under author's name:*

Burbach H 2000. *Violence and the public schools*. Retrieved on 4 March 2001 from <http://www.people.Virginia.EDU/~rkb3b/Hal/SchoolViolence.html>.