

Adult Learners Journal Call for Papers Extended

AONTAS, the National Adult Learning Organisation has extended the deadline for the call for papers for inclusion in the Adult Learner 2008: The Irish Journal of Adult and Community Education. Papers submitted on or before Friday, 30th November 2007 will be considered for inclusion in the publication.

The Irish Journal of Adult and Community Education 2008

The Adult Learner is the Irish journal of adult and community education founded in the mid 1980s. It aims primarily to serve the needs of the adult education community in Ireland as a whole by providing a forum for critical reflection on the practices of teaching and learning. The journal aims to continue to make knowledge, research and writing accessible to the widest possible audience and emphasises the implications of critique for practice. The journal has a long established practice of giving priority to subject matter that addresses disadvantage, social exclusion, equality, workplace learning and the study of the teacher/student relationship. Community education, literacy, citizenship and access issues are also of importance in the journal.

While the journal gives priority to papers from Ireland it also welcomes papers from those working in the international arena which may be of interest in the Irish context. The journal invites three kinds of papers.

Fully refereed papers of about 5,000 words will engage in critical debate and analysis about the ideas, concepts, theories and practices of the field. This aims to address the need for an Irish forum for adult educators to become involved in critical analysis of their practice with a view to informing and improving the work of the sector.

Papers and case studies of about 2,000 to 3,000 words will address the need to share examples of good practice and exchange ideas about what works well in various programmes, innovations and contexts. These papers will also engage in a critical analysis of the practical aspects of adult and community education.

Resource reviews of about 600-1000 words will provide a review of books, materials and resources that help identify and evaluate a wide variety of teaching and learning resources that may be of interest to adult and community education participants, providers and anyone interested in adult and community education..

Guidelines for writers: Papers should be typed, 12 pt Times New Roman, double line spaced on one side of A4 paper. If the paper is a refereed paper the name, address, and email address of the author should be on an attached sheet rather than on the manuscript. All papers should be presented in a style as outlined in detail below. The editor welcomes queries from writers who may wish to discuss possible subject matter and approaches, and may be contacted initially at the following email address: adultlearner@aontas.com
Papers for consideration should be sent before ~~Friday October 5 2007~~ to

Editor, The Adult Learner
AONTAS
2nd Floor 83-87 Main Street
Ranelagh
DUBLIN 6

Or by email to amckenna@aontas.com

If sending a paper by post, an electronic copy will also be required on disk.

Style Guide for Contributors

**The Adult Learner:
The Irish Journal of Adult and Community Education 2008**

An article or paper submitted for publication in the referred section of the journal should have 'author details' on a separate page so that the paper can be reviewed anonymously.

All other articles and resource reviews should have clearly stated the name of the author; institutional affiliation; contact email, telephone and postal address. All articles may be submitted to:

Editor, Adult Learner, AONTAS, 2nd Floor 83-87 Main Street, Ranelagh, Dublin 6
or by email to: amckenna@aontas.com

All papers should follow the style guidelines outlined below.

Use one-and-a-half line spacing and 12-point Times New Roman font on one side of page only. The exception will be indented quotations where single spacing will be used. Justify the left hand margin only.

Do not use headers and footers. All pages of article should be numbered consecutively and the page number inserted on the right hand foot of each page. New paragraphs in text should be one-and-a-half line spaced from previous paragraph and indented five spaces.

For articles of more than 3,000 words an abstract of no more than 100 words in italics should be inserted at the start of the article.

Titles of article, subtitles and subheadings should be selected so that there are no more than three levels of headings, as illustrated here:

TITLE OF ARTICLE: CENTRED, CAPITALS & BOLD

Main Headings in Text: Upper and lower case, Bold, Justified to left margin

Subheadings: Italics, Upper and lower case, Left justified.

Use British rather than American spellings [set computer spell check accordingly]. Always spell per cent, do not use %. You may use figures in the text except when a figure is at the beginning of a sentence, e.g. Twenty per cent of viewers saw 25 per cent of the programme....

Do not use punctuation in words such as U.S.A., use UK, MA, UN, USA. Always write 1960s and not 1960's. Pay attention to the difference between it's and its. Write the nineteenth century and not the 19th cent. For dates use 17 March, 2001 rather than March 17, 2001. Spell out in words the numbers from one to ten; use numerals for numbers over 11. If the number is at the beginning of a sentence, spell it. Do not use footnotes.

Avoid using prepositions at the end of a sentence, e.g. Use: This is a presumption about which adult educators need to be aware. Rather than: This is a presumption that adult educators need to be aware of.

Do not use italics for quotations. Use double quotation marks for quotes, except when indented in a block (then use no quotation marks). Long quotes of more than two lines (or thirty words) should be single spaced and indented 5 letter spaces from the left margin of text and without quotation marks.

Referencing in the text of article

In the text of the article reference may be made to other authors. All material in an article must be appropriately acknowledged and referenced. All quotations in the text and references to authors should include, in brackets, the author, the year of publication and when appropriate the page number(s). Do not use *ibid.*, *op. cit.*, and so on. These examples may help.

Examples:

Murphy (1999) has clearly outlined....

Others (McGill, 1998, p. 234) have also studied the...

Joyce (1989) believed that "Irish drama is more inspired by place than issues" (p. 256).

Many have noted (Jones, 1988; Mulligan, 1990; Culliton, 1999) that...

For indented quotations (Note the concluding full stop is before the reference):

One of the recurring themes . . . has been the importance of getting people to think that HE is for them.... If they [universities] want to widen participation, then working to change attitudes to higher education is a critical area.
(Baxter & Hunt, 1999, p. 36)

Referencing in the bibliography

The bibliography must contain the full reference to all sources quoted in the body of the text. Other material, not referred to in the body of the text, should not be included. All authors are listed alphabetically. If there is more than one work by an author, list them chronologically by year of publication. List all authors. Do not use *et al.*

Use lower case letters for book titles, article titles and subtitles, except for the first word of each title or subtitle. Do not use abbreviations for journal titles or books. Examples are given below and for other cases reference should be made to the Publication Manual of the American Psychological Association, 5th edition, Washington, DC: American Psychological Association (commonly known as the APA Manual of Style).

Use single line space for each reference and one-and-a half line space between each reference; indent the first line of each reference five spaces. Note the various ways in which books by one author; by multiple authors; articles by one or more author are referenced in the examples below. Note style for internet sources. Pay particular attention to punctuation and italics (mostly for book titles and journal titles). Newspapers are given their full title in italics: *The Irish Times*.

Examples for referencing books, book chapters journals & internet sites:

Alway, J. (1995). *Critical theory and political possibilities: Conceptions of emancipatory politics in the works of Horkheimer, Adorno, Marcuse and Habermas*. Westport, CT: Greenwood Press.

Cohen, J., & Arato, A. (1992). *Civil society and political theory*. Cambridge, MA: MIT Press.

Murphy, T. & Fleming, T. (2006). The application of the ideas of Habermas to adult learning. In P. Sutherland & J. Crowther (Eds.), *Lifelong learning: Concepts and contexts* (pp. 48-57). London: Routledge.

Hart, M. (1990). Critical theory and beyond: Further perspectives on emancipatory education. *Adult Education Quarterly*, 40(3), 125-138.

Cunningham, P. (1992a). From Freire to feminism: The North American experience with critical pedagogy. *Adult Education Quarterly*, 42(3), 180-191.

Cunningham, P. (1992b). University continuing educators should be social activists. *Canadian Journal of University Continuing Education*, 18(2), 9-17.

Durish, P., Gorman, R., Mojab, S., Morrell, A., Schugurensky, D., & Sword D. (1999). Civil society, cultural hegemony, and citizenship: Implications for adult education. Proceedings of the 40th Annual Adult Education Research Conference 1999. Retrieved July 31, 2005 from <http://www.edst.educ.ubc.ca/aerc/1999/ab1999.htm#Symposia>

Jenckes, N. (2000, July 13). Skeletons are dancing again. *The Irish Times*, p. 14.

About AONTAS

AONTAS is the Irish National Association of Adult Education, a voluntary membership organisation. It exists to promote the development of a learning society through the provision of a quality and comprehensive system of adult learning and education which is accessible to and inclusive to all.

The members of AONTAS who now number almost 600 comprise individual, organisational and associate (overseas) members. AONTAS promotes the importance of adult and community education as a key part of lifelong learning. It influences the development of policy and lobbies on behalf of the sector. It facilitates networking among members and supports their work.

The Association provides an information referral service to adult learners and the general public, collects data on developments in the sector and undertakes research. AONTAS endeavours to work in partnership with other relevant organisations and Government Departments, and from time to time engages in specific projects designed to support the work of different sectors of the membership. AONTAS also represents the interests of adult learners at a number of important fora.

Join Us

Membership is open to all organisations, groups and individuals involved in the promotion or advancement of adult education.

AONTAS membership is categorised into organisational, individual and associate (overseas individuals and organisations) members.

Organisational fees are based on a sliding scale according to the income of the organisation. Individual fees are divided into waged and unwaged. All overseas individuals and organisations are categorised as associate members.

We are mindful of the cost implications of joining, however, we strive to ensure that our fees reflect the AONTAS ethos of being inclusive and accessible to all individuals and organisations.

<http://www.aontas.com/membership/joinusnew/index.html>

AONTAS

The National Association of Adult Education

2nd Floor, 83-87 Main Street,

Ranelagh, Dublin 6, Ireland

Tel: (++ 353 1) 406 8220/1

Fax: (++ 353 1) 406 8227

Email: mail@aontas.com

Website: <http://www.aontas.com/>