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Manuscripts

Manuscripts should be submitted through the Springer on-line submission system, www.editorialmanager.com/aere/.

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Review

Manuscripts are reviewed by at least two peers, an external reviewer and, when appropriate, an Advisory Editor. AER does not accept papers that have been submitted elsewhere or papers peer reviewed for the AARE Conference or published on the AARE website, unless significantly revised and re-written for AER.

Paper title, name(s) of author(s) and an address for correspondence should be on a separate page to ensure anonymity when reviewing. Any identifying information should be removed from the text, headers or footers.

Proofs will be sent to authors if there is sufficient time. Proofs should be corrected and returned by email within three days. Major alterations to the text will not be accepted.

General guidelines and style conventions

Paper manuscripts should be typed on one side of the page, double-spaced and bear the title of the contribution. The content of any disk should be identical to the hard-copy text.

Submissions should follow the AER style guide (see below) and use non-sexist language. AER has a diverse international audience. Please clarify terms likely to be unfamiliar to scholars beyond Australia.

Citations in the text

AER follows APA (5th Ed.) guidelines, please do not use automatic referencing software (e.g. Endnote) as this creates difficulties in document formatting.

References or citations in the text should give the author's name and year of publication (with page numbers if quotation is used) in the following style:

She stated, "The 'placebo effect' . . . disappeared when behaviours were studied in this manner" (Miele, 1993, p. 276), but she did not clarify which behaviours were studied.

Notes:

- Double quotation used for quotation in text, single quotation used for text enclosed in double quotation marks in original source.

- Three spaced ellipsis points (. . .) are used to indicate that material is omitted from the original source.

- Mid-sentence quotations are concluded with quotation marks, followed by the conclusion of the sentence.

Miele (1993) found that "the 'placebo effect,' which had been verified in previous studies, disappeared when [only the first group's] behaviours were studied in this manner" (p. 276).

Notes:

- Brackets [ ] are used to enclose material inserted in a quotation.

- Quotations at the end of a sentence are concluded with quotation marks, immediately followed by the citation of the source, in parenthesis. Complete the sentence with appropriate punctuation outside the final parenthesis.

Miele (1993) found the following:

The "placebo effect," which had been verified in previous studies, disappeared when behaviours were studied in this manner. Furthermore, the behaviours were never exhibited again [italics added], even when reel [sic] drugs were administered. Earlier studies (e.g. Abdullah, 1984; Fox, 1979) were premature in attributing the results to a placebo effect. (p. 276)

Notes:

- Block quotations (40 words or more) are not enclosed in quotation marks.

- Double quotation marks are used to indicate quotations used in original source.

- Show emphasis of words in a quotation by italicising, followed immediately by the words *italics added* in brackets (i.e. [italics added]).

- Cite the quoted source in parenthesis after the final punctuation mark.

- Multiple citations are separated by a semi-colon.

- Incorrect spelling, punctuation or grammar in the source that might confuse readers may be followed by the word *sic,* italicised and bracketed, immediately after the error in the quotation.

Examples are taken from APA (5th Ed.) guidelines.

Reference lists

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Print Items

Journal Articles - one author
Barone, T. E. (1992). Beyond theory and method: a case of critical storytelling. Theory into Practice, 31(2), 142-146.

Journal Articles - two to six authors
Wallace, J., Sheffield, R., Rennie, L., & Grady, V. (2007). Looking back, looking forward: Re-searching the conditions for curriculum integration in the middle years of schooling. The Australian Educational Researcher, 34(2), 29-50.

Journal Articles - more than six authors
Patel Stevens, L., Hunter, L., Pendergast, D., Carrington, V., Bahr, N., Kapitzke, C. , et al. (2007). ReConceptualising the possible narratives of adolescence. The Australian Educational Researcher, 34(2), 107-128.

Books
Ashmore, M. R. (1989).*The Reflexive Thesis: Wrighting Sociology of Scientific Knowledge*. Chicago and London: University of Chicago Press.

Willis, G., & Schubert, W. H. (Eds.). (1991). *Reflections from the Heart of Educational Inquiry: Understanding Curriculum and Teaching through the Arts*. Albany: State University of New York Press.

Article or chapter in an edited book
Knoespel, K. J. (1991). The employment of chaos: instability and narrative order. In N. K. Hayles (Ed.), Chaos and Order: Complex Dynamics in Literature and Science (pp. 127-299). Chicago: University of Chicago Press.

Unpublished Conference/Meeting Paper
Lather, P. (1990, April). Staying dumb? Student resistance to liberatory curriculum. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.

Electronic Items

Journal articles
Griffith, A. (1995, July 8). Older women and grief: a new direction for research. Journal of Women & Ageing, 9(3), 23-42. Retrieved May 6, 2003 from http://buffy.lib.unimelb.edu.au/

Stand-alone document (no author identified, no date)
Phoneme Awareness. (n.d.). Retrieved March 13, 2008, from http://www.auburn.edu/~murraba/phon.html

Document from a university or department Web site
Dawson, J., Smith, L., Deubert, K., & Grey-Smith, S. (2002). 'S' Trek 6: Referencing, not plagiarism. Retrieved

October 31, 2002 from Curtin University, Library Web site:
http://lisweb.curtin.edu.au/study/studytrekk/strek6.html

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Footnotes

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Spelling

Please use Australian English, but use the original spelling for quotations. For example, globalisation, organisation, focused, counselling.

Tables, figures, diagrams and illustrations

Supply tables in Microsoft Word or Rich Text Format. It would be appreciated if graphics could be supplied as high resolution JPG, TIF or PDF files. The image must be legible when reduced to 130mm wide.

Author's bionote

This note should be brief (two or three sentences at most) and include (i) authors' institutional positions or affiliations and (ii) a full address for correspondence. A very brief note of authors' special interests may follow. For example:

'The author' is a senior research associate in the Faculty of Education, Deakin University, 662 Blackburn Road, Clayton Victoria 3168, Australia. She is presently conducting a phenomenological study of the roles of new prosthetic and information technologies in children's imaginative lives. Her previous work includes action research on bionics in educational television and she has recently coedited (with Steve Austin) *Cyborg Memories: The Actor as Teacher in Postmodern Education/Entertainment* (forthcoming from Deakin University Press).
Email: 'The author's email address'

Acknowledgements

Any acknowledgements should be included in a separate section at the end of the manuscript. Please do not incorporate these into the bionote.

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