

LOCAL PRACTICES GLOBAL CONTEXTS 2013 ACAL Conference

Peer-reviewed academic paper – additional requirements

If you wish your paper to be peer-reviewed you must submit your full paper (3500 words – 5000 words maximum) by **1 August 2013** according to the criteria provided below. If you do not submit by this date, your paper will not be peer-reviewed but you will still be expected to present a session at the conference.



Review criteria are:

Abstract presents a clear summary of the paper

Introduction is clear and focused

Literature review is current, relevant and coherent

Conceptual framework is relevant and coherent

Research methodology and design are clearly described and justified

Findings/analysis is systematic and logical

Discussion/implications clearly relate to the findings/analysis, conceptual framework and literature

Conclusion is clear and focused

General criteria

The paper:

- contributes to adult literacy and numeracy practice and/or policy and/or the body of literacy and numeracy/ adult learning research and scholarship
- is coherent as a whole
- is free of spelling, punctuation and grammatical errors
- is appropriately and accurately referenced using the style outlined below:

References in the text

References in the text should give the author's name and year of publication (with page numbers where the source is quoted) in the following style:

'There is a genuine debate among economists as to how pervasively American workplace is being restructured, and thus how much current work truly requires and fosters these new basics' (Rose 2004: 210).

A strong case for numeracy as a source for empowerment is made by Benn (1997).

Do not use 'ibid' or footnotes.

Use single quotation marks ('...'), rather than double ("...") except for quotes within quotes.

Italics should only be used when quoting data.

Avoid the use of footnotes for showing references.

Reference list

List references in alphabetical order by the author's surname. Only list sources that have been cited in the text. Some examples are shown below:

Benn, R (1997) *Adults Count Too: Mathematics for empowerment*, NIACE, Leicester, UK.

Evans, J and Rappaport, I (1999) Using Statistics in Everyday Life: From barefoot statisticians to critical citizenship, in Dorling, D and Simpson, S (Eds) *Statistics in Society: The arithmetic of politics*, Arnold, London, pp 71-77.

McKenna, R and Fitzpatrick, L (2005), *Integrated Approaches to Teaching Adult Literacy in Australia: A snapshot of practice in community services*, NCVER, Adelaide.

Ollerhead, S (2010), Teacher Agency and Policy Response in the Adult ESL Literacy Classroom, *TESOL Quarterly*, vol 44, pp 606-618.

Authors of accepted papers may be invited to submit their paper to *Literacy and Numeracy Studies: An international journal on the education and training of adults*.

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