

Procedure for the proceedings of the ATEE conference 2010, 26-30 August 2010

With the permission of presenters all finalized power point presentations will be placed on the web site.

All full papers that have been positively reviewed will be published in the conference proceedings on the web site.

Papers that are submitted to the European Journal of Teacher Education or any other journal can not be published in the proceedings.

15 November 2010

Full and corrected paper has to be sent electronically to the chair of the session in which it was presented.

The chair of the session reviews the paper according to the provided Guidelines.

If the chair is not able to do so, he or she is responsible to send the paper to the chair of the RDC who will see to it that the paper is reviewed.

The decision will either be

- Reject
- Accept with minor revision
- Accept with no changes

1 December 2010

Papers back to authors with comments of the reviewer for minor revision.

15 January 2011

Final papers are sent to György Mészáros (meszarosgyuri.d@gmail.com) by the authors.

Nota bene:

The papers should be sent in the format described in the Guidelines, and in correct English. They will be published textually unchanged. The editors do not take responsibility for any (spelling, grammatical, content related etc.) errors which may remain in the final papers received from the authors.

Nota bene:

The titles of the papers should be the same as the title of the presentation

Guidelines for authors

Content:

Papers may be reports of empirical research conducted by the author(s) or discussions of current issues of international interest in relation to teacher education. They should be no more than 5000 words.

Literature cited should be up to date and relevant.

All papers should be accompanied by an abstract of no more than 150 words and 3 to 5 keywords.

Paper style:

Please send your paper in Word format (.doc, .docx, .rtf).

Font: Arial, 11 point. Use margins of at least 2.5 cm (1 inch).

Title: Use bold for your paper title, with an initial capital letter for any proper nouns.

Authors' names: Give the names of all contributing authors on the title page exactly as you wish them to appear in the published paper.

Affiliations: List the affiliation of each author (department, university or other institution, and country).

Correspondence details: Please provide an email address for the corresponding author.

Abstract: Please indicate the abstract paragraph with a heading or by reducing the font size.

Headings: Please indicate the level of the section headings in your paper:

First-level headings (e.g. Introduction, Conclusion) should be in bold, with an initial capital letter for any proper nouns.

Second-level headings should be in bold italics, with an initial capital letter for any proper nouns.

Third-level headings should be in italics, with an initial capital letter for any proper nouns.

Fourth-level headings (if really needed!) should also be in italics, at the beginning of a new paragraph. The text follows immediately after a full stop (full point).

Tables and figures: Indicate in the text where the tables and figures should appear, for example by inserting [Table 1 near here]. The actual tables and figures should be supplied either in the text (where you think it should be placed) or at the end of the text (it will be placed by the editors)

Reference style:

Authors should follow the Guidelines of the European Journal of Teacher Education which can be downloaded from:

http://www.tandf.co.uk/journals/authors/style/reference/tf_F.pdf

Brief summary of the Guidelines (examples):

In the Reference list:

Book:

Cowlshaw, Guy, and Robin Dunbar. 2000. *Primate conservation biology*. Chicago: University of Chicago Press.

Journal article:

Allison, G.W. 1999. The implications of experimental design for biodiversity manipulations. *American Naturalist* 153, no. 1: 26–45.

Chapter:

Wiens, J.A. 1983. Avian community ecology: An iconoclastic view. In *Perspectives in ornithology*, ed. A.H. Brush and G.A. Clark Jr., 355–403. Cambridge: Cambridge Univ. Press.

Internet document:

Evanston Public Library Board of Trustees. Evanston Public Library strategic plan, 2000–2010: A decade of outreach. Evanston Public Library. <http://www.epl.org/library/strategic-plan-00.html>.

In the text:

All of Eurasia was affected by climatic oscillations during Pleistocene glacials and interglacials (Frenzel 1968).

Behavioral observations can provide useful insights into evolutionary relationships, as Morris and Morris (1966, 1–24) first tried to show for the giant panda.

Where two or more works by different authors with the same last name are listed in a reference list, the text citation must include an initial (or two initials or even a given name if necessary).

(C. Doershuk 2000)

(J. Doershuk 2001)

When a specific page, section, equation, or other division of the work is cited, it follows the date, preceded by a comma. (Piaget 1980, 74)

Where the author's name appears in the text, it need not be repeated in the parenthetical citation. Litman (1983) finds that Academy Award nominations or winnings are significantly related to revenues.

Tufte's excellent book on chart design (2001) warns against a common error.

Two or three authors:

For works by two or three authors, all names are included.

More than three authors:

For more than three authors, only the name of the first author is used, followed by 'et al.' or 'and others'. Note that et al. is not italicized in text citations.

(Zipursky et al. 1997)

In a study by Zipursky and others (1997),