

LiHE STYLESHEET GUIDE

Use this guide to format your chapter proposal/full chapter for submission to a LiHE symposium/anthology. It is important that your chapter is formatted accordingly, because it has to fit into an anthology of chapters all using the same format.

Page Setup

Margins:

Top: 3 cm

Bottom: 3 cm

Left: 2 cm

Right: 2 cm

Gutter: 0

Paper format:

A4

Font:

Times New Roman, 13.5 pitch (all body text)

Line spacing:

Single

Introduction

(how to write your introduction)

Start your chapter with an introduction (approximately 500 words) where you frame the theme, scope and challenges dealt with in the chapter. Communicate what readers gain from reading your chapter. Write as clearly and straight forward as possible. A good and clear introduction is your chance to catch the attention of the reader (and your reviewers).

START YOUR INTRODUCTION BY COMPLETING THIS SENTENCE:

“This chapter is an important contribution to the anthology on THEME OF THE ANTHOLOGY because...”.

Completing this sentence helps you position your chapter in relation to the theme of the anthology right from the start. It helps you focus the attention of the reader, and it helps you show your reviewers that your chapter clearly fits within the frame of the anthology. Never miss the chance to show relevance!

Example:

“This chapter is an important contribution to the anthology on teaching and learning entrepreneurship in higher education, as it showcases an intensive course that helps unemployed university graduates to get a job in a tough job market.”

Example:

“We see our chapter as an important contribution to this anthology on globalisation of higher education as we discuss the Bologna Process as a possible driver for the globalisation of HE and show the requirements it places on Higher Education Institutions (HEIs).”

CONTINUE YOUR INTRODUCTION BY GIVING YOUR DEFINITION OF THE THEME OF THE ANTHOLOGY:

“In the chapter, I/we define(s) THEME OF THE ANTHOLOGY as...”

Example:

“In our chapter, we define globalisation of higher education as ‘a strategy’ that provides a strong foundation on which the university can build long-term, sustainable partnerships abroad. This is different to internationalisation, which is looking at how a university can benefit from having more international students.”

Example:

“In this chapter, I define entrepreneurship as: behaviour related to opportunities and leading to value creation for others. This definition is inspired by thoughts on

entrepreneurship in its simplest form as taking action, i.e. behaviour. Fayolle (2005) suggested a new approach to entrepreneurship education based on a theory of planned behaviour where behavioural predictors and behavioural intent are measured as learning outcome.”

AT THE END OF YOUR INTRODUCTION HIGHLIGHT THE THREE TAKEAWAYS FOR THE READER:

“When reading this chapter, you will gain the following three insights: 1); 2); 3)”

Example:

“Reading this chapter, you will gain the following insights:

- 1. you will learn about the Ten Action Lines of the Bologna Accord and the requirements they place on HEIs;*
- 2. you will understand the consequences of the Bologna Process for Quality Enhancement at institutional level;*
- 3. you will gain insight into the role of the Bologna Process as a possible driver for the globalisation of HE.”*

Example:

“Reading this chapter, you should gain at least three insights:

- 1. the differences between two approaches to curriculum: content stream and process stream, and their roles for teaching an entrepreneurial mindset;*
- 2. ideas to how curriculum can be designed for teaching an entrepreneurial mindset;*
- 3. insight into ways in which participants may work during a course to develop an entrepreneurial mindset.”*

FINISH YOUR INTRODUCTION WITH AN OVERVIEW OF THE MAIN SECTIONS OF YOUR CHAPTER (LEVEL 1 HEADLINES):

It is important that you direct your reader to the main content of your chapter. Such “meta-text” helps the reader focus attention.

Example:

“The chapter has three main sections. In the first section, I define transnational higher education, contrasting it in particular with a more historic view of the internationalisation of higher education. In section two, I then describe the logic of transnational higher education, highlighting both its rationales and incentives. Finally, I outline the significance of transnational higher education, enumerating its benefits and underlining its importance to a variety of stakeholders.”

Example:

“This chapter is divided into three sections. In section one we introduce the Bologna Process. In section two we analyse the quality themes under Bologna and integrate those

in a central model for Quality Enhancement at the university level. In section three we reflect on the globalisation aspects of Bologna and try to answer the central question: “Does Bologna help HEIs to globalise or is it merely an institutional construction at the macro-political level?”

Main text (how to write the main text of your chapter)

The main text is the core of your chapter. This is where you present your main case, example, story, reflected practice, etc. Your main text should be at least 10 pages formatted to the Write your main text in the body of your document. Do not use footnotes or end notes.

Use active voice. Write in a direct style. Say what you want to say without being too academic. Think of getting your message across to the audience.

Remember that you write for an educated audience. Do not use your space on theoretical repetitions. When you refer to theories use them actively. Do not refer to theory for the sake of referring theory only. Do not try to “legitimise” your standpoint by filling your chapter with theoretical references. Refer to authors if they coined the term you are using or if you use their arguments or empirical results from their research.

Conclusion

Finish your chapter with a conclusion in which you address the key findings/arguments presented in your chapter. Be clear that you refer to the key themes and questions put forward in the symposium call/call for chapters.

GUIDELINE FOR REFERENCES

Active references:

Active references are when you write a sentence in which you actively incorporate a reference, such as:

In his research, Jones (1999) concurs by suggesting that...

In his research, Jones (1999) comes to the conclusion that...

In his research, Jones (1999:234) writes: *“This is a quote”*...

If one author in an active reference:

McKenzie (2002) <last name> <(year)>

If the active reference points to more than one publication by the same author, write it in this way:

It was argued by Reid (1997, 2000, 2001) that... <last name> <(> <year> <,> <year> <)>

If the active reference points to two author, write it in this way:

As argued by McKenzie & James (2002)... <last name> <&> <last name> <(year)>

If the active reference points to more than two authors, do not write all names, but use *et al.* (which must be in italics). Write it in this way:

In a report by Justice *et al.* (2007) it is suggested that... <last name of first author only> <*et al.*> <(year)>

All quotes must be in “ “ and italicised. Use a colon to separate year and page number in reference:

Learning spaces was defined by Barnett (2007:9) as *“...a physical spaces where...”*

If more than one reference in an active use of the reference:

Marton & Säljö (1976); Marton *et al.* (1993) separate references with ; <semicolon>.

If more than one active reference to several publications by the same authors:

Reid *et al.* (2003, 2005); Petocz & Reid (2006) comma between years ; semicolon between references.

Passive references:

Passive references are when you write a sentence which ends with a reference, such as:
...which is one of the key issues in higher education (Prosser *et al.*, 2007).

This statement is inspired by research of others (Hubba, 1999).

“*This statement is a quote*”, Rothery (1999:234).

If one author in a passive reference:

(McKenzie, 2002) <(<last name> <,> <year><)>

If two authors in a passive reference:

(Kwan & Gerber, 1994) <(<last name> <&> <last name> <,> <year><)>

If more than two authors in a passive use of the reference:

(Prosser *et al.*, 1995) <(<last name of first author only> <et al.> <(year)> <)>

If more than one reference in a passive use of the reference:

(Marton & Säljö, 1976; Marton *et al.*, 1993) (separate references with ; <semicolon>).

If more than one passive reference to several publications by the same authors:

(Reid *et al.*, 2003, 2005; Petocz & Reid, 2006) (comma between years ; semi colon between references).

DO NOT split reference on both sides of a quote: Prosser *et al.* (1993) noted that: “*this is a brilliant quote*” (34). **THIS IS WRONG**

Instead write: Prosser *et al.* (1993:34) noted that: “...*this is a brilliant quote*”.

BIBLIOGRAPHY GUIDELINE

A full bibliography has to follow the text.

Use the APA-system for references in your bibliography.

If you reference a book:

Nygaard, C., Bartholomew, P., & Branch, J. (2014). *Case-based learning in higher education*. Faringdon: Libri Publishing.

If you reference a journal article:

Nygaard, C., Højlt, T., & Hermansen, M. (2006). Learning-based curriculum development. *Higher Education*, 55(1), 33-50. doi:10.1007/s10734-006-9036-2

If you reference a journal website:

OECD.org. (n.d.). Retrieved June 08, 2017, from <http://www.oecd.org/>

Higher education | Education. (2017). New perspectives on HE. Retrieved June 08, 2017, from <https://www.theguardian.com/education/higher-education/edunews>

USE THIS LINK to help you format your references APA-style:

<http://www.citationmachine.net/apa>

Language

Use British-English.

Font size & type

Chapter title [26 pitch Times New Roman, bold]. TITLE

Main Section Title [16 pitch, Times New Roman, bold]. LEVEL 1 HEADING

Subsection Title [16 pitch, Times New Roman italics]. LEVEL 2 HEADING

Section within subsections Title [13,5 pitch, Times New Roman italics].

Body text [13,5 pitch, Times New Roman]

Body text:

Never underline text and never hyperlink text. Never use bold text.

New paragraph in body text is shown by indent and not double line breaks.

Indentions are never used directly after a heading, a list or an illustration.

COPYRIGHT

Authors are responsible for obtaining permissions from copyright holders for reproducing any illustrations, tables, figures or lengthy quotations previously published elsewhere. Permission letters must be supplied to us.

Before publication you are requested to assign copyright to LiHE, subject to retaining your right to reuse the material in other publications written or edited by yourself and due to be published preferably at least one year after initial publication in this anthology.

PROOFREADING

It is important that your full chapter is proofread, edited and corrected before you submit it to us.

RIGOROUSLY REVIEW PROCESS

LiHE use a rigorously review process for symposiums/anthologies.

- 1) all initial chapter proposals will be double blind-reviewed;
- 2) all full chapter proposals will be double blind reviewed;
- 3) in connection to this all accepted final chapters will be reviewed by peer-review groups formed at the LiHE-symposium;
- 4) all accepted final chapters will be reviewed by the editors of the anthology;
- 5) following the LiHE symposium all revised chapters will be reviewed by the editors;
- 6) the final manuscript will be reviewed by the editor of the publishing company.

We are not aware of any other anthology that will undergo such a detailed review process. We find that it is important for LiHE as an academic organisation that our publications are of extremely high standard. At the same time, it is your guarantee that working with us will secure you get prompt and professional feedback on your work.

Title (heading, Times New Roman, 26 pitch)

Main sections (Times New Roman, 16 pitch, bold)

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Subsections (Times New Roman, 16 pitch, italics, NOT bold)

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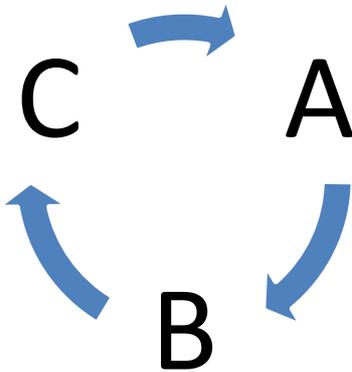


Figure 1: Lorem ipsum. (Times New Roman, 13,5 pitch, italics).

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Table 1: Lorem Ipsum. (Times New Roman, 13,5 pitch, italics).

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USE SMALL LETTERS IN BULLET LISTS. END EACH LINE WITH SEMICOLON, BUT FINAL LINE ENDS WITH PERIOD.

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Bibliography (APA Style)

- Higher education | Education. (2017). New perspectives on HE. Retrieved June 08, 2017, from <https://www.theguardian.com/education/higher-education/education>
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