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| EJOLTs publishing standards checklistfor use by Reviewers to check suitability for Blind Review |
| Standard | Please note the extent to which each standard is met and identify any shortcomings for attention |
| **Items 1–4 refer to the standards expected of a paper published by any academic journal** |   |
| 1. The paper is written in English of a standard appropriate for an international academic journal. It uses accurate English spelling, grammar and syntax. |   |
| 2. Word count limits: abstract maximum 230 words; paper  maximum 12,000 words (including footnotes, references and appendices). |   |
| 3. All references are correct in both the text and in the references / bibliography sections. |   |
| 4. The paper is of a high academic and scholarly quality i.e. the author: |   |
| (a) Provides a well-reasoned argument within a clear context |   |
| (b) Makes claims to have created new knowledge |   |
| (c) Provides evidence to support all knowledge claims |   |
| (d) Critically engages their research with insights from the literature |   |
| (e) Makes clear the significance of the paper. |   |
| **Item 5 refers to the standards expected of a paper published by EJOLTs** |   |
| 5. The paper clearly includes the distinguishing qualities of a Living Educational Theory methodology i.e. the author: |   |
| (a) Presents their clearly defined living-educational-theory as the developmental heart of the paper |   |
| (b) Has ensured that the paper can be understood by practitioners living/working in diverse fields of practice, research and cultural contexts.  |   |
| (c) Positions the research within the learning of their social formation, the learning of those who comprise it, and their own learning – as contributing to their own personal flourishing and to the wider flourishing of Humanity  |   |
| (d) Identifies and clarifies their embodied values, which have emerged in the course of the research |   |
| (e) Uses the values that emerge as the explanatory principles for the account |   |
| (f) Uses these values as practical standards of judgement to support claims to have improved educational practice and educational influences |   |
| (g) Uses these values as epistemological standards of judgement to support claims to have improved knowledge |   |
| (h) Communicates clearly how practical and epistemological knowledge claims are validated |   |
| (i) Presents an account that is relatable to its readers, that is, it allows the reader to envisage how the research might usefully be applied within their own professional context. |   |
| Further notes |