

Rubric for the EJOLTS Review Process

Authors — when submitting your paper please use the rubric to evaluate your paper. Save including your initials and date in the file name, and send together with MS WORD (.doc or .docx) or Open Office (.odt) files as attachments to an email to EJOLTS editor ejolts.editor@gmail.com, with a note that includes your details as communicating author. Please ensure that the pages are numbered sequentially.

- One paper file should be 'anonymised' ready for blind review;
- The other paper file should be the full paper and include all the author/s' affiliation/institution, ORCID iD/s and email address/es.
- A pdf of these files should also be included with your submission.

We are looking forward to receiving your submission.

STEP 1

Academic, scholarly and intellectual quality

COMPLETE ALL OF GRID 1

Legend — Column Y/N/?

Y = Yes fully meets criterion; N = No does not fully meet fully meet criterion; ? = Unsure whether or not criterion is met.

GRID 1.

Paper of suitable academic, scholarly, and intellectual quality

Criteria	Y/N/?	Author's evaluative notes
1.1 Title and keywords accurately reflect the content of the paper.		
1.2 The abstract succinctly summarises purpose, methods, findings, and significance of the research in no more than 230 words.		
1.3 Word count — Between 5,000 and 12,000 words (maximum, including title, abstract, references, figures, tables, appendices etc.).		
1.4 The paper is written in standard international English and can potentially be understood by practitioners working in diverse cultural contexts, fields of practice, and unfamiliar with Living Educational Theory Research.		
1.5. The paper is of high academic, scholarly and intellectual quality that:		
a) provides a well-reasoned argument;		
b) Includes critique of relevant literature and demonstrates critical engagement with ideas that have influenced the research and practice;		
c) includes clear descriptions and explanations of the author's context(s), purposes, and processes;		
d) is well-organised with a clear structure e.g. introduction, methodology, findings, discussion, conclusion that includes the contribution the paper makes as either an account of their LETR research (A), or as a conceptual paper (B);		
e) supports and validates all claims with evidence;		

f) uses consistent and complete referencing and citations following the EJOLTs' house style (based on APA 7).		
1.6 Evidence that the author understands the distinguishing qualities of Living Educational Theory Research.		
1.7 Evidence of ethical awareness and transparency appropriate to multimedia accounts of values-led practitioner, first-person, collaborative research.		

Which type of paper? If you need help deciding contact the EJOLTs editor.	Notes
Is this: ☐ A - a research paper using Living Educational Theory Research to develop the author's own living-educational-theory. OR ☐ B - a theoretical paper contributing to the field of Living Educational Theory Research.	

STEP 2.
Type of paper

PLEASE COMPLETE EITHER:

ALL OF GRID 2 IF this is an empirical research paper using Living Educational Theory Research principles and practice to generate your living-educational-theory and you are offering a paper grounded in practice that contributes knowledge of Living Educational Theory Research practice.

OR

ALL OF GRID 3 IF this is a theoretical paper that you intend to make a conceptually or methodologically contribution to the field of Living Educational Theory.

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GRID 2. Research that uses Living Educational Theory Research principles and practice to generate the researcher's own living-educational-theory		
Criteria	Y/N/?	Authors evaluative notes
2.1. The author describes the complex ecologies they are working in including:		
a) the social formation (the organisation that is the context of the practice) and its productive and ethical purposes, within which the practice and research are situated,		
b) the sociocultural, political normative background that influences their research and practice.		

2.2 The author Identifies and communicates their embodied meaning of values of human flourishing that are giving meaning and purpose to their practice.		
2.3 The author shows how their values emerged evolved and were clarified in the course of the research.		
2.4. The author shows how they use these values:		
a) to explain their educational influence in their own learning, in the learning of others and in the learning of the social formation, which is the context of the practice they researched;		
b) to evaluate the consequences of their efforts to improve their practice;		
c) as epistemological standards of judgment.		
2.5 The author clearly describes, explains, and evaluates their efforts to:		
a) enhance their own professional development and learning by engaging in Living Educational Theory Research;		
b) have an educational influence in the learning of others;		
c) have an educational influence in the learning of the social formation.		
2.4. Author makes clear:		
a) all knowledge claims;		
b) how they validated their claims.		
2.5. The author clearly explains:		
a) what they learnt from what they learned in the process of testing the validity of their claims;		
b) how what they learnt influenced their continual professional development and learning;		
c) how their learning might benefit others.		

Legend — Column Y/N/?

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GRID 3. Papers that contribute to the field of Living Educational Theory Research		
Criteria	Y/N/?	Authors evaluative notes
3.1. The author clearly identifies and demonstrates that the paper makes a contribution to the development of Living Educational Theory Research.		
3.2. The author shows clear, critical and constructive engagement with existing and current Living		

Educational Theory Research literature and scholarly conversations.		
3.3. The author demonstrates advanced critical thinking through a clear, constructive synthesis of diverse theories, arguments, and literature, showing deep and rigorous engagement with all sources.		
3.4. The author clarifies how the original ideas, fresh perspectives, or innovative approaches presented in the paper extends and / or deepens the field of Living Educational Theory.		
3.5. The author clearly communicates the educational significance of their paper and explains how it informs, supports, or challenges the development of the field of Living Educational Theory.		

STEP 3

Notes for the Editor

About this revised EJOLTs review rubric	Any general thoughts you have that might help to make the EJOLTs review process an easy, positive, and educational experience for all.
Did this revised review rubric make working on the paper: ☐ Easy ☐ Difficult ☐ Neither	