

SIG13 news

Newsletter from EARLI SIG 13 Moral and Democratic Education

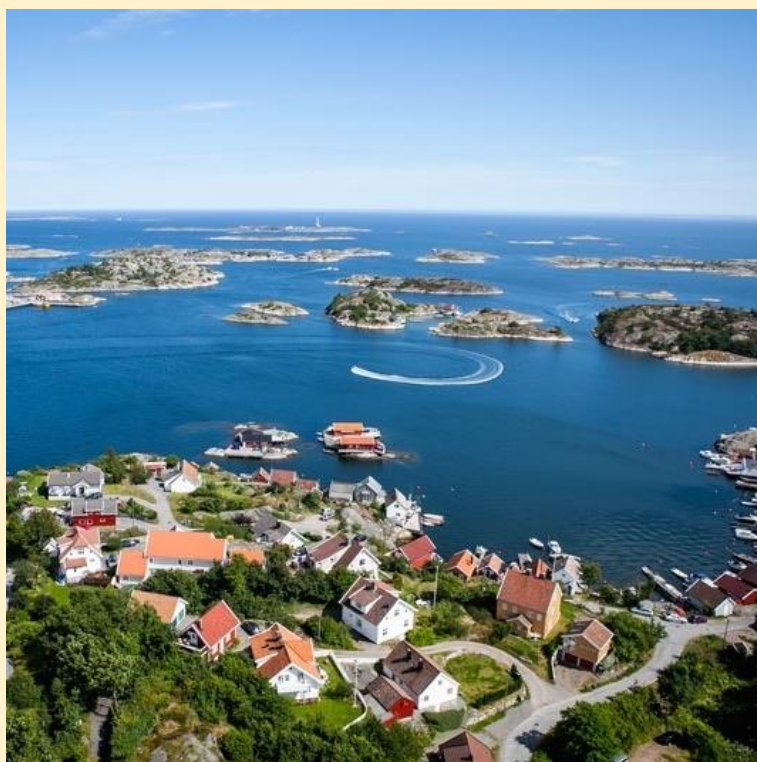
Winter 2021/2022

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Skjærgården in Norway near Kristiansand (Wikimedia)

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Editorial

Dear Friends and Colleagues,

We are reaching the second anniversary a pandemic. I hope all of you have found ways to care well for yourselves and your loved ones.

The pandemic is putting a lot of pressure on individuals, families, educational and political systems. The reaction of individuals and systems to the pandemic is very much relevant to moral and democratic education. Especially in the early stages of the pandemic, many young people have supported measures that made their life harder to protect groups that are more vulnerable. Yet often they received limited solidarity in turn. What will young people think about this experience in the future? In many countries, the tensions between solidarity and individual freedom are discussed widely. What do people need to engage with such tensions that are personal and political at the same time? I return repeatedly to these questions. I am happy to have colleagues to ponder them together.

With some resilient joy, I present you, the SIG 13 community, this newsletter. It includes information regarding the SIG 13 conference in Kristiansand that you should check out! Further, Lene, the new SIG 13 JURE coordinator, introduces herself and her plans for the future. Please to have a look in the JURE affairs section and forward this newsletter to Junior Researchers you know and might be interested in joining the SIG!

I am very proud to introduce a new section to the newsletter. I find the community to be inspiring and important. Therefore, I asked members to contribute their perspective on theories and concept they find important. This time Dorit Alt shared her perspective on lifelong learning and how it should be thought of as related to value education. I am very grateful for this thoughtful contribution.

Eveline and Inger Marie share a few words and information with you in their coordinators corner. Here you can read a bit about the conference, but also about our cherished SIG 13 in general. You should also check out the recap of the last EARLI conference from the perspective of two researchers who liked the conference but missed the human contact (as did I). You will also find the minutes from the last business meeting, which you should read before attending the next meeting in Kristiansand.

Finally, I present some more or less recent publication from SIG 13 members. I asked for new publications some time ago, I apologize for the long delay to those who submitted! Please take special note of the International Handbook of Teacher Ethos that was co-edited by Fritz Oser.

Please take care everyone! I hope to see many of you in Kristiansand this summer.

Warmly,

JOHANNA F. ZIEMES

Editor

Johanna.Ziemes@uni-due.de

(My current office companion
Achilles also extends his greetings)



Updates from the SIG 13 conference

The next [SIG 13 Conference on Moral and Democratic Education](#) will take place 14-17 June at the University of Agder (UiA) in Kristiansand, Southern Norway.

In 2015, the Department of Education at the [University of Agder](#) established a program, Democratic Mobilization, to enhance the focus on democratic values in education. Thus, the conference team at the UiA is very happy to announce this SIG13 conference that fits so well to the research profile of the department and at the same time addresses important issues about moral and democracy of increasing international relevance. The conference motto is “CREATING DEMOCRATIC SOCIETIES – MAKING DEMOCRACY SUSTAINABLE” and the keynote speakers will be [Gert Biesta](#) (Maynooth University, Ireland), [Katrin-Hahn Laudenberg](#) (University of Leipzig, Germany) & [Heike Wendt](#) (Graz University, Austria), [Steen Nepper Larsen](#) (Aarhus University, Denmark), [Karin Murrus](#) (University of Oulu, Finland/University of Cape Town, South Africa), and [Claudia Lenz](#) (MF Norwegian School of Theology, Norway).



The conference team welcome contributions (symposia, papers, posters) with relevance to the EARLI SIG 13 focus on Moral and Democratic Education and/or to the conference motto Creating Democratic Societies – Making Democracy Sustainable. The poster presentation also provides space for work in progress and is an opportunity to present concrete ideas even if no data is available yet. [Proposals](#) are to be submitted on the conference webpage no later than 28th February 2022.

The conference team is truly excited to welcome to this conference, as we with great regrets had to cancel the conference in 2020 due to the situation with the pandemic. The situation concerning the pandemic is improving and we are hopeful for a busy mainly onsite conference, however due to the still ongoing pandemic the conference will be partly organised as a hybrid. This will ensure an open conference to everyone interested and ensure and secure keynotes across and between different countries to attend. We do however hope that most participants can join the conference on site.

The conference team hopes to welcome many engaged SIG 13-members in Kristiansand in June 2022, in person or online!

On behalf of the conference team,

Inger Marie Dalehefte and Lene C. H. Sirevåg

JURE Affairs

Lene Cherize Haugland Sirevåg

University of Agder, Norway

Phd research fellow

Phd project: Children's political agency in moments of disturbances in school - Ethnographic study of democratic practices in a Norwegian primary school.

Contact: Lene.c.sirevag@uia.no

You can also contact me via our facebookpage, SIG 13 Moral and Democratic education.



I am Lene Cherize and I am delighted to be your new JURE coordinator! I am excited to foster collaborations where we can exchange ideas and research of concern to moral and democratic education. Not least to collectively promote these concerns to a wider research community in EARLI and beyond. Furthermore, I am genuinely interested in the rights and situations of junior researchers, and I hope to be a point of contact for concerns you may have in respect of line of work. What I find very important is to foster a research community in SIG 13 where junior researcher feel supported to engage in and disseminate research on a wide variety of topics, theories, and methods concerning moral and democratic education. I genuinely believe that only through a diverse research community will be able to develop and expand on our field of research. Finally, I am very eager to contribute to a flourishing SIG 13 where we are able to maintain and find ways to develop a strong sense of community, including those of us new to research, academia and EARLI.

Topics concerning moral and democratic education have been at the heart of my interest for many years. Especially the question of how to foster democratic practices and cultures in an educational world often pushed towards results and performance rather than shared ways of knowing, learning and living. At the heart of my concerns and interest professionally is childhood and children in all their energy and vitality. Not least how we can foster a more profound child sensitive democracies and democratic education. We live in a time of increasing speed and acceleration, and yoga and meditation has for over a decade become my way of finding peace in a busy world. To enjoy writing as a compassionate practice I enjoy fostering my creativity through art, music, singing and playing the piano.

JURE (junior researchers) is a network in EARLI dedicated to the interests of all junior researchers in the field of learning and instruction. For our SIG13 this applies to junior researchers in the field of moral and democratic education. It includes master and PhD students, as well as those having received their doctorate within the last two years. JURE is established to support us as junior researcher in matters we are interested in and care about, and not least offers an environment where we can share ideas and discuss in a scientific community of fellow researchers. I hope to be able to support this exchange of ideas concerning research on moral and democratic education, as well as be a point of contact for matters you would wish SIG 13 could take up and enlarge focus on.

It is with great pleasure I can say that I will be a part of hosting the next SIG13 conference in Kristiansand in Agder. This will be a great opportunity to bring forward the visibility of research among junior researcher in the field of moral and democratic education, to meet senior researchers, and to expand on your network of researchers across our shared planet. So please attend and let us discuss, share and promote our research together! For the upcoming conference please contact me if you have ideas or wishes that you want us to consider in the planning phase of the conference. I strongly advocate for contact between senior and junior

researcher as we above all are colleagues in a research community with a shared common interest in moral and democratic education. Extending that reflection we will try to imagine for activities and arenas in the SIG 13 conference next year where ‘senior’ can meet ‘junior’ for example using café dialogues, ‘scientific speed dating’ or other activities. The goal being that we as young researcher in the field can ask questions, challenge habitual ways of thinking and promote perhaps new and innovative research the seniors can comment on, discuss with and reflect upon. All on the matter on enhancing research within our particular field. Another idea we explore is to arrange informal social activities for junior researchers, for example with a lunch during one of the conference days. So please make contact if you have any other ideas or if this is of interest!

If you are not already a member please join our facebookpage, SIG 13 Moral and Democratic Education. We will try our best to update the page with relevant and important information, including about the upcoming conference. One idea is to expand the facebookpage with a discussion group only for JURE in SIG 13 – so please do let me know if this is of interest. Finally and most of all, my plans are your plans, and so I hope you make contact with me if you have any ideas or thoughts for the JURE network in sig13. Conference, or otherwise. I wish you all the best and I hope to see you at the conference in Kristiansand in June :)

Lene

Perspectives on Moral & Democratic Education

This section aims to foster awareness of perspectives within the SIG. In this issue of the newsletter, [Dorit Alt](#) shares her perspective on lifelong learning.

Lifelong Learning: The New Educational Paradigm for Moral and Democratic Education

The European Council and the European Parliament adopted a European framework for key competencies for lifelong learning. The framework identifies and defines the key competencies that citizens should require for their personal fulfilment, social inclusion, active citizenship and employability in our knowledge-based society. Lifelong learning is defined as: “All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective”. This definition relates to knowledge, competencies, skills and values in all areas of life that could be relevant to the individual’s and society’s coping with 21st century challenges. Among these skills are cooperation and communication – perceived as essential in this century, and as such play an important role in preparing the learner to become part of a larger community. These skills express the dual goal set by the EU–Making a European Area of Lifelong Learning a Reality – on one hand empowering citizens to face challenges posed by an information-based society, training them to move freely between learning environments, workplaces, regions and countries, and on the other hand promoting a more prosperous, tolerant, pluralistic and democratic society. In concrete terms, this means implementing a coherent, comprehensive policy and strategies compatible with lifelong learning. Therefore, I find this theory highly relevant in framing the educational objectives and learning outcomes in contemporary curriculum design.

Lifelong learning and citizenship skills can be encapsulated in one concept that expresses the link between them: ‘lifelong citizenship’. This denotes the up-to-date skills required from a citizen in modern-day democracies, that may be grouped around four key dimensions of lifelong citizenship: (1) personal wellbeing, (2) digital literacy, (3) learning to learn by experience and practice, and (4) social cohesion and justice.

Personal wellbeing. The goal of education according to this dimension of lifelong learning, focuses on the individual’s complete fulfilment, it seeks to enable students to fulfil themselves instead of learning what ‘fulfilment’ is as an idea or ideal. This requires a shift of values from the old, mechanical, hierarchical order to a new order that demands recognition of one’s choices and dignity. This element entails changing the teacher-centred educational paradigm to a holistic, integrated approach to learning by means of interaction and dialogue between teachers and students and within the learning community. This learning should thus include humanistic content alongside practical content.

Digital Literacy. This dimension of lifelong learning deals with literacy skills of accessing, critically assessing, constructing and distributing knowledge in advanced digital environments; raising the learner’s awareness of innovative technologies and cutting-edge interfaces that are effective for further studies, and encouraging interactive activities for the purpose of acquiring information, organising, and publishing professional content. During the last decade, there is a strong link between this dimension and democratic citizenship. The term ‘digital citizenship’ that refers to the norms of [acceptable] behaviour with regard to technology use reflects this connection between digital literacy and citizenship. A digital citizen utilizes information technology in order to engage in society, politics, and government participation. These skills are seen as contributing to the larger public interest, as virtuous citizens must consider the needs of the whole rather than self-interest, and use their skills to make good decisions on

behalf of the community.

These trends are widely associated with lifelong learning discussions. The highlighted paradigm is that side by side with the concept of lifelong learning, we should relate to life-wide learning, which is shaped by the ubiquity of technology, i.e. the prevalence of technologies in many places simultaneously. These technologies should help to make knowledge accessible to all the citizens in order to facilitate active and informed citizenship. The individual competency in applying and utilising these technological skills, habits and attitudes will enable him/her to make sounder and timelier decisions to cope with challenges such as educational, citizenship or job-related.

Learning to Learn by Experience and Practice. As lifelong citizenship involves adaptation to changing circumstances, learning for citizenship has to move from applying prior knowledge to new situations to solving problems that require innovation. These strategies include developing awareness of practices and existing knowledge, and developing skills that foster motivation and knowledge in the search for innovative approaches to solving problems, and which might contribute to the effort of developing lifelong citizenship skills

Social Cohesion, Inclusion and Justice. The pedagogy advanced by this lifelong learning dimension highlights that learning is a social activity affected by personal features as well as by external social elements. Knowledge is built through interaction between existing knowledge and social situations. This principle emphasises the cooperative nature of the learning process, the goal of which is to promote dialogical thinking. This pedagogy is described in terms of transferring the learners to a space of discourse. The process includes furthering the growth of cooperative research communities through the use of spaces that enable expressing alternative voices and recruiting students to real dialogues in a varied and multicultural society. This method of cooperation can take place in a classroom, where practices of discussion and teamwork transpire, or outside the classroom – in online or other forms of learning environment

In conclusion, the lifelong learning theoretical model might spur stakeholders to shift learning objectives from the traditional approach to humanistic education for values. The traditional education model places much more emphasis on the content of the value than on the ‘evaluator’ – the person who chooses the value and acts on it. In contrast, the humanistic model shifts the focus to the learner, and a major part of learning includes values education, during which dynamic interactions between the teacher and the students take place. From a professional point of view, teachers fulfil a central role as learning coaches, because in a world fraught with dangers and violence, they must adhere to a value-laden educational approach rather than a value-free one. The teacher is morally responsible for teaching common, universal human values that contribute to a culture of peace as well as to human development. The challenge lays in the ability to shape diverse educational materials and approaches that fit the learners’ needs in a multicultural society, and are compatible with their development.

The materials were adapted from: Alt, D., & Raichel, N. (2018). *Lifelong citizenship: Lifelong learning as a lever for moral and democratic values*. Leiden and Boston: Brill and Sense Publishers

Coordinators Corner

Dear members of SIG 13,

In the last Coordinators' Corner, former Coordinator Alfred Weinberger and myself started our contribution using the following words: „These are special times...“, referring to the waning of the first wave of the Covid-19 pandemic. Alas, Inger Marie Dalehefte and I might use just the very same words – in some sense. At the same time, we may say that we all have become crisis-proof and have taken up and mastered the challenges associated with the ongoing pandemic in a professional way. Thus, we may give the words „these are special times...“ a new meaning. These are special times because SIG 13 is going to celebrate its 25th anniversary in 2022! These are wonderful times because we are going to have a next SIG 13 Conference at the University of Agder on June 14-17 2022! And this time, the conference will be held under all circumstances. The organisers hope to welcome many participants in person at the conference, but the presentations will be available online as well. So, we have an inspiring event to look forward to. The conference is open to many different theoretical and methodological approaches and we look forward to our interesting keynote speakers Gert Biesta (Maynooth University, IE), Claudia Lenz (MF Norwegian School of Theology, Religion and Society, NO), Katrin Hahn-Laudenberg (University of Leipzig, GE), Heike Wendt (Graz University, AT), Karin Murris (University of Oulu, SF), and Steen Nepper-Larsen (Aarhus University, DK). Please have a look at the webpage for the conference:

<https://www.uia.no/en/conferences-and-seminars/earli-sig-13-conference-2022> for more details.

We hope that many SIG 13 members will participate and use this opportunity to spend time together, exchange ideas, and celebrate our community; and perhaps we can attract some new members as well. We need more members to ensure the existence of our SIG in the future.

The latter point is very important. This year's EARLI Conference was held online, making it more of a challenge to live the very EARLI spirit. For our SIG, one of the consequences was that quite a few members did not attend the conference, so only a handful was present at our business meeting. The danger we face is that our sense of community cannot be upheld and fostered in the same way as when we are able to meet in person. Karin Heinrichs, one of our former SIG 13 Coordinators addressed this issue after our business meeting. We share this worry and have since met several times in the coordinating team (Inger Marie Dalehefte, Lene Sirevåg, Johanna Ziemes, Eveline Gutzwiller-Helfenfinger) to discuss what we can do to promote this sense of community and strengthen our bonds. We developed some ideas that we are going to present to you at the next business meeting in Kristiansand. At the same time, it is important for us to know what you need and learn about our suggestions. One way to do so is to invite you to share your ideas with us. Thus, at the end of this Coordinators' Corner, we are going to place a call for networking ideas and invite you to share your insights with us by email. Looking forward to seeing you in Kristiansand, live or online!

Eveline Gutzwiller-Helfenfinger and Inger Marie Dalehefte



EARLI 2021 Recap

Feedback from Aslaug Kristiansen, professor of pedagogical philosophy at the University of Agder:

The topic for EARLI 2021 was highly relevant and interesting, and in many ways is the SIG 13 conference in Kristiansand next year a follow up with the specific focus on creating democratic societies. The conference in Gothenborg was fully online which worked out okay. It was easy to see that significant efforts had been put into developing the online recourses and it was fairly easy to manage as a participant of the conference. I had a paper at the conference with colleagues from UiA and we received interesting and great feedback that led to a continued dialogue with other scholars after the conference. This includes a contact to a scientific journal that has inspired us to publish the paper we presented at the conference. So in many ways my participation was a success despite the online format. However, it must be said that the online digital format cannot replace to meet in person, so this was greatly missed. On the positive, it is easier to manage ones timetable and one does not need to travel far with all its consequences (cost and climate) to take part in the conference, which I find significant too. So all in all a great conference!

Feedback from Annette-Pascal Denfeld, Phd candidate institute of pedagogy at the University of Agder

EARLI 2021 was a great experience for me. It was many interesting contributions and I experienced the conference to be both inspiring and enriching for my ongoing work and career. It was fun to pay close attention to the other presenters and the technical worked with few issues, including for my own presentation. However, I missed the personal contact one gets meeting in person. The positive side of it all was I felt that everyone tried to do the best they could with the digital format and a very difficult situation with the pandemic and I truly appreciated the people, the content and the discussions during the conference.

Minutes of the SIG 13 Business Meeting

Zoom-Meeting, 30.08.2021, 14.00-16.15

Minutes: Alfred Weinberger

Agenda

1. *Opening, welcome, membership, decision making*
2. *Changes in the agenda*
3. *Minutes of this meeting (Alfred Weinberger)*
4. *Minutes of the last meeting (Aachen)*
5. *Reports:*
 - a. *Coordinators*
 - b. *Newsletter editor*
 - c. *JURE coordinator*
 - d. *Members' reports; questions, discussion and decisions*
6. *Elections:*
 - a. *SIG coordinator*
 - b. *JURE coordinator*
7. *Maslovaty Awards*
8. *Future SIG Conference in 2022*
9. *Remembering Fritz Oser*
10. *Varia*

1. Opening, welcome, membership, decision making

The coordinators, Eveline Gutzwiller-Helfenfinger and Alfred Weinberger warmly greet all participants and point out that SIG 13 celebrates 25 years anniversary. 13 of the 15 participants are SIG 13 members and eligible for voting. 1 member must leave at 15.00 and will not be present at the elections.

2. Changes in the agenda

Some items of the sent agenda as sent out will be exchanged by the coordinators ("Elections" before the "Maslovaty Awards"). This agenda is agreed upon.

3. Minutes of this meeting

Alfred Weinberger writes the minutes.

4. Minutes of the last meeting (Aachen)

The minutes of the last meeting are presented and accepted.

5. Reports

- The SIG coordinators report on the EARLI coordinators meeting (e.g. membership development) and the EARLI policy council meeting. Due to the reported 33% decrease in EARLI membership and the number of SIG 13 members, which is still low (41 members) a lively discussion arises on how to increase SIG 13 membership. Suggestions:
 - Increase visibility of SIG 13
 - Professors should encourage young researchers to become members
 - Increasing attractiveness of SIG 13
 - Membership for JURE over a longer time period

- Increasing the feeling of "being at home"
- Addressing subjective interests more strongly - focussing on interesting topics
- Re-animating the membership of former coordinators
- Increasing networking
- Joint conferences with related SIGs
- Encourage people for membership who present a SIG13-related topic at the EARLI conference
- Eveline reports on the SIG 13-related papers and the invited symposium at the SIG 13 Online Conference: 18 papers in 14 sessions were presented.
- Johanna Ziemes reports about the Newsletter, thanks for contributions, and encourages members to send her information about their research projects. It is important to know the research of colleagues in case one is planning a bigger project (e.g. ERASMUS+) and searches for persons to participate.
- Daniel Deimel reports on the diverse activities of the JURE.
- No members' reports, questions, discussions and decision.

6. Elections

SIG coordinator: Inger Marie Dalehefte: 10 votes

JURE coordinator: Lene Sirevag: 10 votes

7. Maslovaty Award

Introduction into the Maslovaty Award (Dorit Alt).

Senior Researcher Award: *Reichert, F., Torney-Purta, J., & Liang, W. (2020).*

Teachers' organizational participation: Profiles in 12 countries and correlates in teaching-related practices. Theory & Research in Social Education, 48(4), 552–582. doi:10.1080/00933104.2020.1795764

Young Researcher Award: *Deimel, D., Hoskins, B., & Abs, H. J. (2020). How do schools affect inequalities in political participation: Compensation of social disadvantage or provision of differential access? Educational Psychology, 40(2), 146–166. <https://doi.org/10.1080/01443410.2019.1645305>*

The coordinators congratulate the winners

8. Future SIG conference in 2022

Eveline Gutzwiller-Helfenfinger presents the SIG 13 conference 2022 which will be held at the University of Agder, 14.-17. June.

9. Remembering Fritz Oser

Wiel Veugelers honours Fritz Oser, who died in 2020 and was the first SIG 13 coordinator.

10. Varia

Karin Heinrichs presents the new book "International Handbook on Teacher Ethos" which was also edited by Fritz Oser.

[end of minutes]

SIG 13 Publications

Deimel, D., & Abs, H. J. (2021). Local Characteristics Shape the Intended Political Behaviours of Adolescents. *Social Indicators Research*, 1-23.

Heinrichs, K., Albert, S., Christa, J., Jäger, N. & Uhl, R. (Hrsg.) (2020). Österreichs Berufsbildung im Fokus der Diversität: Berufspädagogische Forschung an Pädagogischen Hochschulen zu Status quo, Herausforderungen und Implikationen, bwp@ SP Berufspädagogik PH-AT1.

Gräsel, C., Neumann, K., Gruber, H., Rothnagel, M. & Prenzel, M. (2021). Der Einfluss von Fritz Oser auf vier Themen der Unterrichts- und Schulforschung: eine dankbare Rückschau und ein Blick in die Zukunft. Fritz Oser's influence on four topics of research on teaching and learning in schools: a grateful review and a view to the future. *Unterrichtswissenschaft*, 49, 1-16.

Gutzwiller-Helfenfinger, E. & Heinrichs, K. (Eds.) (2020). Frontline Learning Research, Special Issue Happy Victimizer Phenomenon, 8(5), ISSN 2295-3159

Munniksma, A., Ziemes, J., & Jugert, P. (2022). Ethnic Diversity and Students' Social Adjustment in Dutch Classrooms. *Journal of Youth and Adolescence*, 51(1), 141-155.

Oser, F., Heinrichs, K., Bauer, J. & Lovat, T. (Eds.). (2021). [International Handbook of Teachers' Ethos. Strengthening Teachers, Supporting Learners](#). Dordrecht: Springer.

Wong, M.-Y. (2021). Beyond asking 'should' and 'why' questions: Contextualized questioning techniques for moral discussions in moral education classes. *Journal of Moral Education*, 50(3), 368–383. DOI: 10.1080/03057240.2020.1713066

Wong, M.-Y. (2020). University students' perceptions of learning of moral education: A response to lifelong moral education in higher education. *Teaching in Higher Education*. DOI: 10.1080/13562517.2020.1852201

Wong, M.-Y. (2020). Values education curriculum: Design principles and teaching practice skills. *Hong Kong Teachers Journal*, 19, 103–113. (in Chinese).
<https://www.edb.org.hk/HKTC/download/journal/j19/C03.pdf>

Call for Contributions

Please send texts and other items of interest to the Newsletter Editor – contributions are welcomed any time!

Guidelines for Authors

SIG 13 Members are **warmly encouraged** to submit texts and other contributions to the SIG 13 Newsletter. This newsletter is intended to be a service for the members – an opportunity to learn and to gain from other people's experiences. By submitting contributions to the newsletter, each author is assumed to fully accept the guidelines below. However, these guidelines are not set in stone; readers are cordially invited to suggest improvements. Please send any suggested changes for the better to the editor (johanna.ziemes@uni-due.de).

Formats

The SIG 13 Newsletter welcomes contributions in varying formats, for example:

- Reports can consist of short summaries from meetings or other events of interest to the SIG 13 community.
- The Notice Board consists of short announcements where notices will be published under categories (and subheadings) such as Forthcoming meetings (including conferences, workshops, summer schools etc), Publications, etc.
- Articles that enable the authors to develop and explore a line of argument of interest to the readership.

Language and Manuscript

Many of us have first languages other than English. Even so, in the newsletter we will stick to English as our good old lingua franca.

- Contributions should be submitted electronically to the editor (Johanna.Ziemes@uni-due.de). Send your contributions as an attachment to an e-mail. Please use Word-files for text (doc suffix). Photos, tables, illustrations or other figures can be submitted as jpg, eps, or Photoshop files.
- The author's identity and e-mail address must be provided on the top of the first manuscript page. Below that, please add the following sentence: "This manuscript does not interfere with any third party's copyright."
- Manuscripts for the Notice Board should be short, and each announcement should not exceed 150 words.
- Manuscripts for reports should not exceed 500 words, and should not include an abstract or bibliography.
- Manuscripts for articles should not exceed 2500 words, including references and abstract. Abstracts should not exceed 100 words. Footnotes should be avoided. Please use APA style (sixth edition) for references.

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JOHANNA F. ZIEMES

