

SIG 13 news

Newsletter from EARLI SIG 13 Moral and Democratic Education

Summer 2016 – Special Issue

SIG 13 Contact Information

Coordinator
Coordinator
JURE Coordinator
SIG 13 Newsletter Editor

Dorit Alt
Hermann Josef Abs
Catherine Näpflin
Eveline Gutzwiller-Helfenfinger

doritalt@bezeqint.net
h.j.abs@uni-due.de
catherine.naepflin@phlu.ch
eveline.gutzwiller@phlu.ch

Contributors
in this issue:

Eveline Gutzwiller-
Helfenfinger
Brigitte Latzko
Edgar Morscher
Alfred Weinberger
Sieglinde Weyringer



University of Salzburg – Unipark Nonntal (by Luigi Caputo)
Provided by the Symposium organisers [source: www.uni-salzburg.at/index.php?id=63223&L=0Q11]

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Editorial

Dear Friends and Colleagues

Welcome to this Special Issue of the SIG 13 Newsletter. We have only one topic: the SIG 13 Symposium in Salzburg which starts next week. In the following pages, you will find some background information regarding our keynote speakers, Edgar Morscher and Brigitte Latzko. You will also learn about the founding of the non-profit-organization “AVaKE – Association for Values and Knowledge Education”, which took place at the University of Salzburg on December 4, 2015 and the related “VaKE and beyond 2” Pre-Conference which will take place on July 4-6. Finally, the newsletter contains the detailed programme of the conference. [We can only guess what hard work it took to organise all this.] I included a few pictures of our conference venue to give everybody an idea of the surroundings for our scientific exchange. The pictures speak for themselves...

We have a rich programme to look forward to: Symposia, Forum Symposia, Keynote Adresses, Paper Sessions, Poster Sessions, a Maslovaty Awards Session and, of course, the SIG 13 Business Meeting. The Welcome Reception and the Conference Dinner will offer additional social highlights. A detailed report (“looking back”) will be published in the next regular issue of the SIG 13 Newsletter, so all SIG 13 Members and Supporters who cannot attend in person will also gain a deeper insight into the goings-on. In this way, everyone who is part of the SIG 13 Community can stay connected.

I wish everyone a lovely summer and look forward to meeting many of you in Salzburg!

Best Regards

EVELINE GUTZWILLER-HELFFENFINGER
Editor
eveline.gutzwiller@phlu.ch



*Eveline Gutzwiller-
Helfenfinger*

SIG 13 Symposium 2016 in Salzburg



University of Salzburg – Unipark Nonntal (by Luigi Caputo)
Provided by the Symposium organisers [source: www.uni-salzburg.at/index.php?id=63223&L=0Q11]

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Three Questions to Brigitte Latzko

You are a keynote speaker at the SIG 13 Symposium in Salzburg. Can you tell us something about your academic background?

Actually I am full Professor for Psychology in School in the Department of Education at the University of Leipzig in Germany. I received my Ph.D. in Developmental and Educational Psychology in 2001 at the Ruprecht-Karls University Heidelberg, Germany and my habilitation degree in 2010 at the University of Leipzig. Topics of moral development and education have been my constant companions from the very first beginning of my academic career. I started up with attachment theory, struggled through moral reasoning sensu Kohlberg and Turiel and ended up with the question of the role of moral emotions for moral development.

My research interests include the development of emotional autonomy, concepts of authority and the happy-victimizer phenomenon in adults. This all strives for answers to the question of how teachers can foster moral development in their classroom and, what is more, how teacher themselves can develop their professional ethos. Hence, I seek to transfer psychological theory into educational practice by looking for new pathways to raise educators' awareness of their responsibility for moral and democratic education.

Why is moral and democratic education important?

On the one hand, education is moral in itself. Therefore, generally speaking, moral and democratic education is the essence of education per se. On the other hand, promoting moral values in education to me seems the only way to deal with current challenges posed to democratic societies of the 21st century. For that very reason, I am convinced that fostering sociomoral competencies in our students would be of major benefit for preserving democratic values in an increasingly diverse society. At last, this is what the current political situations urgently demands.

What is your vision for moral and democratic education in the 21st century?

Let's see, my vision. What I see for moral and democratic education in the 21st century. Right now, at least in Germany or German speaking countries, the latter is not very popular within the scientific community - whatever the reasons might be. However, I would really appreciate the pure fact that there are scientists like the colleagues gathering in Salzburg for SIG 13 willing to serve as a constant reminder of the importance of moral and democratic education. Especially within the field of teacher education and through that, serving as a reminder of the importance of moral and democratic education within schools.

PROFESSIONAL FILE

Who:
Brigitte Latzko

Email:
latzko@uni-leipzig.de

Homepage:
<http://www.erzwiss.uni-leipzig.de/psychologie-in-schule-und-unterricht>

Title/profession:
Full professor for psychology in schools and classroom

Institution:
Leipzig University, Faculty of Education, Psychology in School an Classroom

Country:
Germany

Present research interest:
Moral emotions, teachers' authority, assessment in teacher education, enhancing diagnostic competencies

PERSONAL FILE



Hidden talents:
Gardening

Listen to:
Bach, Händel, Seed

My (not any more) secret bolthole:
Café Grundmann

Favourite (non-scientific) book:
Der Tod in Venedig (Thomas Mann)

Three Questions to Edgar Morscher

You are a keynote speaker at the SIG 13 Symposium in Salzburg. Can you tell us something about your academic background?

PhD 1969 (Innsbruck), Habilitation 1974, Full Professor of Philosophy at the University of Salzburg 1979–2009, Dean (and Vice Dean) of Humanities 1989–1992, Rector (and Vice Rector) of the University of Salzburg 1992–1998, Head of the Department of Philosophy and Director of the Research Institute of Applied Ethics between 1984 and 2012.

Why is moral and democratic education important?

Because moral and democratic education is, far from being a guarantee, nevertheless a necessary prerequisite for an increase of justice and freedom

in our society and for a better and peaceful life for everybody.

What is your vision for moral and democratic education in the 21st century?

I do not have a vision, but a critical assessment, a proposal and a hope.

(1) After the promising upswing of moral and democratic education during the last two decades of the 20th century, I am very sceptic about its present development due to a decrease in the strength of critical attitude and due to inappropriate prioritizations.

(2) My proposal, consequently, is to use moral education primarily for strengthening the critical capacities and the powers of judgement for what is morally important.

(3) I hope that in this way we regain the previous strengths of our moral education.

PROFESSIONAL FILE

Who:
Edgar Morscher

Email:
edgar.morscher@sbg.ac.at

Homepage:
<http://www.uni-salzburg.at/index.php?id=28405>

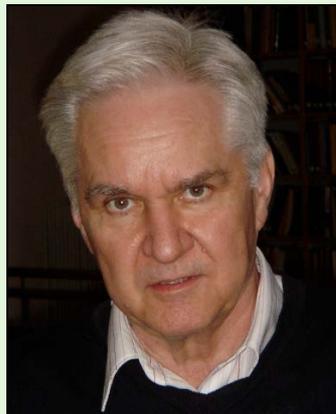
Title/profession:
em. O.Univ.-Prof.

Institution:
University of Salzburg, Department of Philosophy at the Faculty of Cultural & Social Sciences

Country:
Austria

Present research interest:
Philosophical Logic and Semantics as an instrument of scientific reasoning and human communication; Metaethics and Deontic Logic; Ontology

PERSONAL FILE

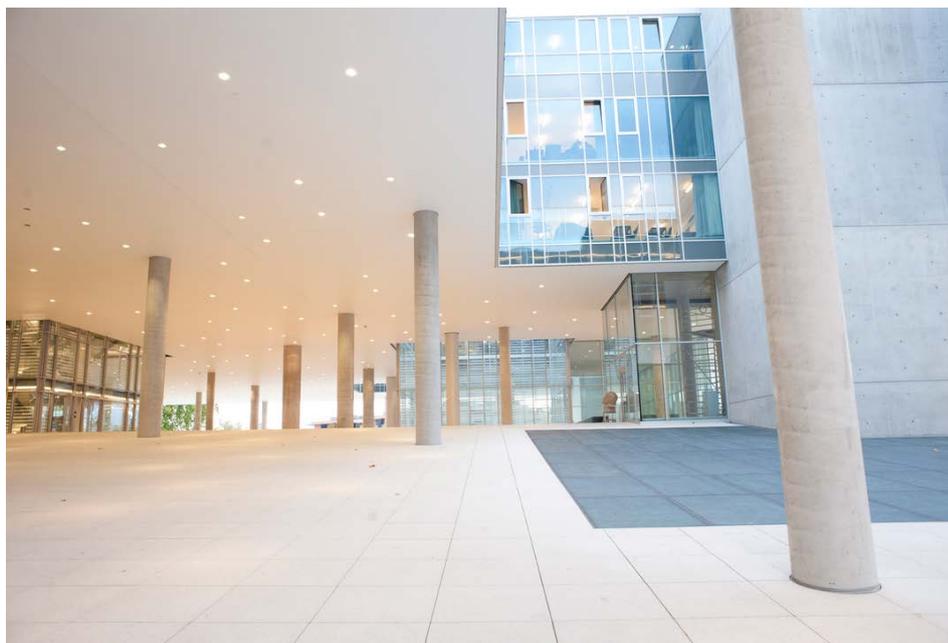


Hidden talents:
Modesty – and ingenuity

Listen to:
Nobody – but poetry and music

My (not any more) secret bolthole:
Tschengla – and K2

Favourite (non-scientific) book:
Until June 16, 2004: James Joyce: Ulysses;
since June 17, 2004: James Joyce: Finnegans Wake



University of Salzburg – Unipark Nonntal (by Luigi Caputo)

Provided by the Symposium organisers [source: www.uni-salzburg.at/index.php?id=63223&L=0Q11]



School of Education
Department of Education



5th EARLI SIG 13 Conference Professionals' Ethos and Education for Responsibility

6-9 July 2016

Unipark Nonntal, Erzabt-Klotz-Straße 1, 5020 Salzburg
www.sig13-salzburg2016.sbg.ac.at

Conference Programme

Wednesday, 6 th July 2016				
from 12:00	Registration			
14:00 – 14:45	Conference Opening (E.004)			
14:45 – 16:00	Keynote 1: Edgar Morscher (E.004)			
16.00 – 16.30	Coffee Break			
16:30 – 18:15	Session 1	SR 1.005	SR 1.006	
		<p><i>Paper-Session</i> Moral Learning and Decision-Making <i>Chair: Hermann Josef Abs</i></p> <p><i>Sue Walker, Jo Lunn, Laura Scholes & Eva Johansson</i> Teaching for critical moral learning: Alignment of personal epistemologies and practices for active citizenship</p> <p><i>Sonia Maria Pereira Vidigal</i> Ethical Space: from geometric to meaning</p> <p><i>Thomas Bienengraber</i> Which situational elements constitute moral judgment?</p> <p><i>Karin Heinrichs, Tobias Kärner, Hannes Reinke & Gerhard Minnameier</i> Determinants of moral decision making by the example of the happy victimizer-phenomenon: person or situation?</p>	<p><i>Paper-Session</i> Value and Emotion-based Education <i>Chair: Dimitris Pnevmatikos</i></p> <p><i>Hermann Astleitner</i> The development and testing of an instructional-design-theory for fostering value- and emotion-based relationship education</p> <p><i>Hanna Beißert, Kelly Lynn Mulvey & Melanie Killen</i> Children's Emotion Attributions Regarding Accidental and Prototypical Moral Transgressions</p> <p><i>Julia Höke</i> Participation in children's point of view – results of an exploratory study in a kindergarten</p>	SR 1.008
		<p><i>Paper-Session</i> LLAF 1 Learning to live together... <i>Chair: Nomy Dickman</i></p> <p><i>Ruth Zuzovsky & Zehava Barkani</i> Learning to live together – Example of a course developed as part of a project on lifelong learning</p> <p><i>M Rosário Pinto</i> A multicultural perspective about bioethical dilemmas in critical and emergency scenarios</p> <p><i>M Rosario Pinto, Pedro Parreira & Marta Lima Basto</i> Health professionals' skills development to implement Therapeutic Education. A case study with diabetes certified educators.</p>		
from 18:30	Welcome reception (Roof Terrace)			

Thursday, 7th July 2016			
	SR 1.005	SR 1.006	SR 1.008
09:00 – 10:45	<p>Symposium LLAF 2 Learning TO BE: Implications of VaKE (Values and Knowledge Education) for lifelong learning in applied fields (LLAF) TEMPUS project Organisation: Dorit Alt Chair: Dorit Alt Discussant: Roxana Reichman</p> <p><i>Irit Levy-Feldman</i> Dealing with dilemmas as a tool to promote professional identity as a school assessment coordinator in "Educational Evaluation" graduate program at KCE- Kibbutzim College of Education, Israel</p> <p><i>Lydia Linortner</i> VaKE for hearing-impaired pupils</p> <p><i>Rachel Eichler</i> VaKE used in the course: Introduction to Patient Care</p> <p><i>Dorit Alt & Nirit Raichel</i> Implications of VaKE for lifelong learning in applied fields (LLAF) TEMPUS project</p>	<p>Paper-Session Education for Responsibility in School and Leisure Time Chair: Angela Gastager</p> <p><i>Nils Berkemeyer & Ina Semper</i> School as organisation and their orders of recognition. Theoretical and empirical implications for school (development) research</p> <p><i>Monika Oberle, Johanna Leunig</i> Effects of political simulation games on learners' attitudes, motivation and knowledge</p> <p><i>ETHIKA Austria - Irene Pack</i> Philosophizing with Children – A Way to Assume "Responsibility"</p> <p><i>Birgitta Kopp, Heinz Mandl & Sandra Niedermeier</i> Impulses and Dilemmas for Sensitizing Students to Values in STEM Education</p>	<p>Paper-Session Professional Ethos in Different Vocational Fields Chair: Karin Heinrichs</p> <p><i>Sieglinde Weyringer</i> Internship: Remembered situations and the sensitivity for ethical principles</p> <p><i>Sarah Forster-Heinzer</i> The impact of perceived trainers' ethos on trainees' professional identity and company identification</p> <p><i>Bettina Fuhrmann, Herwig Rumpold & Dirk Loerwald</i> Economic Literacy as a Basis for Political Education – Conceptual Considerations and Empirical Results</p> <p><i>Laura Selmo</i> Improving the professional ethos in teaching through reflective practice and narration</p>
10:45 – 11:15	Coffee Break		

Thursday, 7th July 2016			
	SR 1.005	SR 1.006	SR 1.008
11:15 – 13:00	<p>Forum-Symposium Values and Knowledge Education (VaKE) for Responsible Citizens Organisation: Jean-Luc Patry Chair: Jean-Luc Patry Discussant: Jean-Luc Patry</p> <p><i>Günter Wohlmuth</i> The teaching skills of networked knowledge acquisition and constructivist values education. Realizing Curriculum-based teaching and learning objectives at vocational schools utilizing VaKE</p> <p><i>Katharina Wichmann</i> Values Education through VaKE using inspiring role models</p> <p><i>Diekmann Natascha</i> VaKE as a method in sustainable consumer education</p>	<p>Symposium Responsibility as the principal denominator of pedagogical ethos Organisation: Sarah Forster-Heinzer Chair: Sarah Forster-Heinzer Discussant: Dorit Alt</p> <p><i>Hermann Josef Abs</i> A motivational perspective on configurations of teacher responsibility</p> <p><i>Horst Biedermann & Fritz Oser</i> Do Teachers Know What Students Are Doing? Teachers' Professional Information and Communications Technology Responsibility</p> <p><i>Sarah Forster-Heinzer</i> Pedagogical responsibility from the trainers' point of view</p>	<p>Forum-Symposium LLAF 3 Learning to do: lifelong learning in the applied fields Tempus funded consortium brings about change in higher education Organisation: Ariela Gordon-Shaag Chair: Ariela Gordon-Shaag Discussant: Hava Vidergor</p> <p><i>Dorit Alt & Nirit C Raichel</i> Learning to do: Using problem-based learning in LLAF (Lifelong Learning in Applied Fields) Tempus funded project</p> <p><i>Liat Gantz, Ariela Gordon-Shaag & Rachel Eichler</i> Learning to do: embedding a Case-Based-Learning (CBL) pilot developed in the Lifelong Learning in Applied Fields (LLAF) Tempus funded Consortium in a module on Binocular Vision</p> <p><i>Sara Meilijson & Ariela Gordon-Shaag</i> Learning to do: applying a case-based-learning pilot developed in the Lifelong Learning in Applied Fields (LLAF) Tempus funded Consortium in two modules: Audiology and Genetics</p> <p><i>Ariela Gordon-Shaag, Liat Gantz & Rachel Eichler</i> Learning to do: embedding an Evidence-Based-Practice module developed in the Lifelong Learning in Applied Fields (LLAF) Tempus funded Consortium in a module on Vision Therapy</p>
13:00 – 14:00	Lunch		
14:00 – 15:15	Keynote 2: <i>Brigitte Latzko</i> (E.004)		
15:15 – 15:45	Coffee Break		
15:45 – 16:15	Maslovaty-Award Session, Chair: <i>Dorit Alt</i> (SR 1.006)		
16:30 – 17:45	Business-Meeting (1.006)		
from 19:00	Conference Dinner (external)		

Friday, 8th July 2016			
09:00 – 10:45	Session 4	<p>SR 1.005</p> <p><i>Symposium</i> LLAF 4 Living together: Using Problem Based Learning Interwoven in Project and Team Based Learning to Enhance Lifelong Learning Skills in Applied Fields in Higher Education (Tempus Funded Project) <i>Organisation: Hava Vidergor, Nomy Dickman</i> <i>Chair: Hava Vidergor, Nomy Dickman</i> <i>Discussant: Ariela Gordon-Shaag</i></p> <p><i>M. Rosario Pinto, Andreia Monteiro & Pedro Costa</i> Implementation of PBL in Portuguese Health Institutions: A Bibliometric Study</p> <p><i>Hava Vidergor, Rhonda Sofer & Hadas Huber</i> Living Together: Excellent Students' Perceptions of the Contribution of a Course Using PBL to Their Cognitive Leadership and Pedagogical Characteristics</p> <p><i>Sophia Eilat-Tsanani, Lea Even & Nomy Dickman</i> Lifelong Learning in Applied Fields (LLAF): Training Doctors of the Future to be Lifelong Learners – Team-Based Learning in Family Medicine Clerkship.</p> <p><i>Roxana G. Reichman</i> First we learn how to walk, then we learn how to dance: Lifelong learning and multiculturalism in PBL courses at a Teacher Education Colle</p>	<p>SR 1.006</p> <p><i>Symposium</i> Ethical challenges in teachers' everyday life at school – Is discourse always the appropriate answer? <i>Organisation: Karin Heinrichs & Alfred Weinberger</i> <i>Chair: Karin Heinrichs & Alfred Weinberger</i> <i>Discussant: Brigitte Latzko</i></p> <p><i>Fritz Oser</i> The ethos of teachers': Is only a procedural discourse approach a valid model?</p> <p><i>Jean-Luc Patry</i> Theory of situation specificity – when is discourse the appropriate answer?</p> <p><i>Karin Heinrichs</i> Nonviolent communication as a method to decide between discourse and alternative strategies in dealing with conflicting situations in school</p> <p><i>Alfred Weinberger</i> The cognitive affective processing system (CAPS) model – how do pre-service teachers act in different ethically challenging situations during their practicum?</p>
		10:45 – 11:15	Coffee Break
11:15 – 13:00	Poster Presentation	<p>Foyer- 1. Floor</p> <p><i>Chair: Alfred Weinberger</i></p> <p><i>Dorit Alt, Shahar Ashkenazi, Sharon Ben-David & Zohar Tzur</i> Learning to LIVE TOGETHER: Using project-based learning in LLAF (Lifelong Learning in Applied Fields) Tempus funded project</p> <p><i>Angela Gastager, Anna Nebel & Jean-Luc Patry</i> Professional reflective internships on values for preservice teachers</p> <p><i>Axel Felser</i> Value commitments as part of the professional teacher personality</p> <p><i>Patrizia Kühner</i> How to discuss ethical issues in economic and business education – interaction analyses and their didactic implications</p> <p><i>Markus Dormann</i> Teaching with requests in classrooms: chance or handicap?</p> <p><i>Anne-Mareike Möller, Melanie Arbatschat, Eveline Gutzwiller-Helfenfinger & Brigitte Latzko</i> Childrens' moral emotions</p>	
13:00 – 14:00		Lunch	
Friday, 8th July 2016			
14:00 – 15:15	Session 5	<p>SR 1.005</p> <p><i>Paper-Session</i> Teacher Education and Professional Ethos <i>Chair: Sarah Forster-Heinzer</i></p> <p><i>Roni Reingold & Lea Baratz</i> Initial Teacher Education for responsibility- Implications from Israeli teachers' students Perceptions of Morally Courageous Behavior</p> <p><i>Katrin Kleemann</i> Teacher students' professional ethics in a longtime practical training</p> <p><i>Olga Fotakopoulou, James Williams, Imran Mogra & Harriet Cutler</i> Ethics and ethical practice: Perceptions and awareness in students of Social Sciences and Education in a UK University</p> <p><i>Francisco Esteban & Miquel Martínez</i> Becoming a Teacher: Ideas for University Education</p>	<p>SR 1.006</p> <p><i>Paper-Session</i> Values and Knowledge Education <i>Chair: Jean-Luc Patry</i></p> <p><i>Alfred Weinberger</i> How to promote the pedagogical and moral ethos of teachers? The case for cases</p> <p><i>Martina Nussbaumer</i> Improvement of teacher-training for Values and Knowledge Education (VaKE) in schools</p> <p><i>Dimitris Pnevmatikos & Panagiota Christodoulou</i> Promoting conceptual change through Values and Knowledge Education (VaKE)</p>

15:15 – 15:45	Coffee Break	
15:45 – 17:30	Session 6	SR 1.005 <i>Paper-Session</i> Moral Education and Interculturalism <i>Chair: Sieglinde Weyringer</i> <i>Dimitris Pnevmatikos & Triantafyllia Georgiadou</i> The impact of informants' religious involvement on their trustworthiness <i>Yariv Itzkovich & Dorit Alt</i> The dark side of teachers' ethos and its impact on students' reactions: A comprehensive framework to assess college students' reactions to faculty incivility. <i>Frederique Brossard Børhaug</i> How to challenge a culturalization of human existence? Promoting interculturalism and ethical thinking in education <i>Imran Mogra</i> A Muslim Researcher's Perspective on Ethics in Educational Research
		SR 1.006 <i>Paper-Session</i> Democratic Education and Responsibility <i>Chair: Susan Walker</i> <i>Ingrid Schutte, Marca Wolfensberger & Wiel Veugelers</i> Constructing and implementing a curriculum for critical global citizenship. <i>Hermann Joseph Abs & Michael Filsecker</i> In Search of a Domain Specific Ethos for Teaching Citizenship <i>Ewa Bacia</i> Citizenship versus patriotic education. Teachers' approach to citizenship education in Polish primary schools. <i>Jutta Standop</i> Teaching methods move democratic education
from 18:30	Guided city tour	

Saturday, 9th July 2016

09:00 – 10:45	Session 7	SR 1.005 <i>Forum-Symposium</i> How can teacher education contribute to promoting pre-service/in-service teachers <i>Organisation: Eveline Gutzwiller-Helfenfinger & Karin Heinrichs</i> <i>Chair: Eveline Gutzwiller-Helfenfinger & Karin Heinrichs</i> <i>Discussant: Liana Konstantinidou</i> <i>Karin Heinrichs</i> Nonviolent communication as a method to prepare teachers for educating immigrants in multicultural contexts <i>Dimitris Pnevmatikos</i> Training teachers for teaching immigrant learners <i>Eveline Gutzwiller-Helfenfinger</i> Teachers' knowledge and understanding of minor refugee students' development as a precondition for implementing intercultural values dialogue <i>Alfred Weinberger</i> VaKE (Values and Knowledge Education) as a possible approach to promote future teachers capacity to implement intercultural values dialogue
		SR 1.006 <i>Paper-Session</i> Morality in Classroom <i>Chair: Julia Maria Keller</i> <i>Turid Skarre Aasebø</i> Democratic positions in classrooms <i>Johannes Reitingner</i> Inquiry Learning and Democratic Education – Theoretical Relations and Empirical Accessibility <i>Eszter Dobai</i> Classroom drama as the method of ethical education
10:45 – 11:15	Coffee Break	
11:15 – 13:00	Closing Session (SR1.006)	

Do you have any agenda items for the SIG 13 Business Meeting in Salzburg?

Please send them to Dorit Alt (doritalt@bezeqint.net) or Hermann Josef Abs (h.j.abs@uni-due.de). You may also announce them at the beginning of the meeting.

VaKE and beyond 2



AVaKE – Association for Values and Knowledge Education
<http://www.vake.eu/>

We want to announce the foundation of the non-profit-organization “AVaKE – Association for Values and Knowledge Education”, which took place at the University of Salzburg, Austria, on December 4th, 2015.

The *purpose* of the association is

- International understanding: contributions to national and international projects, e.g., education of asylum seekers in Austria initiated by the Federal ministry of foreign affairs
- Development of VaKE approach: research and projects, e.g. VaKE – educational tact, application in primary schools, moral action (MaKE), others

Its area of activities and membership is international and worldwide. We invite all SIG13 members to become a member of our AVaKE-network and to share our interest in initiating and developing projects using the VaKE approach.

VaKE (Values and Knowledge Education) is a constructivist teaching approach that consists in using a dilemma in the Kohlberg tradition to trigger inquiry-based learning of content. Research done during more than 15 years has shown broad evidence for its applicability in teacher training, civic and democratic education, school education, health care, sustainability education, intercultural education, etc.

From July, 4 – 6, 2016 we are organizing the symposium “VaKE and beyond 2” in Salzburg, Austria, responding to the growing interest in exchanging experiences, in creating concepts of new VaKE-projects, and in strengthening the network between researchers and professional practitioners.

If you want to learn more about the symposium, please see <http://blog.vake.sbg.ac.at/vake-and-beyond2/>.

For more information on benefits and fee of membership, please contact sieglinde.weyringer@sbg.ac.at.

The Executive Committee

Chair: Mag. Dr. Sieglinde Weyringer, University of Salzburg, Austria

Delegated Chair: Univ.-Prof. Dr. Jean-Luc Patry, University of Salzburg, Austria

Secretary: Prof. Mag. Dr. Alfred Weinberger, Private University College of Education of the Diocese of Linz, Austria

Delegated Secretary: Mag. Lydia Linortner, University of Salzburg, Austria

Treasurer: Mag. Karin Frewein, Higher Economic School HAK/HAS 1, Salzburg, Austria

Delegated Treasurer: Martina Nussbaumer, MA, Paracelsus Medical University

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 (eveline.gutzwiller@phlu.ch).

Formats

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 (eveline.gutzwiller@phlu.ch). 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.

Copyright and Legal Matters

SIG 13 Newsletter supports the authors' legal rights to their own works. This means that the copyright will stay with the author and it will not be transferred to the SIG 13 Newsletter. Consequently, the author has full legal responsibility with regard to texts, figures, photos, or other contributions that are published in the newsletter.

- The individual authors retain the copyright to their work.
- The newsletter editor will not publish anonymous contributions.
- Make sure that your contribution does not contain any copyrighted material that belongs to someone else (third party).
- Please contact the editor if you are at all uncertain about the copyright of your contribution to the SIG 13 Newsletter.

EVELINE GUTZWILLER-HELFENFINGER
Editor

