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Style *AJER's* editorial style conforms to the *Publication Manual of the American Psychological Association* (5th ed.). Manuscripts that do not conform may be returned for adjustment. For spelling consult *Webster's New Collegiate Dictionary*. Spelling in quoted material must remain as in the original.

Referencing Sources cited appear in parentheses after each reference (direct or otherwise), giving author's name (unless mentioned in text), year of publication, and page number(s) in the case of direct quotes. Enclose quotes of 40 or fewer words in double quotation marks in the text; indent quotes longer than 40 words in block format. Page numbers must be given.

List all sources alphabetically at the end of the manuscript under the heading *References* using the APA style.

Footnotes are not allowed, and the use of endnotes is discouraged; however, necessary brief explanatory notes, numbered consecutively and marked in the text with superscript numerals, may appear before the *References* under the heading *Notes*. Citations in notes follow the same format as other references.

Graphics Number tables and figures with Arabic numerals and provide each on a separate page at the end of the manuscript. Prepare tables using tabs, *not* entering data column by column. Indicate placement of figures and tables in text, e.g., *Insert Figure 3 about here*.

Submitting Manuscripts must be submitted electronically as E-mail attachments. The preferred file formats are Microsoft Word and Rich Text Format (RTF).

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The *Note* should report briefly on the author's/authors' research-in-progress or recently completed research and should feature work that has not been reported elsewhere in journal publications. This current work should be situated, briefly, in the context of other pertinent scholarship, including the author's or authors' related research. The

focus of the *Note* could be either a specific study or an overview of an ongoing line of inquiry where fuller reporting of results will not occur in print for some time. The maximum length for a *Note* is 1,000 words, excluding references and one or two tables or graphs. To encourage communication between researchers, authors of *Research Notes* are asked to provide contact information including a one-line biography, full mailing address, E-mail, fax, and/or telephone numbers for publication with each *Note*. This biography and contact information should be included in the document file submitted. No abstract is required, but in all other respects the usual *AJER* guidelines for manuscripts must be observed.

Submissions to *Research Notes* will be reviewed for readability, rationale, clarity, logic, organization, length, and adherence to all *Alberta Journal of Educational Research (AJER)* guidelines. Any submission that is judged to meet these criteria will be published as soon as possible. Any submission that is judged to require revisions according to the criteria outlined will not be published, and revisions will not be invited as the *Notes* must be current if they are to serve the purposes identified.

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Call for Papers

Theme Issue: *Expanding Knowledge Systems
in the Teacher Education Program*

Guest Editors: Cora Weber-Pillwax, Jennifer Kelly,
Lynette Shultz, and Elizabeth Lange

The *Alberta Journal of Educational Research* invites submissions from researchers whose interests include exploring the potential for Indigenous and other knowledge systems to revitalize and revolutionize teacher education programs in Canadian and international contexts.

In the past 20-30 years, teacher education has emphasized diversity, sustainability, and globalization as foundational concepts underpinning other standard elements: managing the learning environment, student assessment, and core curricular content. Recently critical scholarship has pointed out that the theories and praxes of these concepts have not been sufficiently developed to respond fully to the concerns of the vulnerable populations most directly implicated in the meanings, discourses, and applications of such terms. For example, the children who are gradually filling most of the seats in standard classrooms increasingly are Indigenous people or immigrants. Experiences in these classrooms reflect models of teacher education that are confined to the parameters and limitations of a Western intellectual tradition. The literature contains many stories of failure in relation to these experiences.

Given the inadequacies of the Western intellectual tradition to create or develop effective educational programming to meet the needs of all students, it seems incumbent on educational researchers to consider seriously how other, particularly Indigenous, knowledge systems can contribute to contemporary teacher preparation programs.

Because North American teacher education systems are marketed and modeled in other countries, it follows that other knowledge systems are affected. Where the Western intellectual tradition underlying teacher education programs has had to face serious challenges to its inherent binary oppositional thought and epistemological dualism, postmodern theorizing has posited explanations and resolutions to this Western breaking apart of its meaning structures. Indigenous scholars, however, speak critically of postmodernism as merely another attempt to maintain Western domination.

Submissions must be received by ***November 30, 2008***

Authors planning to submit a manuscript should first send a statement of intention (250 words) well before September 15 in order to receive feedback on the appropriateness of the proposed article. Abstracts, intention statements, suggestions, and inquiries should be sent to: Cora Weber-Pillwax, University of Alberta, by e-mail ckw@ualberta.ca; or fax (780) 492-2024.

Send manuscripts, indicating consideration for the Theme Issue, to Cora at ajer@ualberta.ca