If you would like to make a contribution to the E-BOOK please send a one page outline to the editor Norman.Jackson@surrey.ac.uk. If you would like to have a discussion about a possible contribution please call me  tel 01483 682050 skype 'jumpingjacko'

*Educational objectives*

There are four objectives for the book.

The first is to encourage fresh thinking about what learning to be professional means in a fast changing world.

The second is to bring together research studies that seek to discover and elaborate the many dimensions of what being professional or learning to be professional means that guide us towards better practices

The third is to discover and showcase pedagogic and curricular approaches that are effective in helping student learners begin and make good progress on their journey of becoming professional. We want to celebrate the diversity of approaches used in different disciplinary, interdisciplinary or transdisciplinary and institutional contexts and try to understand why particular approaches are more effective than others in achieving their educational goals.

The forth objective is to discover effective established and innovative new practices through which higher education collaborates with business, industry, the public sector and community to create opportunities for students to participate in real world enterprises where work and learning are integrated.

*Audiences*

The potential audience for the E-Book includes:
- educational practitioners involved in designing curricula and managing/supporting through teaching/tutoring/mentoring/coaching students' to facilitate the development of professional capability alongside academic capability
- people who provide support to curriculum / educational design
- people involved in PGCert/PgDip/MSc teaching and learning programmes who might consider the materials a useful resource to their own development as teacher / educators
- senior institutional managers who want to inform themselves about leading educational practices in this practice field.

Chapters will be created though three mechanisms
- Chapters written by the people who are working with SCEPTrE
- Chapters that are invited by SCEPTrE
- Chapters written by others who have an interest in this field of practice who would like to support and contribute to this collaborative learning and dissemination process

The SCEPTrE team will peer review contributions and Professor Norman Jackson will have overall responsibility for editing.

There are currently four sections to the book.

Section A :   Perspectives on what Learning to be Professional means
Section B :   Examples of Institutional Approaches to helping learners become professional
Section C:    Examples of specific pedagogic practices and innovations
Section E:    Tools to aid evaluation, assessment and facilitation of professional learning

Chapter contributions will be assigned to one of these Sections but Chapters will be searchable through key words.

**Content: Ideally Chapters will:**

1         Be less than 5000 words excluding references, tables, appendices
2         Explain how learning to be professional is interpreted within an area of practice and describe the contexts within which learning is taking place
3         Provide clear, concise descriptions of practice and systems to support practice
4         Provide evidence for why practice is effective in achieving the objectives of enabling learners to journey towards becoming professional
5         Provide links to resources that illuminate further the descriptions
6         Provide contact information for the authors.


**Suggested Format**
Title
Author(s)
Contact Information (organizational unit/institution)
Bionotes (max 200 words) with photo
Chapter Summary max 200 words
Upto six 6 key words

**See Style Guide below and Introductory Chapter by Norman Jackson for example heading and layout format**

*Useful information to include:*
- Values – how do the ideas or new practices add value to what already exists
- Contexts – institution, departments, disciplines, employment/professional sectors,
- Concepts/theories/policies – notions of being professional/learning to be professional
- Curriculum – programmes, modules, structures, processes, learning contexts
- Participants – who is involved and how they are involved, scale – numbers of participants involved
- Pedagogy – facilitation, mentoring/coaching
- Outcomes – desirable qualities, skills, capabilities, values being developed
- Support mechanisms – staff, students, technology
- Assessment – how outcomes/effects are demonstrated to be effective, feedback from participants
- Regulation and evaluation – how quality of experience is regulated/evaluated
- Change – how change from previous to present was accomplished, what future changes are planned
- Issues –
- Discussion/Conclusions
- References

# Style Guide for Chapters

Font : Arial Narrow 11 pt

Format Please submit a <u>Word</u> document do not send a pdf

English *British* English not American English

Length Should be no more than 5,000 words excluding Tables, Illustrations and references.

Text single spaced left justified

Although the text will be published in single space you need to submit your text in double spacing. This is a <u>requirement</u>

<u>of the publisher</u> to facilitate the work of the copy editor.

<u>Headings</u>

| 20pt bold |

# CHAPTER

| 16pt bold |

## Introduction to the Learning to be Professional
## through a Higher Education E-BOOK

### *Norman Jackson*

Background          | Level 1 Heading 11pt bold |

Learning to be professional theme     | Level 2 Heading 11pt normal |

**Endnotes but not footnotes** may be used

**Figures** should be inserted at the correct position in the text
Caption of figure title with number (in bold text)
Appearance--centred on page, bold and above figure
All visuals except those with numbers are to be called figures

**Tables**  should appear in its appropriate place in the text
Caption of table title with number (in bold text)
Appearance--centred on page, bold and above table
Only visuals containing numbers should be called a table

### Numbering Figures, Tables and Other Visuals
Figures, Tables and other artwork are all considers visuals. All visuals should be numbered **Figure 1   2   3** etc

### Colour of Artwork
This is an E-BOOK so colour may used in tables, diagrams and other images.

### Permissions NB
The following is the instruction for the publisher

"Permissions must be obtained for any table, figure, or artwork that has been previously published. Each chapter author is responsible for obtaining permission from the original publisher for the artwork they wish to use. Even if the current chapter author was the creator of the original image, permission should still be sought, as it is almost always the publisher who retains the **publishing rights** (different from the copyright). It is important to request permission as soon as possible, as the process can at times be lengthy, and having all permissions in place is necessary in order for us to move the book into Production".  Please **send a list of the permissions required and  written permissions  on or before the 2nd Sept with your chapter**.

**Displayed quote** Indented both sides 0.5cm 12pt font, no quote marks

**Acknowledgement** Place at end of article, before references

**In text citation** (author, year) and (author, year; different author, year)[references in  chronological order]

Same author, same year:
(author, 1999a, b)

Same author, different year:
(author, 1999, 2001)

Multiple authors:
Two authors - cite both names every time the reference appears in the text

More than two authors – cite last name of the first author followed by *et al.* in
the text

**Reference list** Follow APA 5th edition (see examples below)
Layout –no space between references

Book:
Bloggs, A. (2003). *Style guides are fun*. Milton Park, Oxfordshire, England: OUP.

Journal article:
Brown, J. (2002). This is a journal article. *Australian Style Journal, 10(2),* 213–224.

Book chapter:
Trevelyan, G.M. (2001). This is a chapter. In J. Brown & C. Smith (Eds.), *Book title* (pp. 34–56).
London: Taylor & Francis.

Online source:
Smith, F. (2000). *Online article.* Accessed November 14th, 2003, from http://www.blahblahblah.edu.au

Newspaper article:
Jones, P. (2003, September 3) This is a newspaper article. *The Times,* p.10.

This is a newspaper article with no author (1993, July 7). *The Times,* p.10.

Translated book:
French, F. (2000). *A book in another language* (P. Smith, Trans.). New York: Dover. (Original work published 1923).

Conference proceedings:
Brown, P., Green, S., & Jones, E. (1997). Title of proceeding contribution. *Proceedings of the Style Standardisation Team*, USA, *23*, 25–46.

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Bloggs, J. (1997). Title of contribution. In F. Smith (Ed.), *Milton Park Symposium on Style* (pp.235–238). Milton Park, Oxfordshire, England: OUP.

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References should conform to the style set out in the
Publication Manual of the American Psychological Association (fifth edition).
http://www.apastyle.org/faqs.html