ROER4D Editorial Style Sheet

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Contents

Abbreviations and Acronyms

– Avoid unnecessary abbreviations.
– Define abbreviations upon first appearance in the text and do not use non-standard abbreviations unless they appear at least three times in the text.
– Open Educational Resources (OER) for either singular or plural use of the phrase.
– Utilise full stops after each letter in i.e. / e.g. (but no comma after)
– General rule for abbreviations such as "Dr" is that there is no full stop if the last letter of the full word is also the last letter of the abbreviation.

Citation and Referencing

– Utilise APA referencing conventions (See https://owl.english.purdue.edu/owl/resource/560/15/ and http://library.flcc.edu/APA_FLCC.pdf for guidelines)

– Only references cited in the text are to be included in the list of references.

– Avoid over-use of footnotes. These should only contain clarification detail that is ancillary to the main narrative of the text and links to static website pages. Online resources available as pdf or other document downloads should be cited in the text and listed in the References.

– In-text citations as follows: (Dhanarajan, 2010) (Mishra & Sharma, 2015) (Daryono, 2008, p. 199) (Kasinathan et al., 2014).

– Provide the author, year and page number/s for direct quotations, e.g. (Daryono, 2008, p. 199) and the author and year for the attribution of ideas e.g. (Daryono, 2008).

– Arrange citation of multiple authors alphabetically (Karunanayaka & Naidu, 2012; Trotter & Cox, in press).

– If you are using more than one reference by the same author (or the same group of authors listed in the same order) published in the same year, organize them in the reference list alphabetically by the title of the article or chapter. Then assign letter suffixes to the year. e.g.

> *Berndt, T. J. (1981a). Age changes and changes over time in prosocial intentions and behavior between friends. Developmental Psychology, 17, 408-416.*
> *Berndt, T. J. (1981b). Effects of friendship on prosocial intentions and behavior. Child Development, 52, 636-643.*

(from Purdue OWL guide on APA-style referencing)

– Place quotation marks around the titles of shorter works (e.g. journal articles, presentations, articles from edited collections); italicising only book titles.

– Utilise sentence case for in-text references to titles throughout, capitalising the first word after a dash or colon (e.g. Open education: A summary of teacher perspectives)

– Use double parentheses [" "] for direct quotations, and single parentheses [' '] for quotation within a quotation.

– If a direct quotation is more than a line long, it is conventional to have the date and the page number at the end of the quotation with the closing full stop after; e.g.:

> According to Zuber-Skerrit the "aim of action research is to bring about practical improvement, innovation, change or development of social practice and the practitioners' better understanding of their practices" (2011, p. 171).

– Format for data citation is: Name of producer. Survey name and date [dataset]. Version number. Place of production: Producer [producer], date of production. Place of distribution: Distributor [distributor]. URL or DOI. *For example:*

> Research on Open Educational Resources for Development (ROER4D). Academics' views on sharing

> OER in South Africa 2015. Version 1. Cape Town. ROER4D, 2015. Cape Town. DataFirst, 2015. [URL]

Dates and numbering

– 3 March 2015 (not March 3rd, 2015)

– Write out numbers from one to nine; write numbers from 10 and above in digits.

– When articulating a list within a paragraph, utilise a Arabic numerals (1, 2, etc.) instead of Roman numerals (i, ii, etc.) and place numbers in opening and closed brackets.

– Use a space to demarcate thousands and full stop for a decimal point (no commas); i.e. 20 000; 0.5%

– Percentages written out as "4.5%" (not 4.5 per cent, note no space between numbers and symbol).

Gender

Where possible change "his" or "her" to the plural (their).

Honorifics and name treatment

– In reporting context include title and first name at first mention, thereafter only first and surname.
– In referencing context use only last name (e.g. with reference to the work done by Cox and Trotter in SP4).
– When referencing names of research teams follow sequence of seniority (i.e. Research Leader always mentioned first).

Idioms and modes of expression

– Avoid idioms in academic writing wherever possible as English idioms may not be easily understood by those from non-English speaking countries (e.g. replace "create from scratch" with "create a new").
– Avoid hyperbole as far as possible (e.g. replace "the impact was massive" with "there was considerable impact").
– The term "significant" is to be used only in statistical context (see "Statistical treatment" below).

Licensing statements

– Licence with a "c" is used in all cases unless incorporated as a verb (e.g. content licensing).
– All project outputs (except those arising from SP3) are licensed under a Creative Commons Attribution 4.0 International (CC BY 4.0) licence. This statement should be incorporated along with the logo and generic statement acknowledging the IDRC on outputs (ideally as a footer on the cover or title page) as follows:

This work is licensed under a Creative Commons Attribution 4.0 International (CC BY 4.0) licence. It was carried out with the aid of a grant from the International Development Research Centre, Ottawa, Canada.

– SP3 outputs are licensed under a Creative Commons CC BY-SA licence (in line with Commonwealth of Learning specifications). This statement should be incorporated along with the logo and generic statement acknowledging the IDRC on all SP3 project outputs (ideally as a footer on the cover or title page) as follows:

This work is licensed under a Creative Commons Attribution 4.0 International (CC BY 4.0) licence. It was carried out with the aid of a grant from the International Development Research Centre, Ottawa, Canada.

– Note that there is no hyphen after "CC" when summarising the licensing provisions (i.e. CC BY-SA-ND)

Methodological statements

– Participatory Action Research written with leading CAPS (title case)
– Action Research (title case)
– Activity Theory (AT), not Cultural Historical Activity Theory (CHAT)

Parenthesis

– Use double converted commas throughout (single within double for quote within a quote)

Scholarly terminology

– Try to avoid hyperbole and unsubstantiated, broad claims
– Express statements in scholarly terms as far as possible (e.g. avoid statements such as "there was a huge demand" and opt instead for "there was substantial demand")
– Use "examine" or "probe" rather than "take a look at"
-- See JA Bednar Guidelines for useful tips on scholarly writing.

Statistical treatment

– Sample size indicated by (n = 12)
– The term **"significant"** should only be used when inferential statistics have been used to calculate a significant difference between the means of two sets of data. And if so always add the probability value. Suggested alternative phrasing: "substantial", "considerable", "notable", "non-trivial".

Tables and figures

– Number and label tables and figures throughout.
– All tables, figures and appendices should be referenced in the text. Insert the cross-reference before they appear in the document and in the sequence of their occurrence.
– APA checklist for tables:
  ● Is the table necessary?
  ● Is the entire table single- or double-spaced (including the title, headings, and notes)?
  ● Are all comparable tables presented consistently?
  ● Is the title brief but explanatory?
  ● Does every column have a column heading?
  ● Are all abbreviations; special use of italics, parentheses, and dashes; and special symbols explained?
  ● Are all probability level values correctly identified, and are asterisks attached to the appropriate table entries? Is a probability level assigned the same number of asterisks in all the tables in the same document?
  ● Are the notes organized according to the convention of general, specific, probability?
  ● Are all vertical rules eliminated?
  ● If the table or its data are from another source, is the source properly cited?
  ● Is the table referred to in the text?
– APA checklist for figures:
  ● Is the figure necessary?
  ● Is the figure simple, clean, and free of extraneous detail?
  ● Are the data plotted accurately?
  ● Is the grid scale correctly proportioned?
  ● Is the lettering large and dark enough to read? Is the lettering compatible in size with the rest of the figure?
  ● Are parallel figures or equally important figures prepared according to the same scale?
  ● Are terms spelled correctly?

- Are all abbreviations and symbols explained in a figure legend or figure caption? Are the symbols, abbreviations, and terminology in the figure consistent with those in the figure caption? In other figures? In the text?
- Are the figures numbered consecutively with Arabic numerals?
- Are all figures mentioned in the text?

Commonly-Used Terms

"online resources" rather than resources available on the "web" or the "internet"

"Open Educational Resources" is always written with leading capital letters on first mention; whereafter it is referred to as OER (singular and plural).

"open learning" and **"distance learning"** are not capitalised

"Open Textbooks" as phenomenon is capitalised (two words)

"Post-secondary" or "tertiary" usually refer to education after primary and secondary schooling. "The World Bank, for example, defines tertiary education as including universities as well as institutions that teach specific capacities of higher learning such as colleges, technical training institutes, community colleges, nursing schools, research laboratories, centers of excellence, and distance learning centers. Higher education is taken to include undergraduate and postgraduate education."[1]

"Public domain" term should be used with caution. The commonplace assumption might be that this refers to the fact that content is freely available for download on the internet. There is, however, considerable complexity associated with the legal definition of this concept. In terms of international convention, a work is only in the public domain when either: (a) when the copyright holder has waived all rights associated with the work; or (b) the work, under various conditions, does not enjoy protection under the provisions of the Copyright Act in a certain jurisdiction. As such, content that is in the public domain in one country may not be in the public domain in another. One of the only ways to determine with certainty whether something is in the public domain is when the work is flagged by using one of two Creative Commons mechanisms: (1) the CC0 licence/dedication – utilised in cases where the copyright holder waives all their rights associated with a particular work and dedicates the work to the public domain; (2) the CC Public Domain Mark 1.0 – utilised in cases where a user has identified a work that is free of known copyright restrictions (for instance, if the copyright term has expired), and is merely "tagging" or identifying the copyright status of the work for other users.

Spelling and grammatical conventions

e-learning
Global South
multimedia
postgraduate
publicly
MediaWiki
reuse
ROER4D Adoption Studies (ROER4D-AS) [Note: Adoption Studies always leading caps]

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[1] https://en.wikipedia.org/wiki/Tertiary_education

ROER4D Impact Studies (ROER4D-IS) [Note: Impact Studies always leading caps]

SlideShare

South-Western Colombia

South Asia and Southeast Asia (not Asia/Southeast Asia; note "Southeast" one word)

SP3 (no spaces between)

Subjects are written with leading capital letters (Mathematics, Science, etc.)

Sub-project (not Sub-Project)

Sub-Saharan African

textbooks (one word)

WhatsApp