

Call for Papers

About this Journal

Asia Pacific Journal of Educational Development (APJED), the bi-annual Journal, is founded by the National Academy for Educational Research, Taiwan (R.O.C.).

- Publishes articles on a variety of topics in the field of educational policy and development in the Asia Pacific region.
- Draws attention to studies that explore educational issues regarding policy and development from different cultural perspectives among the region.

Asia Pacific Journal of Educational Development (APJED) is an academic journal that publishes articles on educational policy and development in the Asia Pacific region. It provides a platform for discussing issues that affect education in the Asia Pacific region through types of articles, including peer-reviewed articles, essays, reviews and research findings, and by emphasizing systematic inquiry -- both quantitative and qualitative -- and practical implications. Considered one of the leading research journals in the field, *APJED* keeps scholars, academic leaders, and public policymakers abreast of critical issues facing education as a whole today. Especially, *APJED* plays a bridging role among countries in the region to integrate research resources and opens a window for countries to learn from each other's developing experiences at each education level.

Aim and Scope

The contents of the journal will serve a number of purposes:

- Supports policy makers, educators, and administrators by disseminating ideas and encouraging debate on educational policy setting in the Asia Pacific region.
- Analyses and reports on professional experiences relevant to colleagues regionally and internationally in academia and government spheres.
- Caters for practicing teachers and administrators of universities, colleges and decision makers in government.
- Examines current and emerging policy directions and how these are shaping and influencing each educational level in the Asia Pacific region.

Key Journal Audiences

- Students and researchers in the field
- Educational and public administrators
- Managers of educational establishments
- Local and central governmental administrators
- policy makers in local, central and international institutions
- Libraries supplying the above

Call for Papers

We cordially like to invite you to submit your paper and share recent research findings with readers all over the world through *APJED*. Please read **Instructions for Authors** to find submission details.

Instructions for Authors

Format Guidelines

1. Manuscripts are accepted only in English.
2. Manuscripts should follow the guidelines of The Publication Manual of the American Psychological Association (**APA 6th ed.**), including:
 - **Title Page**
It is a cover letter and contains **Article title; Running head; All authors' name, position and affiliations; Corresponding author's address, e-mail address, telephone and fax number.**
 - **Abstract** (100 to 200 words and approximately 3 to 6 keywords)
 - **The main text, including tables and figures** (5,000 to 8,000 words)
 - **References** (in alphabetical order)
3. Manuscripts should be **double-spaced** printed or typewritten in **font size 12 (Times New Roman)** on **A4 paper**, and **leaving 1 inch / 2.54 cm margins on all sides.**
4. All figures and tables should be numbered separately using Arabic numerals and should be grouped at the end of the manuscript. Please cite clearly in the main text to indicate the placement of each figure and table.

Online Submission Guidelines

1. Manuscripts should be submitted as electronic files to the official website of *APJED* at **<http://aspers.airiti.com/apjed/>** or email to **apjed.naer@gmail.com**
2. The official website of *APJED* offers submission and the review process of manuscripts. New users should first create an account and submit manuscripts.
3. Once manuscripts are confirmed by format guidelines as described above, they will automatically access the peer-review procedure.
4. Please remove all authors' identification from manuscript besides the title page before uploading in order to access a double-blind reviewing procedure.
5. Submission manuscripts should be original and have not been submitted for publication elsewhere. Authors shall solely take full responsibility for contents of text and any materials submitted.

Reviewing Procedure

Submission manuscripts are reviewed on a rolling basis. All submitted manuscripts will undergo a double-blind reviewing procedure. This review process will normally take about three to six months.

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Proofs will be sent to authors if there is sufficient time to do so. Authors could correct and return to the assistant editor at **apjed.naer@gmail.com** within three days. Major alterations to the text cannot be accepted.

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Examples:

1. In-Text Citations

(1) Short Quotations

Flavell described the term as a heightened awareness of one's thought processes, that is, "knowledge concerning one's own metacognitive processes or anything related to them" (Flavell, 1976, p. 232).

(2) Long Quotations

Gregory claims:

Coefficient alpha is an index of the internal consistency of the items, that is, their tendency to correlate with one another. Insofar as a test or scale with high internal consistency will also tend to show stability of scores in a test-retest approach, coefficient alpha is therefore a useful estimate of reliability. (Manning & Munro, 2006, p. 25)

(3) Summary and Paraphrase

And still others see globalization as an assault on traditional notions of society and the nation-state whereby the very nature of citizenship and social change is dramatically altered (Castells, 1997; Touraine, 1988).

2. The Reference List

(1) Periodicals:

One Author

Rhoads, R. A. (2003). Globalization and resistance in the United States and Mexico: The global Potemkin village. *Higher Education*, 45, 223-250.

Two Authors

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80, 139-148.

Three or More Authors

Boulware-Gooden, R., Carreker, S., Thornhill, A., & Joshi, R. (2007). Instruction of metacognitive strategies enhances reading comprehension and vocabulary achievement of third-grade students. *Reading Teacher*, 61, 70-77.

Articles in press

Bandur, A. (in press). School-based management: Impacts and challenges. *Journal of Educational Administration*.

(2) Books

One Author

Castells, M. (1997). *The power of identity*. Boston: Blackwell.

Two Authors

Arends, R., & Kilcher, A. (2010). *Teaching for student learning: Becoming an accomplished teacher*. New York: Routledge.

Three or More Authors

Mastascusa, E. J., Snyder, W. J., & Hoyt, B. S. (2011). *Effective instruction for STEM disciplines: From learning theory to college teaching*. San Francisco: Jossey-Bass.

Edited Books

Bryne, J. (Ed.). (2012). *The occupy handbook*. New York: Back Bay Books.

Chapter in a Book

Guilford, J. P. (2007). Creativity: A quarter century of progress. In I. A. Taylor & J. W. Getzels (Eds.), *Perspectives in creativity* (pp. 37-59). New Brunswick, NJ: Aldine Transaction.

(3) Electronic Sources

Wong, K. (1998). *Transforming urban school systems: Integrated governance in Chicago and Birmingham (UK)*. Retrieved July 23, 2007, from <http://www.temple.edu/lss/pdf/publications/pubs1998-20.pdf>

(4) Conference Paper

Ellis, A. (2011, November). *Theory and research in reflective self-assessment*. Paper presented at the National Academy for Educational Research, Taipei, Taiwan.

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