

CALL FOR PAPERS:

Volume 3, Issue 2 of *Antistasis: A New Brunswick Educational Journal*

Details:

Antistasis: A New Brunswick Educational Journal is a semi-annual publication. It constitutes an attempt to disseminate to a broad network of stakeholders in education the current research, teaching, and writing undertaken in the Faculty of Education at the University of New Brunswick, as well as in other contexts across the province. Each issue will engage a compelling theme, approaching it with short articles written for a public audience. This audience will include, but not be limited to, University of New Brunswick faculty, graduate students, teacher candidates, associate teachers, alumni, the community, parents, and students.

The theme for the sixth issue of *Antistasis* is “Health, Wellness, and Education.” Submissions should be between 750 and 1000 words, including any references. Citations must be consistent with a style guide related to the author’s field or discipline. Authors should assume an audience that is not familiar with the theory, jargon, or literature that characterizes much academic writing. One aim of the publication is to demonstrate a commitment to disseminate educational ideas, research, and developments to the general public and not only to academics or educationists.

Submissions:

This is the second issue that will use the new website format for submissions. Contributions relating your research, teaching, or fieldwork to the theme “*History and Teaching*” are welcomed via the Online Journal System, which houses the journal:

<http://journals.hil.unb.ca/index.php/antistasis/>.

Submissions are welcome at any time before April 15, 2013.

Questions / Contacts:

Any questions about the submissions can be directed to Dr. Theodore Christou (theodore.christou@queensu.ca) and Dr. Alan Sears (ascars@unb.ca), Guest Editors of Volume 3, Issue 2.

Questions or comments regarding the journal can be directed to the Editor, Theodore Christou at antistas@unb.ca.



ISSN: 1924-6072 (Print)
ISSN: 1929-5014 (Online)