

The Independent Journal of Teaching and Learning

Specifications and style guide

REMARKS:

- This document outlines both the specifications and the broad stylistic requirements of *The Independent Journal of Teaching and Learning* (IJTL).
- This document, the 'Editorial Policy' and the 'Publication and Double-Blind Peer-Review Process' are available for download on [The IJTL website](#).
- The contents of the present document reflect what is found in the section 'Notes for contributors' of The IJTL.

ARTICLES SUBMITTED TO THE IJTL MUST BE:

- in English;
- typed in Calibri, font size 11, 1.15-line spacing in MSWord (.doc or .docx) format; limited to 6000 words, excluding tables, figures and references;
- complete in every regard – for example, tables and figures should be included in the manuscript;

and should include

- a title page, which includes the names, institutional affiliations and ORCIDiDs (where possible) of all authors, in the manuscript – the Editorial team ensures anonymisation of the manuscript prior to double-blind peer review
- an abstract of 150 – 200 words; in italics
- five keywords; normal font;
- Where relevant include a short annexure attached to the manuscript that may aid reviewers – annexures will not be considered for publication in the journal.

HEADINGS

- Main headings must be in capital letters for example: ABSTRACT; INTRODUCTION AND BACKGROUND; LITERATURE REVIEW, METHODOLOGY, FINDINGS AND DISCUSSIONS, and CONCLUSIONS.

- First sub-heading must be normal caps and **bolded**. For example: **Education for Sustainable Development; Digital and Social Innovation; Sustainable Development Goals**.
- Should there be any subheadings within a subheading, usually in the discussion of findings sections, then please italicise the heading.
- See below example of the main heading (Capitalised), first sub heading (Bold) and a second sub heading (italicise).

DISCUSSION: TOWARDS THE SUSTAINABLE-SMART TRANSDISCIPLINARY LEARNING FRAMEWORK

In this section, the four design principles implemented during the second iteration are presented. In the review of each design principle, a breakdown of the three structuring elements, namely pedagogy, space-time activity and the use of technology are analysed according to the evidence from the data. The objective of this section is to review the findings to identify the limitations in the current ICoL framework and to apply the key findings from the review of the literature coupled with student feedback to refine the framework further.

Design principle 1: context-sensitive learning

This design principle calls for the creation of immersive context-sensitive learning experiences by incorporating different interactive tools to open up the learning space to divergent viewpoints and cultural perspectives about problems in communities.

Pedagogy

The pedagogical drivers that underpin this design principle were developed in the previous iteration of the study and tested and refined in this iteration. They include 'embodiment' and 'awareness of diverse contexts and perspectives'. Embodiment recognises the continuous reconfiguration of social and material systems where students are exposed to the movement across physical and virtual spaces to enable them to tap into their own local lived (embodied) knowledge in the learning activities we design.

NUMBERING

- Arabic numerals – that is, 1, 2, 3, 4 and so on – must be used when expressing figures or when numbering items.
- Using bracketed Roman numerals – that is, (i), (ii), (iii), (iv) etc. – is encouraged only in cases where items forming part of a list within a paragraph are numbered.

NAMING OF FIGURES AND TABLES

- All figures; tables or images used in the article must be numbered in Arabic numerals.
- The figure; table or image and number is presented in the middle of the page (middle aligned) underneath one another.
- See examples below.

Figure 5:
Space-Time Activities for Context-Sensitive Learning

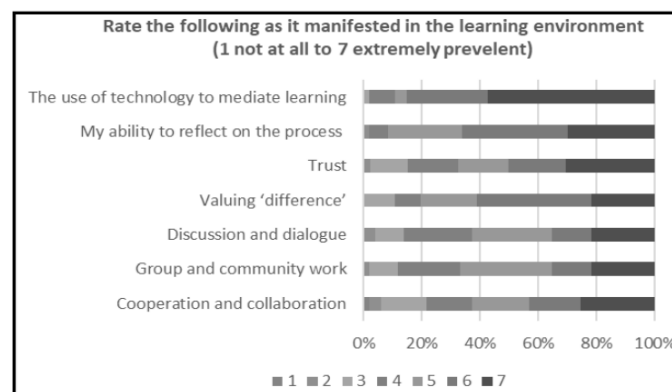


Table 1:
The Likert Scale Range Findings

| Question | Average Mean | Scale output |
|--|--------------|-------------------|
| 1. The transition from face-to-face teaching and learning to online teaching and learning has been smooth and effective during the pandemic. | 1,33 | Disagree |
| 2. Educators were given the appropriate technical support to conduct online teaching and learning during the pandemic. | 2,42 | Somewhat Disagree |
| 3. Students are performing better on their online assessments than during face-to-face assessments because they are cheating. | 4,83 | Agree |
| 4. Online teaching and learning have been negatively impacted by load shedding in the country. | 4,83 | Agree |

REFERENCES

- Intext citations and references must be presented using the American Psychological Association 7(APA) reference style. References that are cited in the body of the article must be present in the reference list and vice versa.

FINDINGS

- Qualitative findings must be not *italised* but rather indented.

ETHICAL CLEARANCE

- Where applicable, authors must include a statement confirming that the necessary ethics clearance was obtained, and that vulnerable individuals, groups and populations are protected. See the section on research ethics and vulnerable populations in the IJTL’s Editorial Policy.

TURNITIN REPORT

- All submissions to the IJTL must be accompanied with a Turn-It-In account.

AUTHOR BIOGRAPHIES

- The authors of **accepted** articles will be requested to submit short biographies before their articles are published. These biographies should not exceed 150 words.

GENERAL

Proofs of the final publication will be sent to authors if there is sufficient time to do so. They should be corrected and returned within 48 hours of receipt. The Editorial Board reserves the right to publish without proofs having been signed off by the author(s).

NOTE: Manuscripts that do not conform to the above requirements do not have to be considered for double-blind peer review and therefore publication.