CAMBRIDGE

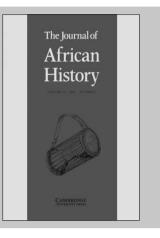
JOURNALS

The Journal of African History

Editor

Cheikh A. Babou, University of Pennsylvania, USA Barbara Cooper, Rutgers University, USA Lynn M. Thomas, University of Washington, Seattle, USA Justin Willis, University of Durham, UK

The Journal of African History publishes articles and book reviews ranging widely over the African past, from the late Stone Age to the present. In recent years increasing prominence has been given to economic, cultural and social history and several articles have explored themes which are also of growing interest to historians of other regions such as: gender roles, demography, health and hygiene, propaganda, legal ideology, labour histories, nationalism and resistance, environmental history, the construction of ethnicity, slavery and the slave trade, and photographs as historical sources. Contributions dealing with pre-colonial historical relationships between Africa and the African diaspora are especially welcome, as are historical approaches to the post-colonial period.



Journal of African History is available online at: http://journals.cambridge.org/afh

To subscribe contact Customer Services

Americas:

Phone +1 (845) 353 7500 Fax +1 (845) 353 4141 Email subscriptions_newyork@cambridge.org

Rest of world:

Phone +44 (0)1223 326070 Fax +44 (0)1223 325150 Email journals@cambridge.org

Free email alerts Keep up-to-date with new material – sign up at

journals.cambridge.org/register

For free online content visit: http://journals.cambridge.org



CAMBRIDGE

JOURNALS

Knowledge is no longer shelved

The Cambridge Journals Digital Archive contains more than 160 journals, more than 3 million pages and more than 8 million linked references. Knowledge is now more visible and more searchable than ever.



GUIDELINES FOR AUTHORS

The **Australian Journal of Indigenous Education** is a peer reviewed research journal publishing articles in the field of Indigenous education, broadly defined. It is the only journal for educators devoted specifically to issues of practice, pedagogy and policy in Indigenous education in Australia. The journal has an international audience and is highly valued by its readers as a reliable source of information on Indigenous education issues.

Manuscripts may be accepted for publication, returned for revision or rejected. However, every effort will be made to help authors bring their manuscript up to the required standard for publication. Minor amendments may be made by editorial staff following review to ensure that reasonable standards of content, presentation and readability are maintained. The editors' decision is final.

In addition to the above, **Australian Journal of Indigenous Education** welcomes brief reports (500–1500 words) on program development, policy development or research. Acceptance for publication will be on the basis of review by the editorial team.

COPYRIGHT: It is a condition of publication that copyright is assigned by the author(s) to the publisher. Copyright assignment forms will be sent to authors on receipt of their papers.

GENERAL STYLE GUIDELINES

- 1. Contributions should follow the format and style described in the *Publication Manual of the American Psychological Association* (6th ed). Spelling and punctuation should conform to *The Macquarie Dictionary* (5th ed). For matters of style not covered in these two publications, *the Style Manual* for authors, editors and printers (6th ed) should be consulted.
- Uncommon abbreviations and acronyms should be explained. Do not use underlining except to indicate italics. Full stops should not be used in abbreviations or acronyms (e.g., NSW).
- Use single quotation marks to introduce a word or phrase used as an ironic comment, as slang, or which has been coined. Use quotation marks the first time the word or phrase is used; do not use them again.
 Do not use quotation marks to introduce a technical or key term. Instead, italicise the term.
- 4. Do not use any footnotes. Endnotes should be kept to a minimum and listed at the end of the text under the centred heading 'Endnotes'. Acknowledgments should be placed at the end of the article with a separate heading.
- 5. A list of figure captions should follow the tables in the manuscript.

6. References should follow the format and style described in the *Publication Manual of the American Psychological Association* (6th ed).

Examples of citations are:

The theory was first propounded in 1970 (Larsen, 1971). Larsen (1971) was the first to propound the theory.

Examples of references are:

Larson, P.J., & Maag, J.W. (1998). Applying functional assessment in general education classrooms. Issues and recommendations. *Remedial and Special Education*, *19*, 338–349.

Sheridan, S.M. (1998). Social skills training for ADHD children. In S. Goldstein & M. Goldstein, (Eds.), *Managing attention deficit hyperactivity disorder in children* (pp. 592–612). New York: John Wiley.

AUTHOR MANUSCRIPT CHECKLIST

Please ensure the following are included in your submission:

- first name and surname of all authors
- affiliations (institution and country) of all authors
- name and full postal and e-mail address of the corresponding author
- running head of maximum 50 characters including spaces
- up to 6 keywords
- abstract of no more than 250 words in length
- the approximate positions of all tables and figures mentioned in the text indicated by the words 'Insert Table/ Figure X about here'
- APA style for citations, references, numbers, capitalisation, table and figure captions, and statistical symbols
- all figures supplied separate to text in PDF format, NOT in colour, and clearly readable.

Any enquiries should be addressed to: Managing Editor

The Australian Journal of Indigenous Education Aboriginal and Torres Strait Islander Studies Unit The University of Queensland Brisbane QLD 4072 AUSTRALIA Email: ajie@uq.edu.au URL: http://www.atsis.uq.edu.au/ajie/

Manuscripts, book reviews and editorial communications may be submitted to the Journal Submission Manager at:

http://journals.cambridge.org/submit_to_AJIE

The Australian Journal of **INDIGENOUS EDUCATION**

l itorial oduction abeth Mackinlay and Katelyn Barney	iii 1	Teacher Education, Aboriginal Studies and the New National Curriculum ^{Clair Andersen}	40
arls, not Problems: Exploring Transformative ucation in Indigenous Australian Studies abeth Mackinlay and Katelyn Barney	10	Experiencing Indigenous Knowledge Online as a Community Narrative Cat Kutay, Janet Mooney, Lynette Riley, and Deirdre Howard-Wagner	47
e Invisible Hand of Pedagogy in Australian igenous Studies and Indigenous Education e Ma Rhea and Lynette Russell	18	Utilising PEARL to Teach Indigenous Art History: A Canadian Example Carmen Robertson	60
earing the Country': Reflexivity as an mate Journey into Epistemological inalities n Bradley	26	PEARL: A Reflective Story About Decolonising Pedagogy in Indigenous Australian Studies Elizabeth Mackinlay	67
unalizza Indiazza Tautan Cualizza	24		

Australian Indigenous Tertiary Studies: A Discussion with Professor David Boud on Experience-Based Learning and the Transformation of University Courses Heidi Norman

Ec

Eliz Pe Ed

Cambridge Journals Online For further information about this journal please go to the journal website at: journals.cambridge.org/AJIE



34