

# Information for authors and artists

## Purpose

*Pathways* furthers knowledge, enthusiasm, and vision for outdoor experiential education in Ontario. Reflecting the interests of outdoor educators, classroom teachers, students, and academics, the journal focuses on the practice of outdoor experiential education from elementary to post-secondary levels, from wilderness to urban settings. *Pathways* highlights the value of outdoor experiential education in educating for curriculum, character, well-being, and environment.

## Submitting Material

The *Pathways* editorial board gladly considers a full range of materials related to outdoor experiential education. We welcome lesson outlines, drawings, articles, book reviews, poetry, fiction, student work, and more. We will take your contribution in any form and will work with you to publish it. If you have an idea about a written submission, piece of artwork, or topic for a theme issue, please send an email outlining your potential contribution to the chair of the editorial board, [pathways@coeo.org](mailto:pathways@coeo.org).

We prefer a natural writing style that is conversational, easy to read, and to the point. It is important for you to use your style to tell your own story. There is no formula for being creative, having fun, and sharing your ideas. In general, written submissions should fit the framework of one of *Pathways* twenty established columns. Descriptions of these columns may be found at [www.coeo.org](http://www.coeo.org) by clicking on the publications tab.

Whenever possible, artwork should compliment either specific articles or specific themes outlined in a particular journal issue. Please contact the chair of the editorial board if you are interested in providing some or all of the artwork for an issue.

## Formatting

Use 12 point, Times New Roman font with 1.25 inch (3.125 cm) margins all around. Text should be left justified and single spaced. Place a blank line between paragraphs but do not indent. Please use Canadian spelling and APA referencing.

Include the title (in bold) and the names of all authors (in italics) at the beginning of the article. Close the article with a brief 1-2 sentence biography of each author (in italics).

Do not include any extraneous information such as page numbers, word counts, headers or footers, and running heads.

*Pathways* contains approximately 500 words per page. Article length should reflect full page multiples to avoid partially blank pages.

Submit articles to the Chair of the Editorial Board or issue Guest Editor, preferably as a Microsoft Word email attachment.

Each piece of artwork should consist of a single black and white drawing (cross-hatching but no shading) on 8½ by 11 paper.

Submit artwork to the Chair of the Editorial Board or issue Guest Editor either as a digital file (jpg is preferred) or as a hard copy.

## Submission Deadlines

|          |        |             |
|----------|--------|-------------|
| Volume 1 | Fall   | September 1 |
| Volume 2 | Winter | December 1  |
| Volume 3 | Spring | March 1     |
| Volume 4 | Summer | June 1      |

## Complimentary Copies

The lead author receives one copy of the issue in which the article appears and one copy for each co-author. Lead authors are responsible for distributing copies to their co-authors.

## ***Pathways Columns***

|                           |  |
|---------------------------|--|
| Backpocket                | Experiential outdoor education curricular ideas, activities, lesson plans, class outlines, framings, processing, teaching ideas and connections to specific topics.  |
| Beyond Our Borders        | Outdoor experiential education beyond Ontario.   |
| Editor's Log              | About this issue, <i>Pathways</i> news.  |
| Education for Character   | Providing opportunities for personal and interpersonal growth and development through firsthand experiences where feedback occurs through reflection and natural consequences.   |
| Education for Curriculum  | Broadening and deepening the knowledge base of all subjects by extending information to real life situations and natural surroundings in ways that stimulate critical thinking, integration, innovation and imagination. |
| Education for Environment | Fostering personal connections, knowledge, skills and environmental ethics that apply to life-supporting systems in urban, suburban, rural and remote settings.  |
| Education for Wellbeing   | Promoting lifelong physical, emotional and spiritual wellbeing through environmentally sustainable outdoor and nature-focused activities.  |
| Explorations              | A summary of one or more recent research studies about outdoor experiential education.   |
| In the Field              | News about an outdoor education program, centre or school; general reports, new initiatives, updates or news of interest to outdoor educators.   |
| Intersections             | All about integrated curriculum programs with an outdoor focus including introductions of new programs and teachers, issues and reports of meetings.   |
| Keepers of the Trail      | Meeting a COEO member/significant leaders in outdoor education through their activities, personality, qualities and interests.   |
| On the Land               | Environmental reports concerning an Ontario lands or waters issue.   |
| Opening the Door          | A student (kindergarten to university) perspective, opinion or sample of work including poems and fiction.   |
| Prospect Point            | An opinion piece concerning education in the out-of-doors; philosophy, commentary, and personal musings.   |
| Reading the Trail         | Review of books, music, websites, curriculum guides and other educational resources.   |
| Sketchpad                 | About a featured artist, his or her artwork, creative process and more.  |
| The Gathering             | Information about past and future COEO conferences and regional events.  |
| Tous Nos Voyageurs        | Recognizing the diversity of participants, providers and places connected with outdoor experiential education.   |
| Tracking                  | Information about outdoor experiential education conferences, news, events, recent resources and job postings.   |
| Watching Our Step         | Managing risk during all phases of an experience, legal issues and crisis response.  |
| Wild Words                | A look at how language enhances the practice of outdoor education; may explore the meanings of words in languages other than English.  |