AUTHOR MANUSCRIPT PREPARATION, WRITING, TEXT, PRESENTATION AND COPYRIGHT GUIDELINES

DOCUMENT VERSION: 02-SEPT-2022

BASIC REQUIREMENTS	
Length	Finished chapters should *ideally* be between 7,000–9,000 words, excluding references. The total length of the manuscript should range between 60,000 (minimum per DHET requirement) and 120,000 (maximum) words, DEPENDING on the word count stipulated in the AUTHOR'S PUBLICATION AGREEMENT AND COST-ESTIMATE. Additional word count per 1,000 words can be negotiated at the contracting stage or invoiced at publication acceptance post-external review outcome.
Text editing responsibilities	In support of our single-blind peer review process, we kindly request written proof (email, invoice, or editor-signed letter) of language editing and fact-checking discipline-specific terminology upon manuscript submission. This will ensure that assigned independent external peer reviewers can focus on content, enhancing scholarly evaluation and highlighting adjustments as needed. The manuscript will only be copy-edited and proofread post-acceptance of successful peer review and editorial consideration. However, discipline-specific terminology, spelling of proper nouns, and text other than English can only be assured by the author with this language improvement request.
Referencing style	AOSIS Scholarly Books uses the HARVARD REFERENCING STYLE in all of its publications. Should another referencing style be required (e.g. use Vancouver in medically-oriented or veterinary/biology works), please enquire and clarify the way forward with the editorial office. The reference style must be used consistently throughout the manuscript. Request the editorial office for a copy of the revised AOSIS SCHOLARLY BOOKS HARVARD REFERENCING STYLE GUIDE [PUB-SOP-BK-REVIEW-ASB-PRODUCTION-HARVARD-REFERENCING-STYLE-GUIDELINES], or refer to the Managing Editor's email upon delivering your contract. We also check and correct it during the finalisation and publication phase in copy-editing post-acceptance of your manuscript for publication.
Suggested chapter outline	While the content and purpose of the chapter will ultimately dictate the arrangement of the material, we offer the following chapter structure guidelines as a starting point. Use this as a roadmap to apply coherency in language, tone, focus, relevancy of one chapter to another and presentation in your book. *Coherency is the golden thread of any successful scholarly book, keeping the debate focused.* Keep this and any specific requests that arose from the Internal Outcome letter in mind as you draft the chapter: • Preface and chapter 'map': A brief overview of the chapter, its theme, and its purpose. *Refrain from calling the first chapter 'Introduction' – not DHET compliant.* • Development of your topic: What are the primary (main) or related issues you focus on? Why is this an important topic? How does it coherently contribute to new knowledge across the chapters? Include historical or theoretical background or reference current scholarly debate, if relevant.

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Current or proposed solutions: Examples of model practice, ideas, initiatives, agendas, theories, approaches or programmes – ensure the correct spelling.
Conclusions and recommendations to scholarly readers (your peers) – not practitioners or students.

</td></tr>
<tr><td>Tables, figures, appendices</td><td>
In some cases, you may find that tables, figures, or appendices are needed to fully develop a topic or make it more accessible to the reader. All tables, figures, and appendices should be appropriately referenced in the text (at least once) and submitted with the manuscript for editorial review.

Ensure all consulted sources accompany the relevant tables, figures or appendices as a full citation.
Please refer to the AOSIS SCHOLARLY BOOKS HARVARD REFERENCING STYLE for guidance on applying scholarly attributions/citations of your primary sources (below each table/figure/appendix/box as caption). See the detailed guidelines below.
Please send us your tables and figures as separate chapter-labelled files in the program they were created (e.g., Excel/PowerPoint/Adobe Illustrator/Adobe InDesign) and embed them in the text. If necessary, these separate files will allow for reformatting with text and language editing during the final production process.
Refrain from using screenshots as they are low in resolution and may pixelate during printing or when enlarged within the final publication. They are additionally in an incompatible printing colour known as RGB, in contrast to compatible printing colours CMYK or Pantone.
Submit figures in high-resolution 300 DPI or file size, e.g. JPEG, PNG, SVG, TIFF of 1 MB or larger (file size of KB pixelates in print).

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<tr><td>Abbreviations and acronyms</td><td>

Kindly submit a field-specific list of abbreviations and acronyms, a list of tables, a list of figures, and a list of appendices that include all acronyms/abbreviations used in the text in alphabetical order. Please be assured that the casing will be applied to accommodate UK English conventions.
All acronyms/abbreviations of scholarly-specific genre jargon and academic language with referenced acts/laws/guidelines/books should also be included. These may be:

<table>
<tr><td>SA</td><td>South Africa (note that SA should instead not be used as an abbreviation for South African)</td></tr>
<tr><td>NWU</td><td>North-West University</td></tr>
<tr><td>UN</td><td>United Nations</td></tr>
<tr><td>USA</td><td>United States of America</td></tr>
<tr><td>4IR</td><td>Fourth Industrial Revolution</td></tr>
<tr><td>Ksh</td><td>Kenyan shilling</td></tr>
<tr><td>WIL</td><td>work-integrated learning</td></tr>
<tr><td>ZAR</td><td>South African rand (see detailed guidelines below)</td></tr>
</table>
</td></tr>
<tr><td colspan="2">TIPS FOR WRITING A MANDATORY SCHOLARLY RESEARCH JUSTIFICATION</td></tr>
<tr><td>Length</td><td>An author or volume editor of the edited book (in the case of an edited book with several chapters from various contributors) must attach a written research justification explaining how the book contributes to scholarship (max. 500 words), including the author’s full name, surname and affiliation. You may include your salutation if you wish.</td></tr>
<tr><td>Structure</td><td>The research justification should not be an abstract of the contents or preface of the book. Instead, describe the methodology/framework and unique contribution to new knowledge by scholar(s) for other scholars.</td></tr>
<tr><td>Declaration</td><td>

There must be an unequivocal declaration that no part of the work was plagiarised or published elsewhere.
The target audience must be stated. Words like ‘practitioners’, ‘students’, ‘pupils’, ‘learners’, and ‘notes for lecturers’ should be avoided if published in

</td></tr>
</table>

	the AOSIS and AVARSITY Books imprints. Instead, use 'scholars', 'researchers' or 'academics'. *AOSIS and AVARSITY Books imprints publish scholarly books written by emerging and established scholars for scholars (peers).*
Second or later editions	• Include a justification statement indicating that both the previous and current editions have been checked and affirm that at least 50% of the work was not previously published. • Please provide a copy of the first source you have reworked as a second or later edition or the applicable dissertation for our external review preparation, including iThenticate plagiarism, similarity, overlap and ethical checks before external review release to independent expert reviewers. AOSIS works in publications within the Code of Good Practice and Ethics.
TIPS FOR WRITING A CHAPTER	
Friendly chapter	Individual contributions must focus on practice while adhering to conventions for scholarly writing.
Presenting theoretical models	Chapters should offer a balance between theory and practice. Even those contributions designed to provide an overview of relevant theory should offer suggestions or implications for practice that arise from those theoretical models. Theory application discussions must provide adequate detail to be useful for readers to follow your train of thought. It may be helpful to give examples of practice/a case sample to illustrate suggestions. Certainly, writing a scholarly book chapter requires a distinct approach compared to journal articles. Here are some tips to help authors create an effective scholarly book chapter that strikes the right balance between theory and practice: **Understand your book's theme (focus and scope):** Begin by thoroughly understanding the overarching theme or focus of the book. Ensure that your chapter aligns with the book's objectives and scope. **Contribute to theory:** While writing your chapter, aim to contribute to your topic's existing theoretical framework or knowledge base. Identify gaps in the literature and articulate how your chapter addresses these gaps. **Balance theory and practice:** Maintain a balance between theory and practice throughout your chapter. Your chapter should not be overly theoretical or purely practical; it should bridge the gap between the two. **Provide practical implications:** Even when discussing theoretical concepts, always highlight the practical implications. Explain how the theoretical models or concepts can be applied in real-world scenarios. Offer practical insights, recommendations, or guidelines that stem from the theoretical framework. **Detail theory application:** When discussing the application of theory, provide sufficient detail for readers to grasp your thought process. Explain how the theoretical concepts can be translated into practical actions or decisions.

	Use real-life examples: Illustrate your points with real-life examples or case studies whenever possible. Concrete examples make abstract theories more relatable and understandable for readers. **Include case studies:** Consider including a dedicated section with a detailed case study or practical example that aligns with your chapter's theme. Analyse the case study using the theoretical concepts discussed earlier in the chapter. **Engage the reader:** Use engaging language and examples to captivate the reader's interest. Storytelling techniques can be effective in conveying both theory and practice. **Cite relevant literature:** Support your arguments with citations from relevant scholarly literature. This demonstrates that your chapter is grounded in established research and contributes to the academic discourse. **Provide actionable takeaways:** Conclude your chapter with actionable takeaways for readers. Summarise the key points, practical suggestions, and implications, ensuring readers leave with clear insights. **Peer review and feedback:** Seek feedback from colleagues. AOSIS Scholarly Books follow a single-blind independent peer review procedure in line with best scholarly ethics and practices; who will liaise with reviewers and manage the review process can help ensure that your chapter effectively balances theory and practice and that your ideas are clearly communicated. **Edit and proofread:** Pay close attention to the clarity and coherence of your writing. Edit and proofread your chapter to eliminate errors and improve overall readability. **Follow the style guidelines:** Adhere to the publisher's style guidelines, including formatting, citations, and references, to ensure consistency with other chapters. By following these tips and maintaining a thoughtful balance between theory and practice, you can create a scholarly book chapter that contributes to academic knowledge and offers valuable insights and guidance for practitioners in your field.
Presenting research findings	Reporting research findings in a book chapter differs significantly from the presentation in a peer-reviewed journal article. For example, book chapters do not necessarily follow the outline of a journal article (i.e., literature review, method, findings, discussion). In most cases, the conclusions and discussion/implications will interest readers most, especially when connected to practice. Present your research findings offering a coherent discussion of a field-appropriate method (e.g. data tools used in Engineering differ from Social Sciences and Humanities and may have limitations) to help your readers (your peers) understand how the data were collected – the data collection technique/method affects how the author discusses the findings (which should note the deviation from contrasting/conflicting ideas – recommendations and conclusions drawn from a table/figure must be bulletproof).

	Give readers enough well-presented evidence/information to help them contextually understand the findings and build upon your open-access research. Book chapters often centre on more informal efforts at data collection (i.e., interviews with leaders in the field and programme reviews). Even these informal studies require some discussion of the method: • What were the critical questions guiding the study? • How were cases/subjects identified or selected? • What information was collected? • If a survey or interview protocol was used, what questions were asked? • In reporting the results of these informal studies, you should organise and synthesise the data meaningfully. For example, if educators have been asked to comment on the critical challenges facing first-year seminar administrators, simply listing all of the comments is unlikely to prove helpful to readers. Identify central themes or patterns in the responses, describe those themes, and identify specific quotes that illustrate the theme. **Note respondents/participant responses as follows:** Quote in single curly quotation marks and place the source within brackets = Participant 01, gender/race identified or undisclosed as non-applicable information, date in the format: Date (01) Month (March) Year (2022).
Presenting examples	• Because connecting to practice is central to the book, you should bring examples of work done in a particular area. In doing this, you should move beyond the experience at a single institution. For the most part, chapters in the book are not about presenting the story of how institution X accomplished Y. Rather, the book chapter should describe how initiatives are typically structured, drawing on examples from various institutional types where possible. Standards of practice help readers see how they might translate or adapt an initiative to a different context without being too prescriptive. • If relevant to the book, contributors are asked to describe how a particular initiative worked on their campus (mention the country for a global audience). When asked to present a case study, you should remember that readers will be more interested in learning about the goals of an initiative, how it was structured, and whether it was effective. They will be less interested in the unique institutional history or the personalities involved in its development. Again, the focus should be on providing details to adapt and transfer the programme to other contexts. Contributors should offer insight into programme effectiveness based on a review of relevant literature or an institutional assessment. For readers to benefit, outcomes must be specific. For example, writing that a service-learning initiative had a 'positive impact' provides a reader with little information they could use to advocate for developing a service-learning industry on their home campus. However, knowing that students who participated in service-learning experiences improved their perceptions of others different from themselves is much more useful information. Similarly, it is helpful to comment on assessment results. For example, if you found that your learning community programme contributed to greater openness to diverse perspectives, what aspects of the programme might have contributed to this outcome?

Ethical guidelines for using real-life examples and case studies in scholarly writing	You are responsible for obtaining written consent from patients and other individuals for using data, images, audio files, and video clips from which they may be identified. When illustrating points with real-life examples or case studies in scholarly writing, authors should adhere to ethical guidelines to ensure the responsible and respectful use of such material. Here is a scholarly guideline for authors to follow. **Obtain informed consent:** If your examples involve individuals, organisations, or identifiable entities, seek informed consent whenever possible. This is especially crucial when sharing personal stories or sensitive information. Authors should explain the purpose of using the example, how it will be presented, and how confidentiality will be maintained. **Protect privacy:** Anonymise or pseudonymise individuals or entities to safeguard their privacy. Avoid sharing personally identifiable information unless consent has been explicitly obtained and it is relevant to the scholarly discussion. **Maintain confidentiality:** If you use examples or case studies from confidential sources, ensure that no confidential or proprietary information is disclosed. Protect sensitive data and adhere to any non-disclosure agreements. **Provide attribution:** Attribute the source of your real-life examples or case studies, including the individuals or organisations involved. Provide appropriate citations to ensure transparency and give credit to the original source. **Maintain factual accuracy:** Ensure that the information in your examples or case studies is accurate. Verify details, data, and events to prevent misrepresentation or misinformation. **Respect cultural sensitivities:** Be aware of and respect cultural sensitivities when sharing examples from diverse backgrounds. Avoid stereotypes or biased representations that may perpetuate harm or misinterpretation. **Seek permission for copyrighted material:** If your examples include copyrighted material such as images, texts, or multimedia, obtain proper permissions or licences for their use. Follow copyright laws and attribute sources accordingly. **Avoid harm or stigmatisation:** Avoid using examples that could harm or stigmatise individuals, communities, or groups. Avoid sensationalism or exploitative narratives. **Maintain objectivity:** Present your examples or case studies in an objective and unbiased manner. Avoid selective reporting that may skew the interpretation of events or data. **Provide context:** Offer context and background information to understand the examples or case studies comprehensively. Explain their relevance to the scholarly discussion and research objectives.

	Review and approval: If you are part of a research institution or project, follow the internal review and ethics approval processes for using real-life examples or case studies. **Transparency in reporting:** Explain how you selected and used real-life examples or case studies in your methodology or research methods section. Detail your efforts to protect privacy, obtain consent, and maintain ethical standards. **Peer review and feedback:** Seek peer review and feedback from colleagues or advisers to ensure that your use of real-life examples or case studies aligns with ethical standards and scholarly rigour. **Bear in mind the following points:** • Masking an individual's eyes is not an adequate or acceptable means of anonymising a photograph if they have not given you permission to take it or publish it in any format. • Individuals may still be recognisable to individuals or their families, even if head/shoulders are not included. • Individuals may recognise themselves from clinical descriptions or case reports. • Only reproduce case reports or figures/photographs with written permission, ethically cleared by your HEI. If the image was acquired as part of a joint research project with the book editor, there may be an authorship dispute about data ownership. In addition, there may be a difference in interpretation of the data. If this is the case, the institution(s) may need to be involved. By following these ethical guidelines, authors can responsibly and effectively use real-life examples and case studies to enhance the relatability and understanding of abstract theories in their scholarly writing. They also uphold ethical standards and respect the rights and privacy of individuals and entities involved. **Cite photographs taken of individuals with their permission as follows:** The photograph featured in this scholarly work is reproduced with explicit permission and consent from the photographer and the individuals depicted. The author has obtained and recorded the necessary permissions to reproduce this artwork for publication. This scholarly work recognises the importance of respecting the rights, privacy, and consent of individuals portrayed in visual content. Any inquiries or concerns related to the use of this photograph should be directed to [Author's Full Name] at [Author's email address].
Guideline for citation and data age in scholarly book chapters	Here is a guideline for authors regarding the use of citations and data age in scholarly book chapters, taking into account the COPE (Committee on Publication Ethics) guidelines and the understanding that this is not a one-size-fits-all mandate. *Note: The following guideline is provided with the acknowledgement that while timely references are generally encouraged, there may be exceptions and nuances depending on the field, research methodology, and the nature of the scholarly work.*

Citation of recent works:
Whenever feasible, authors are encouraged to cite works published within the last 5–10 years, as this promotes using up-to-date and relevant sources. This guideline applies to academic journal articles, book chapters, and research studies that directly contribute to the content of the book chapter.

Exception for seminal works:
Authors may judiciously cite older works if they are seminal in the field or if they offer essential historical context that significantly contributes to the chapter's narrative. Such exceptions should be made sparingly and must be clearly justified within the context of the chapter, noting the limitations thereof of a historical literature review.

Data relevance and age:
Data and statistical information used in the chapter should ideally be dated at the previous 5–10 years, depending on the discipline and the nature of the data. Authors should provide a clear historical context when using older data, explaining its continued relevance to the chapter's argument or analysis.

Relevance in rapidly changing disciplines:
In disciplines marked by rapid advancements, such as information and communication technologies (ICTs), bio-studies, health and veterinary sciences, and environmental sciences, authors are strongly encouraged to prioritise using the most current data and literature. Rapid changes can render older references quickly outdated.

Sound scholarly practice:
Authors should consider using current data and literature as sound scholarly practice. It ensures that the information presented in the chapter maintains accuracy, relevance, and reliability, reflecting the latest advancements in the field.

Publication timing consideration:
Authors should be aware of the publication timeline for their book project. It often takes significant time to develop a book outline, complete the peer review process, and publish the book after a successful external review. Therefore, kindly avoid references to forthcoming publications in study, as their publication status may change.

Regular review and updates:
Authors are encouraged to review and update their chapters before submitting the draft manuscript to begin the external review process, especially if they contain data or references that may need to be updated due to the rapidly evolving nature of their field. This practice ensures that the content remains relevant and reliable over time and is beneficial for the evaluation of the manuscript during independent peer review.

Consult editorial guidelines:
Authors should consult the specific editorial guidelines of the book project they are contributing to, as some books or publishers may have additional requirements or preferences regarding citation and data age.

In conclusion, while the preference is generally for timely references and current data in scholarly book chapters, authors should exercise judgement and consider the unique characteristics of their field. Older or seminal references may be warranted in specific situations, but the overarching goal is to maintain the scholarly work's relevance, credibility, and integrity. What constitutes 'timely' varies

	across fields and disciplines, and a balanced approach is essential to provide valuable and enduring contributions to the academic community.
Developing a literature review	The book's early chapters typically review the general literature surrounding a topic and lay the theoretical and philosophical groundwork for the book as a whole. The need for an extensive literature review may be limited in later chapters unless taking up a specialised topic. When developing a literature review, you should avoid reinventing the wheel about the literature base while providing readers with what they need to know to understand the work at hand. If solid, current literature reviews exist elsewhere, referring readers to that work may be enough. • When presenting the literature to readers, you should synthesise and organise it logically. Consider major highlights rather than attempting to describe everything if dealing with an extensive literature base. For example, you may want to pull together studies that examined similar questions or reached identical conclusions but only discuss one or two of those studies in depth. • You may also identify themes in the literature and use those to organise the discussion. A chronological treatment of the literature is probably the least effective if you can identify the significant focus of the literature during a given period and describe shifts in direction during subsequent periods. Suppose a current or complete review of the literature needs to be included. In that case, contributors may want to ask themselves the following questions in attempting to determine the breadth and depth of coverage needed in the chapter: • How much of the literature review needs to be reviewed? • How detailed does the discussion of individual concepts need to be? • Would a bibliography of suggested resources be appropriate/valuable as an appendix?

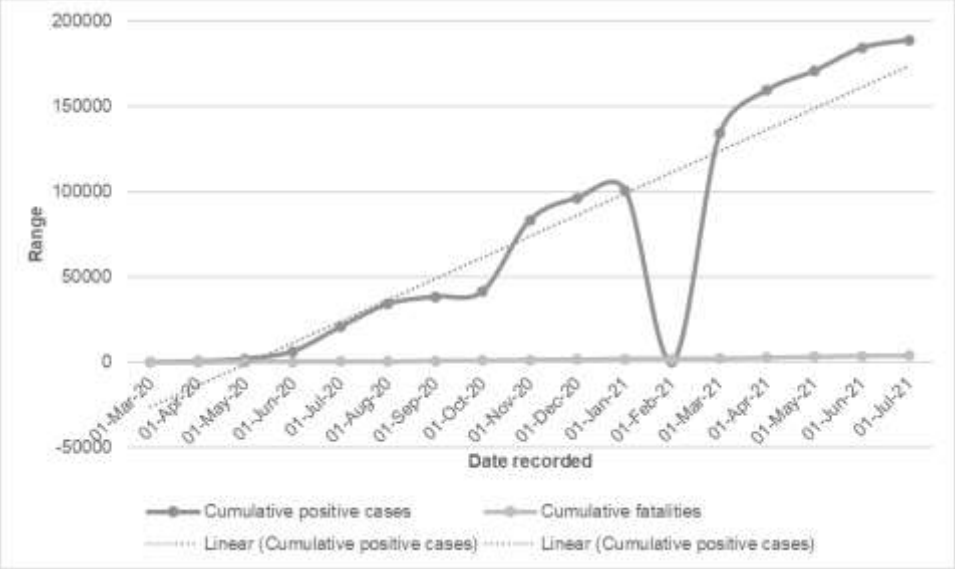
Providing adequate support	One of the critical features of scholarly writing is that it offers adequate support for assertions made and uses evidence to reason towards conclusions. Strategies for providing sufficient support include:
	• Define your terminology if using the term departs from the norm/context. Once decided upon, terms should be used/spelt consistently throughout the text.
	• Include words or phrases that signal a motivating stance when referencing the literature, empirical data, or practical examples to support assertions made in the text:
	  ○ obviously
	  ○ clearly
	  ○ therefore
	  ○ thus
	  ○ most/least effective
	  ○ well-documented
	  ○ research/literature suggests ...
	• *Use primary sources whenever available*. A primary source is a publication that first appeared before an edition; cite the correct publisher. Remember to mention the accurate secondary references, such as a second edition or translation used in your study. The author of the secondary source (a revised edition) may have misinterpreted the primary source or left out critical information that would be important in applying this reference to the work at hand.
	• Ensure the accuracy of your citations and all HTML links/DOI links. The project editor and the editorial staff at AOSIS Scholarly Books may not be familiar with

	your source material and, therefore, may not be held liable for incorrect citations. You must carefully review the spelling and order of author names in in-text citations and reference lists.
	• Ensure all the correct hyperlinks work and cite DOI hyperlinks as follows: https://doi.org/10.4102/aosis.2022.BK317.00. Ensure there are no spaces in links, as they will not click through to the search engine.
	• Incorporate quotes effectively. Very rarely can quotes from other sources stand alone in a chapter and effectively advance the argument or thesis of that chapter. *Justify why the quoted material is essential to your work.*
	  ○ What should readers take away?
	  ○ What does the quoted material suggest about the initiatives under investigation, or what might it suggest about strategies for adaptation or transfer?
	  ○ **Remember:** Less than 30% of your written material should include direct quotes.

Writing with the reader in mind	One of the most important goals for any author, editor/compiler is to build a good relationship with their readers. Know your audience. *Writers must invite readers with leading statements or questions, justifying them with scholarly evidence or reference – this navigates readers through your text, which increases your chances of citations to your book*. Some strategies for writing a reader-friendly chapter include: • Develop a compelling title that accurately reflects the content of the chapter. • *Provide a clear chapter roadmap to help you draw the golden thread from here to the conclusion.* Such a roadmap or organising frame is most typically near the end of the chapter introduction. • Provide adequate transitions between and within paragraphs. • Use sub-headings, in-text bulleted lists, tabulated data (keep these lists of data short, e.g. omitting articles such as 'a', 'an', 'the') and numbering. • Use chapter main headings, sub-headings, and dropped sub-headings to explain and introduce/further thoughts, increase readability through the chapter and introduce new topics. *Headings and sub-headings should accurately reflect the content of the following section.*
The use of heads conveys the hierarchy and relationship between/among ideas	A **Level 1** heading is a significant subject. The first heading in any new chapter should be a Level 1 heading; however, it is unnecessary to label your introduction. Your discussion of significant themes likely requires the presentation of subordinate ideas, and sub-headings are a helpful way to point out those subordinate ideas to readers. A **Level 2** heading should designate your discussion of these subordinate ideas. If that discussion requires further subordination, use a **Level 3** heading. While the final printed book will standardise the style of headers across chapters, you should differentiate the different header levels in your manuscript and use them consistently throughout. Refer to the AOSIS Scholarly Books template for built-in styles: PUB-SOP-BK-EXTERNAL REVIEW-V2-ANXD-01-MS PINCHEDCROWN STYLE TEMPLATE. This will ensure appropriate weight for those ideas during layout and final production. • Support your larger argument or purpose for writing in/for every paragraph, quote, and example must support. If the connection is not immediately apparent to the reader, explain why this is essential information in the larger chapter's argument/purpose. As the author, you are responsible for helping readers build the connections necessary to navigate the text. • Reference appendices, if included, in the text. • Identify tables and figures in the text and provide a brief discussion or synopsis. As with quotes, it is vital to give the readers some explanation of any data or processes represented in tables or figures. *For example, you should*

identify the critical story in the table or the figure or indicate what readers should note or take away from them.

- If a table shows significant differences between data values, a table note must include *p-value*(s). If multiple *p*-values are represented, the data must be marked so that different significance levels are readily apparent to the reader.
- Employ the currency/monetary code in publications when reporting financial data, e.g. ZAR1m (1 million South African rand), US$1m (1 million United States of American dollars), YEN1m (1 million Japanese yen).
- All tables with data should use the correct equation marks in the MS Word manuscript and its formatting, e.g.
    - p-value, not P-value, P, p-value
    - n-value, not N-value, N, n-value
    - t-value, not T-value, T, t-value
    - n = #, not n=#
    - equals equation symbol $=$, not =
    - percentage equation symbol: %, not %
    - Dollar equation symbol: $, not $ (not F4)
    - Euro symbol: €
    - Pound symbol: £
    - ZAR, not R
    - minus symbol: $-$
    - multiplication symbol: $\times$
    - division symbol: $\div$
    - plus symbol: $+$
    - less than a symbol: $<$
    - greater than symbol: $>$
    - less than or equal to symbol: $\leq$
    - greater than or greater to symbol: $\geq$
    - root symbol: $\surd$
    - tick mark: ✓
    - cross mark: ✗
    - degree symbol in SI-units, not Fahrenheit: °
    - Pi symbol: π
    - asterisk symbol: $*$, not *
- Provide all graphs with an *x*-axis and *y*-axis heading and a legend. Kindly provide all charts in MS Word format and be advised not to take snapshots of charts in primary sources as figures need to be redrawn and vital data might be lost. Example:

	
Crafting a strong conclusion	Crafting a compelling conclusion for a scholarly book chapter is crucial in delivering a well-rounded and impactful contribution. While it can be challenging, a well-crafted conclusion wraps up the chapter effectively. Typically consisting of one or two paragraphs, it should strike a balance between summarising key concepts without delving into excessive detail. Instead of revisiting these concepts exhaustively, the conclusion should pivot towards their practical implications. It is not the place to introduce entirely new ideas or concepts but rather to suggest how the discussed concepts can guide future work or be adapted for different contexts. If your chapter includes recommendations, they should naturally flow from the ideas and insights presented within the chapter. Importantly, the conclusion should be closely tied to the chapter's overarching theme and serve as a call to action or further exploration. Concluding with a thought-provoking statement ensures that the reader is left with something to ponder, bridging the chapter's content to the next volume in a scholarly book series seamlessly, thereby setting the stage for the ongoing exploration of the topic in subsequent volumes.
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