

Authors' names

Title: *The Journal of Contemporary Educational Studies* Manuscript Preparation Guide

Abstract: This document is a set of guidelines for authors wishing to publish their papers in the *Journal of Contemporary Educational Studies* as well as a template document to be used for formatting. The journal publishes scientific and professional articles, statements, discussions, responses, demonstrations, reviews, information about new pedagogical publications, information on master's theses and doctoral dissertations and other contributions. A leading Slovenian scientific journal in education, it is committed to international publishing and academic ethical standards as it is becoming increasingly involved in the international academic environment. This document contains guidelines, standards, review forms and important information for authors.

Formatting in short: *Authors' names* should be in Times New Roman font in size 16 and *the title* in size 18. *The abstract and keywords* should be in Times New Roman font in size 10. As a general rule, the abstract should not include quotations and should be no longer than 1500 characters, including spaces. The English title and the English abstract should be included at the end of the document. The main text, starting on the next page, should be in Times New Roman font in size 12, with section headings in bold, subheadings in italics and third-level headings in the same font as the main text. Table captions and headings should be in the same font, italics, size 10.

Keywords: guidelines, formatting, journal style, *Journal of Contemporary Educational Studies*

UDC

Classification

First author's first and last names, title, institution, address; e-mail address

Formatting: Times New Roman, size 10, italics

Second author's first and last names, title, institution, address; e-mail address

Third author's first and last names, title, institution, address; e-mail address

Compliance with publishing and academic ethical standards

The *Journal of Contemporary Educational Studies* is a scientific journal from the field of education, which is not only the oldest pedagogical journal in Slovenia, but also a journal with the longest scientific journal publication history in Slovenia (since 1880). In reviewing and publishing articles, we are committed to upholding the highest publishing and academic ethical standards. Everybody involved in the publishing process – authors, editors, editorial board members – actively strive for the highest ethical and professional standards.

As a leading Slovenian scientific journal in the field of education, the *Journal of Contemporary Educational Studies* is increasingly becoming part of international academic environments and it is committed to following international publishing and academic ethical standards. We have therefore based these guidelines both on our own academic publishing tradition and on the international COPE's Best Practice Guidelines for Journal Editors.

The editors and the editorial board are committed to promoting the quality of the material published, taking into account the characteristics of each section of the journal and the sections' different objectives and standards. The editor-in-chief proposes the publication or rejection of papers based on peer review, and the final decision on whether to publish or reject a paper is made by the editorial board. Papers are double-blind peer reviewed. Reviewers are typically members of the editorial board, and external experts are proposed as reviewers where appropriate.

The decision to accept or reject a paper for publication is based on the paper's significance, originality and clarity, as well as the study's relevance to the scope of the journal.

The journal (ISSN 0038 0474) is indexed in Scopus, ESCI, ProQuest, Ebsco-HOST and ERIH PLUS.

Key information for authors to prepare their submissions

The data on which articles are based must be accurate. Articles should contain sufficient detail and references to permit others to cite them. Fraudulent or knowingly inaccurate statements constitute unethical behaviour and are not acceptable. During the reviewing process, the thematic editor or the editor-in-chief may ask authors to submit their data for inspection and to enable a wider public access to the data if possible.

Authors should participate in the reviewing process and follow the reviewers' and the editor's suggestions for improvement. They should justify any refusal to follow the suggestions.

Authors must ensure that the manuscript they submit is entirely original, and that they reference and quote the work of others appropriately. The publication of certain types of articles (e.g. translations) in more than one journal is acceptable if there are sound reasons for it. The editor must agree to such a reprint, which must be duly acknowledged.

Parallel submission of the same manuscript to more than one journal constitutes unethical publishing behaviour and is not acceptable.

Authors may withdraw their articles before the reviewing process has been completed. Authors can subsequently propose to the editor that the paper be withdrawn if they find that it contains a fundamental error that significantly affects the scientific credibility of the text. The proposal is considered by the editor in collaboration with the reviewers.

When reviewing a manuscript, reviewers often enter comments directly into the text using the *track changes* option. They also fill in the form summarising the content and giving their opinion on the relevance and quality of the submission. In doing so, they consider:

- the consistency of the content of the submission with the aims and scope of the *Journal of Contemporary Educational Studies*,
- the appropriateness of the title, abstract and keywords,
- the appropriateness of the choice and development of the topic,
- the appropriateness of the use of the scientific apparatus and methodological soundness,
- terminological appropriateness,
- the appropriateness of the references used,
- the clarity of the text,
- formatting according to the guidelines published on the journal's website.

Reviewers decide on the publication, i.e. whether to approve the publication with minor or major additions and revisions, or whether to reject the publication. In the case of revisions, they may request another peer review. Reviewers also propose, approve or reject the proposed classification of the paper as scientific, professional or other.

Appropriate formatting is important

Proper formatting helps prepare papers for the peer review process faster. This significantly reduces the time from the submission of the paper for publication to the first feedback to the author. Text formatting is particularly important because the use of other styles, such as the Symbol font for special characters, can result in the loss of special characters and thus the loss of intelligibility.

Structure, style and formatting

Contributions should not exceed 45,000 characters with spaces (including the abstract, keywords and reference list) for scientific or professional papers, and 15,000 characters, including spaces, for statements, discussions, responses, demonstrations, evaluations, updates on pedagogical publications, information on master's theses and doctoral dissertations, or other similar texts. Authors of scientific papers exceeding 45,000 characters should discuss the matter with the editorial board. Longer papers may be approved if the authors give good reasons for the extended length.

The text of the paper should be in Times New Roman font in size 12, justified on both sides. Write the phrases you want to emphasise in *italics* (not in bold!).

Use footnotes, font size 10.

Authors should include references indexed in international bibliographic databases (e.g. Scopus and SSCI), including in the *Journal of Contemporary Educational Studies* and comparable scientific journals in Slovenia.

The formatting template includes all the essential elements of formatting.

First-level headings

Second-level headings

Main section headings – first-level headings – should be in bold, first sub-headings should be italicised, and second sub-headings (if the text cannot be structured in two levels) should be in the normal Times New Roman font in size 12. The headings and sub-headings should not be numbered or in capital letters. There should be two blank paragraph breaks between the title or subtitle and the text.

Graphs, charts, tables and illustrations

Graphs, tables, pictures and other illustrations should be included in the paper in black and white, in Times New Roman font in size 10. Illustration and table captions should be numbered and included directly below the illustrations and tables, using Times New Roman font, italics, size 10 (Table 1).

Row header	Column header	Column header
First object	The text should be in Times New Roman font in size 12, unformatted.	22.3%
Second object	Follow punctuation rules in the language of your text (e.g. decimal points in English, decimal <i>commas</i> in Slovenian).	33.8%
Third object	Insert a non-breaking space between the number/quantity and the unit if the space is required (CTRL+SHIFT+SPACE).	11.7%

Table 1: Object sizes

Non-breaking spaces

To insert a non-breaking space, press the following three keys on the keyboard simultaneously: CONTROL (CTRL) + SHIFT + SPACE.

The use of non-breaking spaces is required when citing literature and when writing mathematical symbols such as the equal sign, less-than and greater-than signs, percentage and per mille signs, and all other units and symbols that must not be broken into a new line. The use of non-breaking spaces prevents the text from being broken into a new line, so key information is never split (e.g. $p < 0.005$). Entering a non-breaking space solves the problem of $p < 0.005$, $p > 0.005$, so the result is not broken up. When citing references, a non-breaking space is required between the author and the year (e.g. Sagadin 1993), between the page abbreviation (“p.” or “pp.”) and the page number (e.g. p. 112) and when citing more than one author, e.g. Štefanc et al. 2019.

Use of bullet points

There is always one blank line before and after the bullet points.

Use of symbols and special characters

The recommended character set to use is the one available in Times New Roman font, rather than additional characters that can be added by selecting them from the word-processor symbol set.

In-text citations

When referring to a single work by a single author, the title of the work should be *italicised* and a single, a non-breaking space should be inserted between the surname and the year, as well as between the page abbreviation (“p.” or “pp.”) and the page number, e.g. (Sagadin 1991, p. 123); when indicating pages, insert a dash (not a hyphen/minus) between the page numbers (Sagadin 1991, pp. 123–321).

Example: In *Razprave iz pedagoške metodologije*, Sagadin outlines the types of pedagogical research (Sagadin 1991, p. 123).

Two or more works by the same author are listed by year of publication (older first), with the surname given once and commas between the years.

Example: (Sagadin 1991, 1993, 2009).

If multiple authors are cited, separate the publications with a semicolon.

Example: (Sagadin 1991, 2009; Vidmar 2009a, 2009b).

When two different works by the same author are cited with pages, the author is cited in both instances, with a semicolon between the citations. When citing an author followed by additional relevant authors, the first author should be cited at the beginning, with the others following.

Example: (Sagadin 1991, p. 123; Sagadin 2009, pp. 123–321).

Example: (Mažgon 2007, p. 112; cf/ see also Kožuh 2003, p. 42; Sagadin 1991).

For all subsequent references by the same author that follow in the text, use “*ibid.*”, or “*ibid.*, p. 49” when citing the same reference but a different page.

“If the quotation consists of one or more sentences, the citation follows the full stop.” (*Ibid.*, p. 45) The reference is followed by the next sentence.

In the quotation is shorter, “comprising a phrase or part of a sentence”, the citation is placed before the full stop (*ibid.*, p. 46).

Use a dash without spaces to indicate pages (pp. 45–54) and years (1939–1945).

To cite the title of a book, article or book chapter in the text, use *italics*: Sagadin’s monograph *Razprave iz pedagoške metodologije*, in which he writes about ... (Sagadin 1991). The abbreviations like “*cf.*”, “*fn.*” may also be used in the text.

Use square brackets “[]” for annotations within a quotation that are not part of the quotation (e.g. any informative or technical notes or additions by the author of the text).

Example: “In action research, which combines research and innovating practice into a single process, suitable models [i.e. those not deviating] of experimentation can be applied.” (Sagadin 1991, p. 87)

Example: “In action research, which combines research and innovating practice into a *single process* [emphasized by J. M.], suitable models of experimentation can be applied.” (Sagadin 1991, p. 87)

To indicate omissions within sentences or between sentences, use three periods in square brackets “[...]”

Example: Sagadin writes that “for the teachers participating in the preliminary experiment, Bloom specifically mentions the possibility [...] of the teachers writing diaries” (Sagadin 1991, p. 139).

Use single quotation marks (') to enclose a quotation within a quotation, indicating the contents which appeared in double quotation marks in the original.

When indirectly quoting an author or referring to them, the original author is cited, then the word “in” is added and followed by the author the quote is taken from. The publication year of the original text is not cited.

Example: Conducting a well-established research requires deep knowledge about the research designs (Creswell in Mažgon 2006, p. 100).

When a work has no author, the title takes the place of the author.

If a work has more than two authors, cite only the first author’s surname followed by “et al.”

Publication process

Reviewing procedure

All scientific and professional contributions are double-blind peer reviewed prior to publication, and each submission is reviewed by at least two peer reviewers who are established experts in the field of education. Published papers have received positive evaluations from both reviewers and have been revised by the authors in accordance with the reviewers’ and editorial comments.

Authors prepare a *summary* of accepted revisions and explanations for disregarded comments for the reviewers, and send two documents to the editors, one with *tracked changes* and the other as a *clean copy*. This speeds up the process and ensures a quicker response after revisions.

Authors’ statement

Before the review process can begin, authors must accept the terms and conditions set out in the *Authors’ statement*, which is part of the formatting template (i.e. the document you are reading) and is included at the end of this document. The lead author completes and signs the statement, which is sent together with the manuscript to the journal’s email address, where:

- they accept the open access requirement imposed by the ARIS,¹
- they specify what classification of the paper the authors propose. The classification is confirmed or rejected by the reviewers of the paper. The classification options to choose from are: *scientific article*, *professional article* and *other*, the latter to be specified by the journal’s editorial board,
- they confirm that the submission complies with the style and technical requirements and, if it is an empirical study, follows the required structure,
- they accept the application of a plagiarism prevention system (e.g. Turnitin and others).

1 The Slovenian Research and Innovation Agency (ARIS), <https://www.aris-rs.si>.

Submitting a manuscript for peer review

The appropriately formatted contribution, together with the *Authors' statement*, should be submitted by e-mail to info@zdpds.si.

References

The journal uses *its own citation style*, which must be adhered to. Appropriate formatting of the references will help speed up the technical review and preparation for publication.

Sorting references

For single-author titles, the references are sorted by year of publication.

When references begin with the same (author's) last name, one-author references are cited first, followed by references with two or more authors.

References with the same first author and different second and/or third authors are arranged alphabetically by the last name of the second author, or the last name of the third if the first and second authors are the same, etc.

References with the same authors in the same order are arranged by year of publication.

References by the same author (or the same group of authors listed in the same order) published in the same year are arranged alphabetically by title and publication years are assigned letter suffixes: a, b, c, etc.

Author last names and initials are used for all authors (even if there are more than six).

The last author is preceded by the word "and".

If citing an edited book, the editor's (editors') name(s) should take the place of the author and the last name is followed by "(ed./eds.)".

References to daily newspapers and weekly magazines include the date in addition to the year, e.g. (2011, 12 June).

Titles are *italicised*.

Non-standard information important for identification (edition, volume) are quoted in brackets immediately after the title of the reference. There is no full stop between the title and the bracket. The content in the brackets is *not italicised*.

In collections of papers, the editors' names (not taking the place of the author) are not inverted. Initials come first, followed by last names. All the editors are cited, except for extensive works of reference with numerous editorial boards when we only cite the leading editor and add "et al."

When there is no editor, only "In:" precedes the title.

For works with no available publication date and documents accessed online, "(n. d.)" is added if the date cannot not be identified.

Periodicals:

- Sagadin, J. (2006). Metodološki problemi meril za izbiro kandidatov za vpis v gimnazijo. *Journal of Contemporary Educational Studies*, 57, issue 5, pp. 86–97.
- Schmidt, M. and Čagran, B. (2005). Razredna klima v inkluzivnem razredu. *Journal of Contemporary Educational Studies*, 56, issue 4, pp. 24–40.
- Kovač Šebart, M., Krek, J. and Vogrinc, J. (2006). O vzgojni zasnovi v javnih osnovnih šolah – kaj pokažejo empirični podatki. *Journal of Contemporary Educational Studies*, 57, issue 5, pp. 22–42.
- Vidmar, T. (2010, 12 February). Razgibanih devetdeset: visok jubilej študija pedagogike na Univerzi v Ljubljani. *Šolski razgledi*, 61, issue 4, p. 3.

Books

- Sagadin, J. (1991). *Razprave iz pedagoške metodologije*. Ljubljana: Znanstveni inštitut Filozofske fakultete.

Edited books

- Muršak, J. and Vidmar, T. (eds.) (2006). *Neformalno izobraževanje odraslih – nova možnost ali zgolj nova obveznost*. Ljubljana: Pedagoška fakulteta, Znanstveni inštitut Filozofske fakultete.

A chapter in a book with more editors

- Schmidt, V. (1970). Osnovna šola in osnovnošolska zakonodaja pred sto leti. In: V. Schmidt, V. Melik and F. Ostanek (eds.). *Osnovna šola na Slovenskem 1869–1969*. Ljubljana: Slovenski šolski muzej, pp. 9–29.

Books without authors or editors

- Publication Manual of the American Psychological Association* (6th ed.). (2010). Washington: American Psychological Association.
- In-text citations use some words from the title, followed by a space and three dots or the complete title if it is short.

A multi-volume edited work

- Rüegg, W. (ed.) (1993–2010). *Geschichte der Universität in Europa* (Vols. 1–4). München: C. H. Beck.
- In-text citation: (Rüegg 1993–2010).

Encyclopedias and dictionaries

Fass, P. (ed.) (2004). *Encyclopedia of Children and Childhood: In History and Society* (Vols. 1–3). New York: Macmillan.

An encyclopaedia entry

Stearns, P. N. (2004). Comparative History of Childhood. In: *Encyclopedia of Children and Childhood: In History and Society*. New York: Macmillan, Vol. 1, pp. 226–232.

Electronic sources

Convention on the Rights of the Child. (1990). Retrieved from: <https://www.unicef.org/child-rights-convention/convention-text> (accessed on 15 March 2024).

STATEMENT

I, the undersigned first author _____,

- confirm that I have used the latest version of the guidelines for the preparation and formatting of manuscripts available on the website of the *Journal of Contemporary Educational Studies* (<https://sodobna-pedagogika.si>);
- accept the open access requirement imposed by the ARIS;
- propose to the editorial board the classification of the submission as a *scientific article* or *professional article* or *other* (delete as appropriate), to be approved or rejected by the reviewers of the paper;
- confirm that the submission complies with the style, formatting and technical requirements and, if it is an empirical study, follows the required structure;
- accept the application of a plagiarism prevention system (e.g. Turnitin and others);
- confirm that, if the submission is published in English, I will remunerate the journal with a net fee of €250.

Date: _____

Signature: _____