

Instructions for authors when submitting articles to the *Zeitschrift für Erziehungswissenschaft* (ZfE)

As of October 2014

1. About this Journal

The *Zeitschrift für Erziehungswissenschaft* publishes contributions that reflect the interdisciplinary character of educational science, including its relevance to lifelong learning and people of all ages. The ZfE transcends traditional disciplinary boundaries within educational science as well as the cognate areas of philosophy, history, anthropology, psychology, sociology and economics of education.

2. Specifications for contributions

Each ZfE-issue contains the following parts: a thematic section with invited articles, a so-called free section and a section for book reviews etc. The thematic section is usually introduced by a review article.

The ZfE publishes the following types of articles in either German or English:

- Review and introduction to the topic provide a summary or overview of the current state of a given field of research. Contributions should not exceed 65,000 characters (including spaces).
- Theoretical, historical and empirical articles – either qualitative or quantitative. Contributions should not exceed 50,000 characters (including spaces).

Review and introduction to the topic are normally invited by the editors of the thematic section of an issue. (A separate information sheet is provided to the invited authors.) Theoretical, historical and empirical articles may be submitted at any time for review.

In order to avoid bias, the ZfE does not publish unsolicited book reviews. It only publishes reviews that have been invited by the editors. Instructions for book reviewers can be obtained from our editorial office or can be downloaded from the ZfE homepage.

3. Manuscript submission and blind review

Manuscript submission

Manuscripts must be submitted digitally via the Springer Editorial Manager. Instructions are available at <http://www.zfe-online.de/>. We ask that all first-time authors register at www.editorialmanager.com/zfer and upload their manuscripts there. For any problems or question with the online system please do not hesitate to contact the editorial office at [redaktion@zfe-online](mailto:redaktion@zfe-online.de).

The following must be uploaded:

- A cover page with the article title (in German and English) and all author's names and contact details (title, first and surnames, research institution or place of employment, mailing and email addresses).
- Article abstract of up to 1,200 characters in both German and English, and three to five keywords in German and English.
- A complete and *anonymous* manuscript with full list of references (nb: bibliographic references must conform to ZfE style). Please also indicate in the manuscript where tables and figures will be included (but do not embed in the manuscript file).
- A separate Word document containing all tables.
- Separate document(s) containing all figures in highest quality format possible.
- Appendices in separate document(s), if applicable.

Unfortunately we will be obliged to return incomplete manuscript submissions.

Statement of originality and transfer of rights

- The ZfE publishes original works only.
- Upon submission the author(s) must declare that the manuscript has not already been published or submitted elsewhere for publication.
- The author(s) also acknowledge(s) that they are the sole author(s) of the manuscript and that, under copyright law, the rights of no third party are infringed.

Double blind peer review

- The ZfE uses the double blind peer review process for every manuscript, i.e. also for the invited contributions. This means that author identities are concealed from reviewers and reviewers identities are concealed from authors throughout the review process.
- The anonymised manuscript (including uploaded abstract, tables and appendices) will be forwarded to at least two reviewers. Please ensure that author name(s) and contact details appear on the separate cover page only. To further preserve anonymity please avoid self-citations and references which identify the author(s) at time of review. *The ZfE will not be liable in instances of non-compliance where author(s) can be identified.*
- All of our reviewers are volunteers. We therefore ask for your patience while the review process is carried out. We do endeavour to return reviews to authors as quickly as possible.

You can track the status of your manuscript via the Editorial Manager at any time. Following the completion of the review and editorial decision-making processes, the corresponding author will be informed of the final decision on the manuscript by email.

4. General guidelines

Because the ZfE publishes a broad range of articles, we ask that authors are especially clear in communicating to readers both the objectives and relevance of their respective contributions. In order to achieve clarity and coherence in empirical articles, the guidelines listed in the Publication Manual of the American Psychological Association are particularly helpful. We recommend the following aspects:

- The research aims should appear at the beginning of the manuscript.
- It should be clear that the research question is relevant, informed and well-defined.
- The research question should be supported by a theoretical background.

- The research question must be linked to previous research. The literature review should be relevant and informative; it does not need to be exhaustive, but a truthful and valid presentation of research that is central and pertinent to your study.
- The research questions and related hypotheses or leading assumptions should be made explicit and understandable.
- Conclusions should be limited to the findings of the research.
- The discussion should clearly emphasise how the study has answered the research question and aims.
- The theoretical and practical implications of the study should be discussed.

Empirical articles must be structured and divided into the following way:

- 1) Introduction and presentation of the research question;
- 2) Theoretical framework, state of the art and constructing the research question and aims;
- 3) Method(s);
- 4) Findings and
- 5) Discussion.

Each section will be explained in more detail below. Guidelines should be chosen and adapted for theoretically oriented articles.

5. Introduction and presentation of the research question

Your research aims and the nature of the research problem should be specified at the beginning of your introduction in one or two paragraphs. Please note the following aspects:

- The aims and issues should be described clearly and precisely. Avoid using technical terms or abbreviations that would be unfamiliar to laymen in your field.
- Begin with some general statements and guide the readers to your research question.

6. Theoretical framework, state of the art and constructing the research question and aims

Following the introduction of the research question, summarise the current state of the art by referring to studies and theories that are related to the research in the article. You should not give a complete historical review of literature on the subject but refer instead, where possible, to summary works. At this point you can also identify and critique pertinent flaws in previous studies – this should always be done fairly.

Finally, describe your approach to solving the research problem you have outlined. From the literature review you should develop a concrete research question that you aim to answer in your research article. You should also explain your hypotheses and guiding assumptions.

7. Method(s)

This section should comprehensibly describe your own study. Provide readers with a short and precise overview of the important details of the study, including information about the participants, study design and implementation, the instruments used, the evaluation process and steps of analysis.

Information on research participants:

- Note the number of participants who took part in the study.
- Outline general characteristics of participants (for example, age and gender) and how they were recruited for the study.
- Indicate whether participants received compensation for taking part in the study.
- Describe how participants were assigned to different experimental conditions, where applicable.

Information on study design and implementation:

- Please provide general and straightforward information on the study design (for example, longitudinal or cross-sectional design) and implementation.
- Describe how participants were sampled and how the study was executed.
- Please note that groups, instruments and variables should always be named within the article in such a way that readers can readily understand and recall their function in the study. Abbreviations should therefore be avoided wherever possible.

Information on instruments (surveys, tests, codes of practice, etc.) and methods of analysis:

- Describe in detail the dependent and independent variables and give examples where possible.
- Show the reliability and validity of the collected data and analysis.
- Report whether you have transformed your raw data and, if so, explain why.
- Describe your methods of analysis, including statistical analyses.
- Explain your particular choice of method(s).
- If you have used less well known or complex methods, please include a brief description of them at the beginning.

When referring to qualitative studies, please use analogous quality criteria and describe your research approach in as transparent a way as possible.

Please report on all ethical problems (including those that arose during the course of the study) and the ways in which you dealt with them.

8. Findings and Results

Outline at the beginning of this section how your study met the necessary requirements to examine and answer your questions and hypotheses. For instance, if your study implies that one group of research participants was happy while a second group was depressed, you must demonstrate how the two groups differ significantly in their moods. Describe the reliability of the test instruments, return and dropout rates (if not already addressed in the method(s) section). The same applies to the methods of data analysis.

Once you have laid these foundations you can report on your findings and results. It generally follows that the key findings are first reported, followed by any further findings. If you have divided your results into several sections, this will also apply to each individual section.

Please:

- reiterate your hypotheses, aims and question (e.g., *Our first question referred to...*).
- reiterate the measured behaviours and practices in the study (e.g., *According to scale, men show...*).
- respond to your hypotheses.
- convey your results intelligibly through numbers (e.g., *A rise in ... leads to ...*).
- draw your conclusions from your results (e.g., *Men show ... only in conditions of ...*).

- finish each section with a summary (e.g., *In summary it can be stated that ...*).
- begin to introduce your discussion here (without forestalling it).

Furthermore, please

- describe the relevant aspects of the data set (e.g. sample size, mean values, correlation matrices) so that your results and possible alternative hypotheses are understandable. Give evidence that your study has sufficient statistical power to uncover the effects you wish to examine.
- report on the statistical (alpha level or p-value) and practical significance of the effects uncovered by your study. Since neither the alpha level nor the p-value permit any assertion on the extent of the discovered effects or the strength of association, these elements must be additionally reported.
- highlight the relevance of values found in statistical inferences (e.g. F-Test, t-Test or chi-square). Report on variance, effect direction, confidence interval (95% or 99%) and the probability of finding such or a more extreme value.
- Once you have quantitatively detailed your results, describe them on the basis of applicable examples and scenarios.

Where qualitative data have been collected, describe in a transparent and detailed manner how you reached your findings (e.g. categorisation schema, participant responses). Cite sample responses that represent your findings as well as possible. Pay attention to and report on the relevance and impact of questions asked and the methods used to elicit data.

More complex results should also be presented in tables or figures. Please pay attention to the following guidelines:

- All tables should be self-explanatory with abbreviations explained in the legend.
- Label all tables in advance "Table *n*" (full table and no colon after the *n*) and clearly understandable titles. The same applies to pictures whose label ("Figure *n*") appears underneath the figure.
- Indicate in the text to which table or result you are referring (e.g., *The results which show that ... are presented in the second column of Tab. 3*). Tables and figures are always abbreviated to Tab. and Fig. in the text.

9. Discussion

The aim of the Discussion is to answer hypotheses/research questions with regard to the evidence presented and to discuss the study's findings in this context. Make sure that your discussion builds on the theoretical framework outlined in the Introduction. However, be careful to avoid repetition (from the Introduction or Findings and Results). Statements such as, "More research is required..." should also be avoided so as to "*end with a bang, not a whimper*" (Bem 2003, p. 10).

You should answer the following questions in this section:

- Could the hypothesis/es be confirmed?
- Has your study provided new knowledge?
- What relation does your work bear to other studies?

A discussion of the strengths and weaknesses of your study should then follow:

- How appropriate are the data to answer the research question(s)?
- Which aspects of the study (methodology, sample, analyses) potentially limit the generalisability of your findings?

- Are there questions that remain unanswered?
- What are the particular strengths of your study?

Finally, discuss the theoretical and practical implications of your study and the conclusions that you draw from your work. Use the appropriate academic discourse, yet also provide an interesting conclusion for researchers who are non-experts in the field.

10. Style Guide

Manuscript format

- All manuscripts must be submitted in the format of the American Psychological Association (Springer APA Style).
- Each manuscript should have an abstract in both German and English of no more than 1,200 characters, and three to five keywords in German and English.
- The title of the article should be formulated in both German and English.

Formatting

- Font: Times New Roman, font size 12 pt (for endnotes font size 10 pt), 1.15 spacing (single spacing in abstract).
- Pages numbered bottom right.
- Keywords listed in alphabetical order.
- Headings numbered and bold.
- Indent after each paragraph.
- Emphases in text in italics.
- Person's names to be typed in normal font, e.g., "As Bollenbeck (cf. 1996) remarks..."

In-text referencing

- Citations must be assigned page numbers.
- Avoid secondary citations.
- Paraphrases and general references to literature should be indicated by *cf.*
- When the reference name appears before the citation, please reference as follows:
 - ... as Nohl (1933, p. 123) claimed: "Education is ..."
 - Harney and Krüger (1997, p. 11) give reasons for... (always spell "and"; "&" is never used in the main text).

Otherwise:

- "Citation" (Schleiermacher 1983, p. 9)
- "Citation" (Harney and Krüger 1997, p. 11)
- "Citation" (Lüders et al. 1996, p. 210f.) ("et al." is used for three or more authors/editors. However, please list all names in the bibliography)
- Paraphrased text (cf. Oelkers and Tenorth 1991, p. 14)
- Two works published in the same year (cf. Mollenhauer 1988a, 1988b)
- Multiple authors in one reference appear in chronological order (cf. Scheuerl 1959; Flitner 1977; de Haan 1991)

Abbreviations

Common abbreviations such as "e.g." or "ca." may be used. Others are allowed where a conventional acronym has been introduced in the text: "The European Educational Research Association (EERA) ... EERA is ..."

Tables and figures

- All tables and figures should be uploaded separately via the Editorial Manager at time of manuscript submission.
- Identify in the manuscript where they are to be included.
- In-text references to tables and figures should be formulated in such a way that their actual placement can be selected by ZfE: (“cf. Tab. 1); “Fig. 1 shows...” Images must be provided in a generally readable format and of the highest resolution possible.
- In order to ensure readability on computers, tables and figures in landscape mode are not permitted.
- In-text references to tables and figures are abbreviated to “Tab.” and “Fig.” They are, however, spelled out for table and figure captions and without colon (e.g. **Table 4** Correlation matrix of variables used in the regression model).

Notes

- Notes are only permitted as endnotes and are to be used as sparingly as possible.
- They should be limited to explanations that are necessary to understand content in the text.
- Please use the automatic endnote tool in your word processing programme.

11. Bibliography in Springer APA Style

All cited references in the text must be listed in the bibliography. Please list only literature that has been referenced in the text. Each bibliographical reference begins on a new line and should be listed as such:

1. Alphabetically according to surname of the first named author or editor followed by first name(s) initial(s) (Meyer, H.L. *before* Meyer, M.A.).
2. Co-authors: Works with one co-author appear before those with two co-authors, etc.
3. Year of publication. Where there is more than one publication by the same author(s), list in reverse chronological order (i.e. oldest first).

All authors and editors must be listed in bibliographical references. First (given) names are indicated by initials and generally follow the surname. Where there are two authors or editors, their names are linked by a comma and “&”. Where there are more than two authors or editors, their names are linked by comma; before the final named author use a comma and “&”. The “(eds.)” indicator should appear after the last named editor only (see examples below). For articles from a collective work the following applies in relation to the editors: where there are two editors only, their names are linked by a comma and “&”; for three or more editors, their names are linked by commas with a comma and “&” before the final named editor (see examples below).

Please also note from the examples listed below that independent titles (monographs, collected editions, journal titles) must be italicised. The publisher name must also be included for all books.

For more details please pay attention to the following examples.

Journal article with five named authors (Referenced in text: “Blanz et al. 1986”):

Blanz, B., Geisel, B., Laucht, M., Esser, G., & Schmidt, M. H. (1986). Zur Rolle des Vaters in der Entwicklung von Kindern im Schulalter. *Zeitschrift für Kinder- und Jugendpsychiatrie*, 14(1), 5–31.

Robinson, D. H., Levin, J. R., Thomas, G. D., Pituch, K. A., & Vaughn S. (2007). The Incidence of “Causal” Statements in Teaching-and-Learning Research Journals. *American Educational Research Journal*, 44(2), 400–413.

Authors with double-barrelled names without hyphen:

Fox Keller, E. (1985). *Reflections on Gender and Science*. New Haven: Yale University Press.

Three named authors with indicated edition:

Watzlawick, P., Beavin, J. H., & Jackson, D. D. (1985). *Menschliche Kommunikation* (7th edition). Bern: Huber.

Smith, P. K., Cowie, H., & Blades, M. (2003). *Understanding Children's Development* (4th edition). Oxford: Blackwell.

Edited volume:

Borrelli, M., & Ruhloff, J. (eds.) (1996). *Deutsche Gegenwartspädagogik* (2nd edition). Baltmannsweiler: Schneider Hohengehren.

Webb, N. B. (ed.) (2011). *Social Work Practice with Children* (3rd edition). New York: Guilford Press.

Essay from an edited volume having two editors:

Altrichter, H. (2010). Schul- und Unterrichtsentwicklung durch Datenrückmeldung. In H. Altrichter & K. Maag Merki (eds.), *Handbuch Neue Steuerung im Schulsystem* (pp. 219–254). Wiesbaden: Springer VS.

Cameron-Faulkner, T. (2014). Speech Acts. In P. J. Brooks & V. Kampe (eds.), *Encyclopedia of Language Development* (pp. 573–576). Thousand Oaks, CA: SAGE.

Essay from an edited volume having more than two editors:

Bonsen, M., Büchter, A., & Peek, R. (2006). Datengestützte Schul- und Unterrichtsentwicklung – Bewertungen der Lernstandserhebungen in NRW durch Lehrerinnen und Lehrer. In W. Bos, H. G. Holtappels, H. Pfeiffer, H.- G. Rolf, & R. Schulz-Zander (eds.), *Jahrbuch der Schulentwicklung* (pp. 125–148). Weinheim: Juventa.

Magazine article (please also use page number):

Hengst, H. (1984). Kindheit als Fiktion oder das Verschwinden der Flügelkleider. *Die Zeit*, No. 41, 05.10.1984, p. 38.

Article in journal paginated by volume:

Müller, K. (1996). Kontingenzen der Transformation. *Berliner Journal für Soziologie*, 6, 449–466.

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55, 893–896.

Article in journal paginated by issue:

Treml, A. K. (2006). Kann durch Erziehung die Gesellschaft verändert werden? *Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik ZEP*, 29(1/2), 2–10.

Scruton, R. (1996). The eclipse of listening. *The New Criterion*, 15(3), 5–13.

Essay from an edited volume with indicated edition:

Winkler, M. (2006). Erziehung. In H.-H. Krüger & W. Helsper (eds.), *Einführung in Grundbegriffe und Grundfragen der Erziehungswissenschaft* (7th edition., pp. 53–69). Opladen: Barbara Budrich.

Institution/organisation as editor, abbreviated in text:

KMK (2010) = Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland. (2010). *Konzeption der Kultusministerkonferenz zur Nutzung der Bildungsstandards für die Unterrichtsentwicklung*. Köln: Carl Link.

Examples of special cases:**Discussions/conversations/interviews:**

Adorno, T. W. (in conversation with) H. Becker (1990). Erziehung zur Entbarbarisierung. In T. W. Adorno, *Erziehung zur Mündigkeit* (12th edition, pp. 120–131). Frankfurt a. M.: Suhrkamp.

Review without a title:

Bude, H. (1993). (Book review) R. Bohnsack: Rekonstruktive Sozialforschung. *Soziologische Revue*, 16, 166 f.

From a special issue journal:

Diefenbach, H., & Nauck, B. (1997). Bildungsverhalten als „strategische Praxis“: Ein Modell zur Erklärung der Reproduktion von Humankapital in Migrantenfamilien. In L. Priesl (ed.), *Transnationale Migration* (Soziale Welt: Special Issue 12, pp. 277–291). Baden Baden: Nomos.

Volume with secondary editor:

Schleiermacher, F. (1983). *Pädagogische Schriften. Vol. 1: Die Vorlesungen aus dem Jahr 1826*. In cooperation with T. Schulze, edited by E. Weniger. Frankfurt a. M.: Ullstein.

Internet document:

Statistisches Bundesamt Deutschland (2000). *Bevölkerungsentwicklung Deutschlands bis zum Jahr 2050*. Ergebnisse der 9. koordinierten Bevölkerungsvorausberechnung. Wiesbaden. <http://www.destatis.de/download/veroe/bevoe.pdf>. Accessed: 20. June 2005.

Grey literature:

Thränhardt, D. (1999). Einwandererkulturen und soziales Kapital. Eine komparative Analyse der Zuwanderungsnationalitäten und Bundesländer. In M. Krüger-Potratz (Hrsg.), *iks – interkulturelle Studien*, No. 30 (pp. 6–44). Münster: Arbeitsstelle Interkulturelle Pädagogik der Universität Münster.

Tips for further reading:

APA (2010). *Publication Manual of the American Psychological Association* (6th edition). Washington DC: American Psychological Association

Bem, D. J. (2003). Writing the empirical journal article. In J. M. Darley, M. P. Zanna, & H. L. Roediger III (eds.), *The complete academic: A practical guide for the beginning social scientist* (2nd edition). Washington DC: American Psychological Association.

Maxwell, S. E., & Cole, D. A. (1995). Tips for writing (and reading) methodological articles. *Psychological Bulletin*, 118(2), 193–198.