DESCRIPTION

The International Journal of Educational Research publishes research papers in the field of Education. Papers published in IJER address themes of major interest to researchers, practitioners, and policy makers working in different international contexts. Work must be of a quality and context that the Editorial Board think would be of interest to an international readership. The aims and scope of the journals are to:

- Publish high quality papers that are of international significance in terms of design and/or findings;
- Publish papers on topics that are of international significance across educational contexts and which discuss explicitly how the findings of the paper can inform research, policy, or practice beyond the context in which the original work is undertaken;
- Promote greater equality and representation in academic publishing and be inclusive of a variety of knowledge traditions. This means that papers that challenge established paradigms and present alternative approaches to educational research are of special interest to us;
- Encourage collaboration by international teams of researchers to create special issues on these topics;
- Publish papers that are accessible to a wide audience of educationalists with varied backgrounds.

What can papers/special issues be about?

Proposals for special issues and individual papers can be on any contemporary educational topic of international interest. Reports of high quality educational research involving any discipline and methodology will be welcome. However, the journal's aim is to ensure it publishes high quality research that could potentially inform research, policy, or practice beyond the context in which the original work is undertaken.

The research reported does not have to be comparative in the traditional sense of comparing aspects of education in different countries or cultures; a paper may report research carried out in just one location or cultural setting. Work can be drawn from any context or research paradigm. All papers, even those that focus on only one country’s case study, must engage with broader theories and discussions in the field. We are specifically looking for originality and clear significance to an international readership.

All manuscripts submitted to the Journal must have the following features:

- Explanation of how the question addressed in the paper relates to the existing literature;
- Explicitly stated research question;
- Detailed description of the research design and data analysis;
- Discussion of the results (a) in light of the existing literature, (b) highlighting how the results inform research, policy, or practice beyond the context in which the original work is undertaken; All advice listed in the 'Instructions for Authors' must be followed.

As well as papers, which report the findings of empirical
research, papers, which provide critical literature reviews of research on specific educational topics of international interest, will also be welcome. Literature reviews need to explain in great detail the systematic procedures used for the selection of the literature included in the analysis.

Manuscripts can also be submitted to the Journal's open access companion title, the International Journal of Educational Research Open.

Types of publication

The International Journal of Educational Research publishes research papers and special issues on specific topics of interest to international audiences of educational researchers. Regular issues of research papers have an open call for manuscripts. Strong manuscripts will be reviewed. There is an Editorial Board policy that weaker manuscripts or manuscripts that do not follow the Guidelines for Authors will be rejected before review.

Special issues are usually composed of individually invited manuscripts handled by a guest editor. Guest editors have responsibility for putting together the author team and handling the peer review process. Note that proposals for Special Issues must follow the format described in the Guide for Authors.

How are papers assessed?

Papers (including those in special issues) are subject to a peer review process, using an international panel of researchers who are expert in relevant fields. Referees are asked to judge the quality of research and also the relevance and accessibility of a paper for an international audience. The journal uses double anonymized peer reviews, meaning any reviewers are unable to establish the author(s) of a manuscript. Authors must propose three reviewers for their manuscripts. These reviewers should be international in scope and at least one of them should be from an English language speaking country. Authors should not suggest reviewers from their own institution or reviewers where a conflict of interest may arise for the reviewer. For special issues, referees are asked first to judge the quality of a proposal, and then to judge the entire contents of a draft issue. More detailed information on this process is provided under Guide for Authors.

Ethical guidelines

Work must be undertaken in an ethical manner. Research must have been undertaken in accordance with Elsevier's guidelines on ethical research available at: http://www.ethics.elsevier.com/}

AUDIENCE

The journal reaches a global audience of educational researchers, teacher trainers, students and researchers in associated fields (e.g. psychology, sociology, social anthropology, politics and economics) who have an international perspective on education.

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**GUIDE FOR AUTHORS**

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We now differentiate between the requirements for new and revised submissions. You may choose to submit your manuscript as a single Word or PDF file to be used in the refereeing process. Only when your paper is at the revision stage, will you be requested to put your paper in to a 'correct format' for acceptance and provide the items required for the publication of your article. **To find out more, please visit the Preparation section below.**

**IMPORTANT INFORMATION**

**Important information about your submission to IJER general issue:** IJER will not review a rejected manuscript for a second time. If a manuscript is submitted and shown to be similar to a rejected manuscript, we will not send this work for review. Apart from work extracted from a PhD thesis published by the author of a manuscript, which should be made clear in the cover letter of your submission, IJER will not review work showing similarity matches on iThenticate greater than 20%. This includes work that is available publicly in pre-publication services. Authors who suggest reviewers from the same University that they work in are in clear breach of the ethical guidelines of IJER. Such manuscripts will be rejected.

**INTRODUCTION**

The International Journal of Educational Research publishes research papers in the field of Education. Besides educational researchers, the journal is widely read by students, educational practitioners, and policy-makers. Therefore, the journal aims to publish articles that are accessible to a wide international audience of educationalists with varied backgrounds. To be considered for publication in IJER, manuscripts need to set the stage effectively and explain explicitly the broader educational importance of exploring a specific topic. The manuscripts are expected to discuss the implications of the findings of the study, including the indication of how the findings of the study can inform research, policy, or practice beyond the context in which the original work is undertaken. Note that proposals for Special Issues must follow the format described in "Guidance for Special Issue Proposals".

**Contact details for submission**

Authors are requested to submit their papers electronically by using the International Journal of Educational Research online submission and review web site (https://www.editorialmanager.com/JIJER/default.aspx). This site will guide authors stepwise through the submission process. Authors are requested to submit the text, tables, and artwork in electronic form to this address. Check the Special Issue proposal submission guidelines below.

Due to a high volume of submissions received by the journal, the Editor is unable to respond to pre-submission queries on suitability.

**Submission checklist**

You can use this list to carry out a final check of your submission before you send it to the journal for review. Please check the relevant section in this Guide for Authors for more details.

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Further considerations
- Manuscript has been 'spell checked' and 'grammar checked'
- All references mentioned in the Reference List are cited in the text, and vice versa
Special Issue proposals
Special Issue proposals are reviewed by the IJER editorial team on a quarterly basis. maia.chankseliani@education.ox.ac.uk. Proposals are due by the 15th of March, June, September, and December. Decisions will be returned by the 15th of the following month. Special Issue proposal must include the following information: The Special Issue title Detailed intellectual justification of the relevance of the proposed SI (1500 to 2000 words). This is an essential item, should be tightly focused and must include: The explanation of why this SI is needed in view of the existing empirical and theoretical knowledge, explicitly stating the contemporary educational significance of the SI to international audiences of educational researchers. Highlight any novelty provided by the papers. The explicit explanation of both empirical and theoretical contributions of SI, referring to specific papers which will be included in the SI. The ways in which the SI can inform research, policy, and practice beyond the context in which the original work is undertaken. The topics or common themes and the explanation of how these themes/topics come together coherently in a collection. A statement on the diversity of SI guest editors and the paper contributors (in terms of geographical distribution - contributors should come from at least three continents, gender, career stage). Proposed guest editor's information including their title, name, institutional email address, affiliation and institutional home page, a CV for each editor (maximum one A4 page), a statement on the guest editors' qualifications for editing this specific special issue. Please note that candidate guest editors should be internationally renowned experts on the topic the SI focuses on. How you plan to organize the peer review process. Include a list of academics (names, institutional and country affiliations) who will be invited to peer review the contributions, at least twice the number of potential peer reviewers as the contributions you intend to have. Long abstracts (up to 750 words) of proposed papers (between 10 and 15 papers), including the paper's title; author name(s)/affiliation(s); a short bio of each author (100 words). Each paper should have a strong evidence base for proposed arguments; avoid advocacy except for recommendations that rest on analysis and evidence; and clearly show the advance of existing knowledge. The same author should not be listed for multiple papers - except for authors of the introduction who can have their name on one other paper. When preparing the extended paper abstracts, please follow the guidance on the abstract preparation. The timeline for completing the SI.

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**Reporting sex- and gender-based analyses**

**Reporting guidance**
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definitions of sex and/or gender they are applying to enhance the precision, rigor and reproducibility of their research and to avoid ambiguity or conflation of terms and the constructs to which they refer (see Definitions section below). Authors can refer to the Sex and Gender Equity in Research (SAGER) guidelines and the SAGER guidelines checklist. These offer systematic approaches to the use and editorial review of sex and gender information in study design, data analysis, outcome reporting and research interpretation - however, please note there is no single, universally agreed-upon set of guidelines for defining sex and gender.

Definitions
Sex generally refers to a set of biological attributes that are associated with physical and physiological features (e.g., chromosomal genotype, hormonal levels, internal and external anatomy). A binary sex categorization (male/female) is usually designated at birth ("sex assigned at birth"), most often based solely on the visible external anatomy of a newborn. Gender generally refers to socially constructed roles, behaviors, and identities of women, men and gender-diverse people that occur in a historical and cultural context and may vary across societies and over time. Gender influences how people view themselves and each other, how they behave and interact and how power is distributed in society. Sex and gender are often incorrectly portrayed as binary (female/male or woman/man) and unchanging whereas these constructs actually exist along a spectrum and include additional sex categorizations and gender identities such as people who are intersex/have differences of sex development (DSD) or identify as non-binary. Moreover, the terms "sex" and "gender" can be ambiguous—thus it is important for authors to define the manner in which they are used. In addition to this definition guidance and the SAGER guidelines, the resources on this page offer further insight around sex and gender in research studies.

Changes to authorship
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**PREPARATION**

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For individual papers, a length of between **4,000 - 8,000 words** is acceptable. This excludes tables, figures and references.

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Please ensure the figures and the tables included in the single file are placed next to the relevant text in the manuscript, rather than at the bottom or the top of the file. The corresponding caption should be placed directly below the figure or table.

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Regardless of the file format of the original submission, at revision you must provide us with an editable file of the entire article. Keep the layout of the text as simple as possible. Most formatting codes will be removed and replaced on processing the article. The electronic text should be prepared in a way very similar to that of conventional manuscripts (see also the Guide to Publishing with Elsevier). See also the section on Electronic artwork.
To avoid unnecessary errors you are strongly advised to use the 'spell-check' and 'grammar-check' functions of your word processor.

Article structure
Subdivision - numbered sections
Divide your article into clearly defined and numbered sections. Subsections should be numbered 1.1 (then 1.1.1, 1.1.2, ...), 1.2, etc. (the abstract is not included in section numbering). Use this numbering also for internal cross-referencing: do not just refer to 'the text'. Any subsection may be given a brief heading. Each heading should appear on its own separate line.

Introduction
There are no strict formatting requirements but all manuscripts are expected contain the following elements of a research paper: Abstract, Keywords, Introduction, Literature Overview, Conceptual Framework (if needed), Theoretical Framework (if needed), Data and Methods, Results, Discussion, Conclusion, Acknowledgements (if needed), References, Appendices (if needed).

Divide the manuscript into clearly defined sections.

Place acknowledgements before the references, in a separate section, and not as a footnote on the title page. If there is more than one appendix, they should be identified as A, B, etc.

Figure captions, tables, figures, schemes. Present these, in this order, at the end of the article. They are described in more detail below. High-resolution graphics files must always be provided separate from the main text file (see the section below about the preparation of illustrations).

Essential title page information

• Title. Concise and informative. Titles are often used in information-retrieval systems. Avoid abbreviations and formulae where possible.

• Author names and affiliations. Where the family name may be ambiguous (e.g., a double name), please indicate this clearly. Present the authors' affiliation addresses (where the actual work was done) below the names. Indicate all affiliations with a lower-case superscript letter immediately after the author's name and in front of the appropriate address. Provide the full postal address of each affiliation, including the country name, and, if available, the e-mail address of each author.

• Corresponding author. Clearly indicate who will handle correspondence at all stages of refereeing and publication, also post-publication. Ensure that telephone and fax numbers (with country and area code) are provided in addition to the e-mail address and the complete postal address.

• Present/permanent address. If an author has moved since the work described in the article was done, or was visiting at the time, a "Present address" (or "Permanent address") may be indicated as a footnote to that author's name. The address at which the author actually did the work must be retained as the main, affiliation address. Superscript Arabic numerals are used for such footnotes.

Authors are requested to provide the contact details of 2-3 possible reviewers for their paper when they submit.

Abstract
The abstract of your paper is a critical part of your manuscript, it plays a central role in the review process. IJER is a generalist journal with a broad international readership of academics, students, practitioners, and policy-makers. A concise and factual abstract (of no more than 300 words) needs to be written in a way that is comprehensible to anyone interested in Education. An abstract is often presented separately from the article, so it must be able to stand alone. For this reason, References should be avoided, but if essential, then cite the author(s) and year(s). Also, abbreviations should be avoided.

An abstract must:

Start by introducing the topic and telling the reader what was known about this topic prior to this study, phrased so as to be understandable to anyone interested in Education; One sentence specifying the question that this study addresses; Describe the methods used, highlighting any distinctive aspects to the methods; Describe of the results of the study (start with 'this study finds' or 'this study shows'); Explain what makes these findings novel in relation to what was already known about this topic prior to this study (the latter is, ideally, concisely outlined at the start of the abstract); If a paper is expected to be relevant for practice or policy, end the abstract with a sentence on the key implications of the novel findings for policy or practice.
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Keywords
Immediately after the abstract, provide a maximum of 6 keywords, using British or American spelling, but not a mixture of these, and avoiding general and plural terms and multiple concepts (avoid, for example, "and", "of"). Be sparing with abbreviations: only abbreviations firmly established in the field may be eligible. These keywords will be used for indexing purposes.

Abbreviations
Define abbreviations that are not standard in this field in a footnote to be placed on the first page of the article. Such abbreviations that are unavoidable in the abstract must be defined at their first mention there, as well as in the footnote. Ensure consistency of abbreviations throughout the article.

Acknowledgements
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