DESCRIPTION

The *International Journal of Educational Research* publishes research manuscripts in the field of education. 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:

- Provide a journal that reports research on topics that are of international significance across educational contexts
- Publish high quality manuscripts that are of international significance in terms of design and/or findings
- Encourage collaboration by international teams of researchers to create special issues on these topics

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 and scope is to ensure it publishes high quality research that could potentially inform research, policy and practice beyond the context of that in which the original work is undertaken.

The research reported does not have to be comparative (in the 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. However, the Journal tends to publish empirical research studies that have clear significance to an international readership. Therefore, work must have the following features:

- A strong theoretical framework
- Clear understanding of how literature critically relates to the topic researched
- Strong design and analysis
- Critical analysis and recommendations for further research, policy and practice in an international context
- It must follow the 'Instructions for Authors' advice given

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.
Types of publication

The *International Journal of Educational Research* publishes regular papers and special issues on specific topics of interest to international audiences of educational researchers. Regular issues 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](http://www.ethics.elsevier.com/) 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. Examples of recent Special Issues published in the journal illustrate the breadth of topics that have been included in the journal: 'Representing Diversity', 'Cross Curricularisation', and 'Classroom Based Talk'. Please note that proposals for special issues must be in 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 blind 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: follow link from this page](http://www.ethics.elsevier.com/)

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/](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.

IMPACT FACTOR

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ERA (Educational Research Abstracts Online)
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Multicultural Education Abstracts
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GUIDE FOR AUTHORS

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To find out more, please visit the Preparation section below.

IJER are pleased to announce that from March 2014 they will be publishing "Research Protocols" for projects with an education focus. This will afford educational researchers involved in Randomized Controlled Trials, Systematic Reviews and Meta-analyses the opportunity to publish their research protocols prior to undertaking work. We look forward to hearing from interested researchers. Submit these via the submission system.

INTRODUCTION

The International Journal of Educational Research publishes regular papers and special issues on specific topics of interest to international audiences of educational researchers. Examples of recent Special Issues published in the journal illustrate the breadth of topics that have be included in the journal: 'Students' Perspectives on Learning Environments', Social, Motivational and Emotional Aspects of Learning Disabilities', Epistemological Beliefs and Domain', 'Analyzing Mathematics Classroom Cultures and Practices', and 'Music Education: A site for collaborative creativity.'

Please note that proposals for special issues must be in the format described in the Guide for Authors.

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BEFORE YOU BEGIN

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**PREPARATION**

**Length**
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To avoid unnecessary errors you are strongly advised to use the 'spell-check' and 'grammar-check' functions of your word processor.

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IJER Evaluation Protocol Publishing Guidelines
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Significance
• An explanation of the scientific background, policy context and rationale for the research being undertaken.

Intervention
• Details of the intervention being tested.

Research Plan

Research questions
• Questions the research is designed to answer. This should include both primary and secondary outcomes.

Design
• The design should be carefully explained and the unit of randomization explained (i.e. school, class, individual).
• The method used to allocate to condition should be indicated.

Participants
• A clear statement should be given of eligibility and exclusion criteria during the recruitment process.

Outcome Measures
• Clearly defined primary and secondary outcomes and how they are administered and measured. The validity and reliability of the measures should be discussed.
• Details of plans to ensure validity in the testing process (eg, administered blind at pre/post test, data to be analysed blind to condition).

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• A sample size calculation should be included and statements about assumptions of Effect Size and Power justified.

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• The proposed analysis plan should be detailed. If appropriate models should be stated and clearly indicate how the primary/secondary measures will be analysed for effect.

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• Names and affiliations of each co-investigator should be included.

Timeline
• Timetable including specification of who completes each task.

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Protocols should normally have been peer reviewed by the funding body during the funding process. The fact that protocols have been previously reviewed by a funding body should be stated clearly. As such protocols will only be subject to editorial review. This review will be limited to checking that all relevant information is presented clearly and accurately and that protocols adhere to appropriate standards in ethical practice.

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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.

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State the objectives of the work and provide an adequate background, avoiding a detailed literature survey or a summary of the results.

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A Theory section should extend, not repeat, the background to the article already dealt with in the Introduction and lay the foundation for further work.

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The main conclusions of the study may be presented in a short Conclusions section, which may stand alone or form a subsection of a Discussion or Results and Discussion section.

Acknowledgements:
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If there is more than one appendix, they should be identified as A, B, etc.

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See separate section, below.

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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.

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Collate acknowledgements in a separate section at the end of the article before the references and do not, therefore, include them on the title page, as a footnote to the title or otherwise. List here those individuals who provided help during the research (e.g., providing language help, writing assistance or proof reading the article, etc.).

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