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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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 educationists 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".

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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/ JJER/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
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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.

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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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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).

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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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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.

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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.

Acknowledgements
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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