**DESCRIPTION**

*Learning and Individual Differences* is a research journal devoted to publishing articles of *individual differences* as they relate to *learning* within an *educational* context. The Journal focuses on original empirical studies of high theoretical and methodological rigor that make a substantial scientific contribution and advance our knowledge on individual differences as they relate to cognitive and/or non-cognitive features across diverse learning contexts. The Journal receives submissions from different fields such as psychology, educational sciences, and the learning sciences and welcomes interdisciplinary research.

*Learning and Individual Differences* publishes original research. There are three types of original articles: Full length articles, brief reports, and multistudy reports. Full length articles should be no longer than 8000 words of primary text (not including abstract, educational relevance and implications statement, tables, figures, references, and other materials). Brief reports should be no longer than 4000 words of primary text (not including abstract, educational relevance and implications statement, tables, figures, references, and other materials). Multistudy reports should be no longer than 12000 words of primary text (not including abstract, educational relevance and implications statement, tables, figures, references, and other materials).

The core criteria for whether a manuscript is published are its scientific rigor and the new knowledge that it adds to the existing body of knowledge. To this end, we are particularly looking for manuscripts that report on longitudinal data analyses, include data on diverse (in the best case representative) or underrepresented populations, and combine several sources of information such as self-report and objective performance data. Inclusion of power calculations where appropriate is considered an advantage. Manuscripts that don’t meet these criteria such as studies that are cross-sectional (in particular when they report mediation analyses), stem from highly specific samples, and include only self-reports need to make a strong case on why they advance our knowledge to a sufficient level for inclusion in the Journal and have a higher likelihood of not being considered for publication in *Learning and Individual Differences*.

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INTRODUCTION

Learning and Individual Differences is a research journal devoted to publishing articles that make a substantial contribution to an understanding of individual differences within an educational context.

Advice for Authors on Submissions: The following advice is intended to help authors ascertain the suitability of their manuscript for publication in Learning and Individual Differences (LID), and to give the best chance for a successful submission. LID receives many submissions, only a fraction of which can be published. Therefore, we look for submissions with the highest potential to make a significant contribution in the domain of learning and individual differences.

What do we look for in manuscripts? The journal looks to publish studies that are focused on learning in an educational context. Our aim is to publish work that makes a substantial empirical contribution to the research base. There is a strong preference for studies that directly measure learning outcomes; when self- or other- ratings or survey responses are utilized, these should typically be combined with direct measurement. We look for work which reflects current theory and provides strong rationale for not only what is examined, but for why it is important to do so. This also applies to the selection of particular models from among alternative and/or competing models. The journal prefers studies that have clearly stated a-priori directional hypotheses based on prior empirical work and theory. Methodologically, statistical techniques should follow from hypotheses, relevant factors, should be controlled, and effect sizes should also be included and discussed.

A few notes on what we do not publish: Learning and Individual Differences does not publish primarily theoretical or pedagogical studies, or opinion pieces. We also do not typically publish studies that focus on a specific measure and its properties.

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- Multistudy reports: Multistudy reports are similar to Full length articles (the standard submission type for this journal), but they report data from several (independent) samples and data sets, which, in turn, requires a more comprehensive description of the different samples and measures. Please note that a longitudinal investigation of one sample is not considered a Multistudy report and falls...
in the category of Full length article. Multistudy reports should be no longer than 12000 words of primary text (not including abstract, educational relevance and implications statement, tables, figures, references, and other materials).

In addition to these types of articles, Learning and Individual Differences might occasionally publish editorials or solicited commentary papers. The journal is also interested in publishing special issues. For more information on how to propose a special issue to the Special Issue Editor, please refer to sciencedirect.com/journal/learning-and-individual-differences/about/policies-and-guidelines.

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**Definitions**

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