

Notes for contributors

School Science Review (SSR) is a journal for those teaching science to students aged 11–19 and all those interested in this aspect of education. While most readers are teachers in schools and colleges, a significant number of teacher educators and education researchers also read the journal. *SSR* is distributed worldwide. The Editor welcomes articles, Science notes and letters, and offers help and advice to new authors.

Submitting articles, Science notes and letters

Submissions should ideally be sent by email to ssreditor@ase.org.uk. Include full contact details (both work and home, including postal addresses) in your covering email. The preferred file formats are Microsoft *Word* or rich text format (RTF). Images, spreadsheets and slides should be embedded within the *Word* file to facilitate the peer-review process, but they should also be provided separately in their native file format.

Submissions on paper are also acceptable – send four copies to: The Editor, *SSR*, The Association for Science Education, College Lane, Hatfield AL10 9AA (telephone +44 (0)1707 283000).

For general queries about the submission process, consult Jane Hanrott, the ASE's journals coordinator, at janehanrott@ase.org.uk.

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For technical queries about file formats, especially for figures, and for advice on seeking copyright permission, consult Andrew Welsh, the journal's copy-editor and typesetter, at andrew.welsh@ssep.net.

Editorial procedure

Articles and Science notes submitted to *SSR* are acknowledged and sent (with the authors' identity removed) to referees for comment on content, relevance and style. In the light of these comments, the Editor will then accept or reject the article, or return it with suggestions for

modification. **Articles submitted to *SSR* must not be simultaneously submitted elsewhere.**

Once an accepted article is assigned to a specific issue, it will be copy-edited for clarity and consistency, and brought into line with *SSR*'s house style. The author's approval will be sought for any major alterations. Authors will receive typeset page proofs as a PDF file by email – these should be checked in detail and returned promptly (ideally within 48 hours) to avoid any delay in publication. Any queries raised by the copy-editor should also be resolved. No major changes to content can be made at this stage.

Unsolicited articles will be assigned to an issue of the journal as soon as space is available and in order of their date of acceptance, unless there are particular reasons for inclusion in a specific issue.

Presentation of articles and Science notes

The following notes are provided to help both authors and ourselves in the refereeing and editorial procedure. Anyone having difficulty in interpreting all the guidelines should contact the Editor for advice.

All contributions must be in English. Major articles should generally be no longer than 4000 words and Science notes no more than 2000 words. The number of words used should be given at the end of the article.

Set the page size to A4, with margins of about 2.5 cm (or 1 inch). Set the line spacing to single.

The first page of the article should include:

- a title that is as short as possible but still clearly indicates the content of the article;
- the authors' names (middle initials/names are not required but will be used if supplied);
- two or three keywords.

And for articles (but not Science notes):

- in not more than 30 words, a brief description of the article to attract the reader's attention –

this will be used in the table of contents in the printed journal and on the ASE website;

- an abstract of *not more than* 100 words summarising the article, including background, aims, methods used and findings, where relevant; note that the abstract is not an introduction and should not contain any information that is not in the main text of the article.

Pages should be numbered.

At the end of the article, a note of the positions held by the authors, very brief relevant biographical details if desired and full postal addresses including postcode should be given (though the postal addresses will not be included in the published article itself). The email address of the corresponding author must be provided, though inclusion of this in the published article is at the discretion of the author. Email addresses for co-authors can also be included if desired.

The corresponding author is responsible for ensuring that all co-authors approve of the version of the article or letter submitted and are aware that it has been submitted to *SSR*.

More detailed points of style

Readability

SSR has an international readership and this should be borne in mind when writing. Authors should state the level at which their article is aimed. Articles should be succinct. Technical terms should be used as sparingly as possible. Acronyms and abbreviations should be defined in full when first used. When mentioning particular curricula, examinations, school grades, key stages, etc., the country (including which country within the UK) and age under discussion should be specified. Note also that ‘year 10’ and ‘10th grade’, for example, do not mean the same thing everywhere, so age ranges should always be included in brackets.

Use devices such as subheadings (with a clear hierarchy indicated by formatting), ‘bullets’ and ‘boxes’ (e.g. for background information) to help break up the text and make it more accessible.

Using quotations/extracts

All quoted material should be given exactly as in the original. Please check such quotes carefully and include full details of the source in the *References* section. Avoid ‘second-hand’ quotes as they are often inaccurate.

Units, symbols and nomenclature

The International System of Units (SI) should be used throughout. Symbols, abbreviations and nomenclature should follow *Signs, Symbols and Systematics: The ASE Companion to 16–19 Science* (ASE, 2000). A useful reference for terminology for practical work is *The Language of Measurement: Terminology Used in School Science Investigations* (ASE/Nuffield, 2010). Both of these titles can be obtained from the ASE’s online bookshop (www.ase.org.uk/bookshop).

References

The number of references at the end of an article should be kept to a minimum; for most articles we would not expect more than ten references. Only sources actually referred to in the text, and which are publicly available, should be cited. Please refer to a recent copy of *SSR* for the referencing style, which is outlined below.

References in the text should be given as follows: ‘Brown and Smith (1990)’ or ‘(Brown and Smith, 1990)’. Where a source has three authors, all their names should be given when reference is first made in the text, thus: ‘(Brown, Smith and Jones, 1990)’, but subsequently ‘(Brown *et al.*, 1990)’ is sufficient. Sources with more than three authors should be cited as ‘(Brown *et al.*, 1990)’ in the first reference also. When an author has more than one publication in one year, the references should be distinguished by referring to ‘Brown (1990a)’ and ‘Brown (1990b)’, etc. Where more than one reference is given at the same point in the text, they should be listed chronologically.

In the *References* list at the end of the article, references should be listed alphabetically by the names of the first authors and should include the author’s initials, the year of publication (in parentheses) and the full title of the article or book. Titles of journals must be given in full, followed by the volume number, issue number in brackets and the first and last page numbers in full. Examples:

- **journal article:** Abrahams, I. and Reiss, M. J. (2015) The assessment of practical skills. *School Science Review*, **96**(357), 40–44.
- **book:** Creighton, T. H. (1997) *Proteins: Structures and Molecular Properties*. 2nd edn. New York: Freeman.
- **book with editors:** Hollins, M. ed. (2011) *ASE Guide to Secondary Science Education*. Hatfield: Association for Science Education.

- **chapter in book with editors:** Abrahams, I. (2011) Thinking about practical work. In *ASE Guide to Secondary Science Education*, ed. Hollins, M. Ch. 7, pp. 58–65. Hatfield: Association for Science Education.

Referring to websites

URLs for websites in the text should be provided in brackets immediately after they are mentioned. If more than about ten websites are mentioned, these should also be collected together and listed alphabetically in a *Websites* section after the *References* section, which should contain the website name, the page name and the URL. Do not include the date last accessed but do ensure that all URLs still work at the time of submitting the article. All URLs should be active hyperlinks; do not suppress display of the 'http://' part – this will be addressed as appropriate during copy-editing.

Tables

Tables should be numbered consecutively, Table 1, Table 2, etc. They can either be placed in position within the text or they can be provided at the end of the article with their approximate positions in the text marked. Table titles and column/row headings should be self-explanatory. As far as possible, set tables out in the style of the journal.

Illustrations

Figures and figure captions

Illustrations (including photographs) should be numbered consecutively, Figure 1, Figure 2, etc. They can either be placed in position within the text or they can be provided at the end of the article with their approximate positions in the text marked. Each figure needs a self-explanatory caption.

Photographs

Articles are greatly enhanced by the use of photographs and thus authors are encouraged to include appropriate photographs in their article. The content of a photograph should focus on the activity rather than on a particular child. For any child that is clearly recognisable in a photograph, authors are responsible for ensuring that written consent is obtained from the parent or legal guardian for publication of the image, and they should indicate in the submission covering letter or email that such consent has been obtained. Children should never be identified by name.

Images within an article might be reused on the front cover of the journal; if authors do not

consent to this, they should indicate so in their covering letter or email.

Line drawings/diagrams

Line drawings and diagrams are also welcome; the journal will arrange for these to be redrawn by a technical illustrator if necessary.

Image quality

While images should be embedded within the Word file to facilitate the peer-review process, they should also be provided separately in their native file format, and at as high resolution as possible.

Safety

When writing for *SSR*, if any practical activities are described, authors should note the following:

- 1 Identify all hazards (e.g. CORROSIVE, RISK OF ELECTRIC SHOCK, BIOHAZARD).
- 2 Specify appropriate safety precautions (e.g. use fume cupboard, not suitable for students below the sixth form).
- 3 Check that the procedures are, as far as possible, in accordance with commonly adopted general risk assessments. Reference can be made to the following publications:
 - *Hazcards* (CLEAPSS, 2007 and updates)
 - *Topics in Safety*, 3rd edn (ASE, 2001; updates available at www.ase.org.uk/resources/health-and-safety-resources/revised-topics-in-safety)
 - *Safeguards in the School Laboratory*, 11th edn (ASE, 2006)
 - *Preparing COSHH Risk Assessments for Project Work in Schools* (SSERC, 1991)
 - SSERC hazardous chemicals database (www.sserc.org.uk/index.php/chemistry-home)
 - *Be Safe! Health and Safety in School Science and Technology for Teachers of 3- to 12-Year-olds*, 4th edn (ASE, 2011)
- 4 Draw attention to the need for any risk assessment, indicating whether a special assessment is likely to be necessary. Risk assessments are necessary for all hazardous activities or those involving hazardous equipment, microorganisms or chemicals (whether used or made in the activity). The classification of some chemicals may be unexpected, and should always be checked, for example by reference to a reliable source such as CLEAPSS, SSERC, ASE health and safety resources or a European safety

database such as GESTIS (gestis-en.itrust.de/nxt/gateway.dll?f=templates&fn=default.htm&vid=gestiseng:sdbeng).

- 5 Remind readers that if pupils are involved in project work or open-ended investigations, the teacher must always check their plans before practical activities can begin.
- 6 You must carry out risk assessments on practical work that you are describing, and should indicate the level of student for which it is intended, e.g. 'year 9' or 'sixth form' (see any copy of *SSR*, Health & Safety, p. 6).

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