



# *International Journal of Social Pedagogy*

## *Guidelines for journal authors*

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## Originality of article statement

All submitted articles must not be under consideration for publication anywhere else, nor have been published in any form prior to submission to any UCL Press journal. By submitting, authors are agreeing that the submission is original except for material in the public domain and such excerpts of other works have written permission of the copyright owner. Where there is potential for duplication authors must correctly reference and cite the work.

Co-publication of an article, as agreed with the publisher and journal, may be considered in accordance with the [ICMJE guidelines](#) on overlapping publication, at the discretion of the Editor.

## Authorship and author consent policy

All listed authors must have made a significant contribution to the article in the manuscript and have approved all its claims. Authors are required to include an authorship statement in their manuscript to outline how each author contributed to the paper, after any acknowledgements in the article. For journals operating a double blind peer-review process, this information should be removed from the main manuscript file and added to the covering letter.

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- made substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; **AND**
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## Ethics approval

The *International Journal of Social Pedagogy* is committed to ensuring the highest standards of integrity in all aspects of its publication activities and expects that all authors submitting to the journal have secured all relevant ethics or institutional review board approval for their research.

Any research that involves collecting data from human participants must comply in accordance to the [Declaration of Helsinki](#) and authors must have received any and all relevant ethics or institutional review board approval. A statement declaring this must be included in the manuscript, along with the name of the ethics or institutional review board granting approval.

Where ethics or institutional review board approval is waived, a statement declaring this must be included in the manuscript along with the name of the ethics or institutional review board granting waiver status. Authors also declare that by submitting to a UCL Press journal this information will be made freely available to the Editor(s) upon request. If authors are unable to provide sufficient evidence to the Editor(s) upon request, the Editor(s) may reject the manuscript and inform the author(s) institution and any other third parties where applicable.

## Consent for publication

All manuscripts that involve humans including any images, videos, and any other personal and identifiable information, authors must have secured a signed and dated informed consent to publication form before submitting to the journal, and a statement declaring this must be included in the manuscript. Authors also declare that any and all relevant informed consent to publication and declaration forms are freely made available to the Editor(s) upon request.

## Submissions

All manuscript text should be Times New Roman 12-point font and be double spaced.

### Covering letter:

Covering letters are welcome to be submitted with the manuscript for the Editors reference. Should you wish to provide one, please briefly summarise your manuscript, its findings, major themes, relevant discussion points and any disclosures including conflicts of interest the Editor should be aware of.

### File size and formatting:

Please submit your manuscript main text/body as Microsoft word (DOC, DOCX). Any supplementary material should be submitted as separate files and referenced in the main text, or designated for review purposes only (including clarifying this in your covering letter to the Editor if relevant.) No one single file should exceed 20 Mb, should you require submitting a file exceeding this size, please contact the journal editorial office for further advice.

### ORCID

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### English language

All publications are in English (UK). In order to facilitate rigorous and high quality peer-review, all manuscripts should be submitted to a high and coherent level of English language. Should you require help when writing your manuscript, a native English language colleague may be well suited to help edit the level of English language in the manuscript. You may also want to consider using a professional English language editing service to improve the level of English language. Please note that by using professional English language editing services does not guarantee manuscript acceptance in the journal, and you may be charged for these services.

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### Data and materials

The *International Journal of Social Pedagogy* encourages all datasets on which the conclusions of the manuscript rely to be either deposited in publicly available repositories (where available and appropriate) or presented in the main paper or additional supporting files, in machine-readable format (such as spread sheets rather than PDFs) whenever possible. UCL Press journal authors are encouraged to follow the FAIR data principles - to make data Findable, Accessible, Interoperable, and Re-usable. Further information and guidance on these principles are outlined at <https://www.force11.org/group/fairgroup/fairprinciples>

## Anonymisation

The *International Journal of Social Pedagogy* operates double blind peer review, where both the reviewers and authors are anonymised during review. Authors should submit an anonymous version of the manuscript, stripped of all identifying references to the author(s) for peer review.

Authors should submit the manuscript as:

1. The complete manuscript not blinded, as a word file (.doc/.docx, etc.) and;
2. An anonymous PDF version of the manuscript, stripped of all identifying references to the author(s) for peer review (anonymisation includes references to authors, acknowledgements, self references, and any electronic author identification., etc.) Manuscripts may be returned before peer review if manuscripts are not sufficiently blinded.

## Formatting

Authors of **Research articles** should refer to the Research article criteria page, found online at <https://www.ucl.ac.uk/ucl-press/journals/IJSP-research-article-guide>

Please prepare your manuscript under the following bold headings:

### **Title page (non-blinded version)**

Include the full title, the full names of contributing authors including their institutions/affiliation and address, and their institutional email address (including [ORCID ID's](#)). The corresponding author should also be identified.

### **Abstract**

Present the abstract as an overview of your article (up to 250 words), giving a summary of the contents and major themes. (Note that this will ultimately be used by search engines, and it will form part of the meta-data that will be seen first by people searching your article.)

### **Keywords**

Please list up to 10 keyword terms that accurately reflect the article.

### **Main body of text**

Please refer to article type descriptions on preparing the main body of text.

### **List of abbreviations**

If any abbreviations have been used, please define and list them accordingly under this heading.

### **Funding**

All sources of funding for the research reported should be declared, including any project codes.

### **Declarations and conflict of interests**

Clearly state the following in the article:

- Authors must declare any and all possible conflicts of interests and competing interests that may relate to the submitted manuscript, including all financial and non-financial competing interests.
- Ethics or institutional review board approval of research statement (where applicable)
- Consent for publication (where applicable)  
All manuscripts that involve humans including any images, videos, and any other personal and identifiable information, authors must have secured a signed and dated informed consent to publication form before submitting to the journal, and a statement declaring this must be included in the manuscript. Authors also declare that any and all relevant informed consent to publication and declaration forms are freely made available to the Editor(s) upon request.

### No conflicting interests:

Where there are no conflicts of interests or competing interests, authors must clearly declare this under the same heading – usually as ‘The authors declare no conflicts of interest with this work’. For further information, please refer to the journal’s [Editorial Policy](#)

### **Acknowledgements**

The Acknowledgements heading mentions everyone whose contribution to the work you wish to recognise. Those that contributed to the paper but are not listed as authors can be acknowledged here.

### **Author biographies**

If you wish to include a short biography of each author, please format under the author biographies heading and not as an endnote.

### **Bibliography**

A full bibliography list should contain all the sources cited in the text. Any source not cited in text should not be included.

## Referencing style

IJSP uses the *Publication Manual of the American Psychological Association, 6th edition*, as a referencing style guide.

When using APA style, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, for example, (Jones, 1998), and a complete reference should appear in the reference list at the end of the paper.

If you are referring to an idea from another work but NOT directly quoting the material, or making reference to an entire book, article or other work, you only have to make reference to the author and year of publication and not the page number in your in-text reference. All sources that are cited in the text must appear in the reference list at the end of the paper.

### In-text citation

Note: APA style requires authors to use the past tense or present perfect tense when using signal phrases to describe earlier research, for example, Jones (1998) found or Jones (1998) has found, etc.

#### Short quotations

If you are directly quoting from a work, you will need to include the author, year of publication, and page number for the reference (preceded by 'p.'). Introduce the quotation with a signal phrase that includes the author's last name followed by the date of publication in parentheses.

According to Jones (1998), 'Students often had difficulty using APA style, especially when it was their first time' (p. 199).

Jones (1998) found 'students often had difficulty using APA style' (p. 199); what implications does this have for teachers?

If the author is not named in a signal phrase, place the author's last name, the year of publication, and the page number in parentheses after the quotation.

She stated, 'Students often had difficulty using APA style' (Jones, 1998, p. 199), but she did not offer an explanation as to why.

#### Long quotations

Place direct quotations that are 40 words or longer in a free-standing block of typewritten lines and omit quotation marks. Start the quotation on a new line, indented from the left margin. The parenthetical citation should come after the closing punctuation mark:

Jones's (1998) study found the following:

Students often had difficulty using APA style, especially when it was their first time citing sources. This difficulty could be attributed to the fact that many students failed to purchase a style manual or to ask their teacher for help. (p. 199)

#### Summary or paraphrase

If you are paraphrasing an idea from another work, you only have to make reference to the author and year of publication in your in-text reference/

According to Jones (1998), APA style is a difficult citation format for first-time learners.

APA style is a difficult citation format for first-time learners (Jones, 1998, p. 199).



## Multiple authors

If you are citing a source that has multiple authors, follow these basic steps.

### Two authors:

Always cite both authors' names in-text every time you reference the source.

Example:

Johnson and Smith (2009) found...

### Three to five authors:

Provide all the authors' last names when you first refer to a document with 3-5 authors. Only list the first author with the Latin abbreviation 'et al.' for any subsequent references.

Example:

Jones, Chavez, Jackson and Chen (2010) duplicated...

Jones et al. (2010) further described...

### Six or More Authors:

If a document has six or more authors, simply provide the last name of the first author with 'et al.' from the first citation to the last.

Example:

Thomas et al. (2007) likened abnormal psychology to...  
... distractions (Thomas et al., 2007).

## Bibliography

Additional information on APA style can be found at <https://owl.english.purdue.edu/owl/resource/560/05/>. Below are examples and guidelines for referencing common sources.

### Books:

#### General:

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

Calfee, R. C., & Valencia, R. R. (1991). *APA guide to preparing manuscripts for journal publication*. Washington, DC: American Psychological Association.

#### Edited book, no author:

Duncan, G. J., & Brooks-Gunn, J. (Eds.). (1997). *Consequences of growing up poor*. New York, NY: Russell Sage Foundation.

#### Edited book with an author or authors:

Plath, S. (2000). *The unabridged journals*. K. V. Kukil (Ed.). New York, NY: Anchor.

#### Translation

Laplace, P. S. (1951). *A philosophical essay on probabilities* (F. W. Truscott & F. L. Emory, Trans.). New York, NY: Dover. (Original work published 1814)

Note: When you cite a republished work, like the one above, in your text, it should appear with both dates: Laplace (1814/1951).

#### Edition other than the first

Helper, M. E., Kempe, R. S., & Krugman, R. D. (1997). *The battered child* (5th ed.). Chicago, IL: University of Chicago Press.

#### Article or chapter in an edited book

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. A. Editor & B. B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

O'Neil, J. M., & Egan, J. (1992). Men's and women's gender role journeys: A metaphor for healing, transition, and transformation. In B. R. Wainrib (Ed.), *Gender issues across the life cycle* (pp. 107–123). New York, NY: Springer.

#### Multivolume work

Wiener, P. (Ed.). (1973). *Dictionary of the history of ideas* (Vols. 1–4). New York, NY: Scribner's.

### Periodicals:

#### General:

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical, volume number*(issue number), pages. <http://doi.org/xx.xxx/yyyy>

#### Paginated by volume:

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology, 55*, 893–6.

#### Paginated by issue:

Scruton, R. (1996). The eclipse of listening. *The New Criterion, 15*(3), 5–13.

#### Magazine:

Henry, W. A., III. (1990, 9 April). Making the grade in today's schools. *Time, 135*, 28–31.

#### Newspaper:

Schultz, S. (2005, 28 December). Calls made to strengthen state energy policies. *The Country Today, 1A*, 2A.

#### Review:

Baumeister, R. F. (1993). Exposing the self-knowledge myth [Review of the book *The self-knower: A hero under control*, by R. A. Wicklund & M. Eckert]. *Contemporary Psychology, 38*, 466–7.

## Websites:

Author, A. A (Year). *Title of web page*. Retrieved DD month YYYY from <https://www...>

DfE (Department for Education). (2018). *Knowledge and skills statement for child and family practitioners*. Retrieved 9 March 2020 from [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/691575/Knowledge\\_and\\_skills\\_statement\\_for\\_child\\_and\\_family\\_practitioners.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/691575/Knowledge_and_skills_statement_for_child_and_family_practitioners.pdf).

If no author can be found, cite the website instead:

ThemPra. (2017). *Social pedagogy*. Retrieved 9 March 2020 from <http://www.thempra.org.uk/social-pedagogy/>.

## House style

### Spelling

- Authors should consistently adopt British spelling conventions (except in quotations from other sources, where the spelling convention of the original should be retained)
- In British style, either -ise or -ize may be used, but one form should be used throughout
- Please follow *Collins English Dictionary*

### Punctuation

- British punctuation should always be used with British spelling. Please ensure your computer is set to British English. British style uses single inverted commas, except for quotations within quotations (which have double inverted commas)
- Punctuation should follow closing inverted commas (except for grammatically complete sentences beginning with a capital)

### Hyphenation

- Use a hyphen when two words form a compound adjective: middle-class families
- Hyphenation must be used consistently throughout your text. Please follow *Collins*

### Commas

- An Oxford comma (also known as a serial comma) is a comma used after the penultimate item in a list of three or more items, before 'and' or 'or'. We do not use the Oxford comma – commas should be omitted before the final 'and' or 'or', e.g. red, white and blue. The exception is if the meaning is ambiguous without one, e.g.

The menu choices were fish and chips, steak and chips, or pie and mash.

The dog, Jack, and Sasha

### Dashes

- Spaced en dashes – not em dashes or hyphens – should be used
- Use unspaced en dashes not hyphens for ranges of pages or dates, e.g. 11–12, 22–9

### Semicolons and colons

- A semicolon should be used to separate items in a complicated list (i.e. if the items in the list have internal commas or very long descriptions), or to separate two related but grammatically independent clauses

- Use semicolons sparingly in the main text
- Colons should primarily be used to introduce block quotations or lists

### Quotations

- Quotations should be indicated by single quotation marks but use double quotation marks for quotations within quotations
- Indent quotations of more than 50 words. Displayed quotations have no quotation marks. Any quotes within a displayed quote will have single quotation marks
- Quotations should remain exactly as they are in the original
- If a quotation is being used as part of your own sentence, please make sure it flows grammatically. If necessary, use square brackets to insert necessary words such as [and]
- Square brackets can also be used when clarification is needed in, for example, transcribed speech, e.g. 'I thought he [the teacher] was just being kind'.
- Quotations should be in the same font as the main text. Please do not use italics
- Three dots (i.e. an ellipsis ...) with a space on either side indicate where material has been omitted from a quotation. Do not place brackets around ellipses. You don't need to use ellipses at the beginning or end of a quote, unless it's a displayed quote that starts midway through a sentence with a lower case letter

### Translations

- If quoting from a non-English source, the quotation should usually be in the original language. Give translation (either author's or from a published translation) if reader is unlikely to understand original language. The translation should usually appear in the text in parentheses immediately following the quotation but can be given in a numbered note if preferred. Alternatively, the translation can be given in the text and the original quotation in a numbered note.

### Capitalisation

- Keep capitalisation to a minimum and use it only for proper nouns and formal names of organisations, etc.
- In most cases, 'CE' (Common Era) and 'BCE' (Before Common Era) should be used in place of 'BC' and 'AD' and should be in small caps

### Italics and bold

- Use both minimally. Use italics rather than bold for emphasising words within the text
- Use italics for the following: book and journal titles, newspaper titles, film titles, play titles, stage directions, foreign words/phrases (that are not in common usage), song titles etc. Poem titles (except for very long works like *Paradise Lost*) are roman and quotes, not italic, e.g. 'The Road Not Taken'
- The Bible and Qu'ran, and individual book titles from these works, are not italicised
- Please do not use italics or bold for quotations

### Numbers and dates

- Spell out numbers one to nine, and use numerals for 10 upwards

Exceptions to this rule:

- Numbers that begin a sentence
- A series of numbers appearing close together in a mixed sequence (under and over 10), in which case use numerals for all numbers in that section
- Numbers giving exact measurements or with abbreviated units of measurement, such as 7 kg, 15.8 mm
- In usual cases like 5.00 p.m. (but five o'clock)
- Phrases involving hundreds, thousands, millions, etc., where round numbers are given (e.g., two hundred, fifteen thousand)

- With 'per cent' (NB 'per cent' rather than %)
- Elide numbers to minimum digits in ranges, e.g. 233–4 (however note 115–16); dates, e.g. 1993–4. Do not elide in titles and headings
- Comma for four digits 1,000
- Centuries should be written as words not numbers, e.g. eighteenth century
- Hyphenate if used as an adjective, e.g. eighteenth-century masterpiece
- Dates as British usage: 18 August 2015

### Contractions and abbreviations

- Avoid abbreviations where possible. If you need to use them please write in full at the first appearance of the term with the abbreviation in brackets, then use the abbreviated form throughout the text. In edited collections spell out each abbreviation at first mention in the chapter
- Abbreviations are usually expressed without full stops, e.g. GNP, USA, PhD
- If appropriate, include a List of abbreviations in the prelims, but you should still define the terms in full in the text at first use
- British-style contractions will have no full points (e.g. Mr, St, edn), although abbreviated words (i.e. ones that do not end with their final letter) will (vol., ed.)
- Plural forms 'vols' and 'eds' do not have full points
- Please avoid the abbreviations 'e.g.' and 'i.e.' and 'etc.' in the main text. Use phrases instead: 'for example', 'such as', 'this means', 'and soon'
- Please avoid 'don't', 'can't', 'won't' etc

### Parentheses (brackets)

- If a complete sentence appears in brackets, the full stop should be inside the brackets e.g. 'James walked to work. (It was a Wednesday, so he had more time.)'
- Do not use punctuation marks before brackets unless the brackets contain a complete sentence

### Acceptable language

- Please be sensitive to the use of terms that might cause offence or be interpreted as racist or sexist. Please also avoid gender-specific pronouns where possible. Here are some examples of how to do this:
  - (1) Use plural rather than singular pronouns in examples, e.g. 'when children play, they...' rather than 'when a child plays, he...'
  - (2) Alternate 'he' and 'she' throughout the manuscript when using a singular pronoun in examples, such that the reader perceives no bias.
  - (3) Use 'they' as a singular pronoun in examples, e.g. 'when a child plays, they...'

## Revisions

Should your manuscript be requested for revision to raise the acceptability for publication in the journal, please ensure that you follow below points when revising your manuscript and responding to peer review comments.

Please provide your timely revisions along with a response letter to any reviewer reports, within the specified revision period to the handling Editor.

- You should aim to address all points raised by the editor and reviewers, preferably sequentially and in a bullet point list.
- Outline what revisions you made to your manuscript in your response letter.
- Where applicable, perform any additional analyses or experiments the reviewers recommend (unless you feel that they would not make your paper better; if this is the case, explain why in your response letter).
- Provide a polite objective rebuttal to any points or comments you disagree with.

Clearly show and/or highlight the revisions you have made in the text. This can be accommodated by making use of either a different colour text, highlighting the text, or by using Microsoft Word's Track Changes function.