# GUIDELINES FOR PAPER SUBMISSIONS for GIREP-iCPE-EPEC 2017

Authors’ names and affiliations should be omitted from the paper for the purpose of a blind review. The deadline for paper submissions is 8th December 2017. Please note that when submitting a manuscript you must agree to review up to 4 manuscripts.

## INTRODUCTION

This document uses defined styles such as Heading 1 for the title of the paper, Heading 2 for Sections, etc. Please adhere to the styles defined in this document to minimise the amount of editing required; this includes the predefined page size, margins, etc.

The typing area should normally contain 50 lines of plain text. Interline space should be single along all pages and the whole text. Spreading of lines due to occurrence of indices, fractions, special symbols, etc. should be avoided. The page is set up as follows:

* Page format: A4 (210 cm × 297 cm)
* Margins: Top, bottom, left, right: all 2.5 cm

### Manuscript length

The completed paper including all figures, references, authors’ addresses (to be inserted later) should not exceed *ten* (10) pages. This is not a target but a maximum.

### Submission of manuscripts

Papers should be submitted for publication in electronic form, Microsoft Word format .docx preferred, (.doc allowed) or .rtf format via Google Form at:
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## Comments on different styles

### Title

Use the Title style used for this document: Times New Roman 16 pt, all capitals, centred.

### Authors and affiliations

Please leave blank (for double blind review). Do make an estimate for how much space it will take up so as to not exceed the maximum length.

### Abstract

Type the abstract immediately under the title. Use the Abstract style used on page 1: Times New Roman 12, italics, justified. Do *not* use the word “Abstract” as a header.

### Keywords

Enter up to 5 keywords. Use Normal Style (Times New Roman, 12 pt, justified).

### Main body

The style of the main body text is Normal (Times New Roman, 12 pt, justified). Please do not use indentations and do not leave an empty space between paragraphs. Footnotes, endnotes, figure and table captions and references should be typeset in 11 pt size. Do not worry about line breaks and page breaks yet.

### Headings

Please use Heading 2 (automatically in AllCaps) for section headings, Heading 3 for subsection headings (automatically in boldface; please capitalise all nouns), and Heading 4 for subsubsection headings (automatically in italics). Please do not leave an extra blank line above or below headings.

### Emphasis

Please use italics for emphasis, *not* bold or underline – and use them sparingly.

### Mathematical Symbols and Formulae

Mathematical formulae (including fractions, indices, etc) should be typed according to standard typographical rules. Please use italics for variable names, but a regular “d” to indicate differentials, e.g. “d*x*/d*t*”. Please use the Equation Style as in the line below, which has the correct indentation and right tab – but you must do the numbering by hand. You may use Equation Editor if desired, as in (1):

 (1)

### Bulleted Lists

* If required, please use the List Bullet Style used here
* and List Bullet 2 Style if needed

### Figures and Tables

Please do leave one blank line above tables and figures. Table captions should be placed above the table:

Table 1. Values of the sound speed in aluminium, brass and copper rods, measured by using methods 1, 2 and 3, and accepted values, as reported in the literature [Handbook of Chemistry and Physics, 1974].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **material**  | **speed of sound (m/s)****Method 1** | **speed of sound (m/s)****Method 2** | **speed of sound (m/s)****Method 3** | **Sound speed (m/s)****accepted values**  |
| Aluminium | 4800 ± 120 | 4980 ± 80 | 4950 ± 60 | 5000 |
| Brass | 3600 ± 150 | 3440 ± 50 | 3400 ± 50 | 3480 |
| Copper | 3600 ± 100 | 3610 ± 50 | 3500 ± 50 | 3570 |

Figure captions are placed below the figure:



Figure 1. The GIREP, ICPE and EPS logos.

The style to be used for both is FigTitle.

### Acknowledgements

There should be a blank line before and after the acknowledgement heading.

### References

Please adhere to the formatting of the examples given below [1-4]. Use the same condensed Chicago style as for the abstracts. For references to articles in refereed journals, this means number, first author only followed by “et al.” (not italicised), year in brackets, journal abbreviation in italics, volume in bold, start page only. Examples are shown below for references to articles [1], books [2], book chapters [3] and a paper in conference proceedings [4].

## Refereeing

Refereeing will be a relatively straightforward process. In addition to giving comments, referees will be asked to select through use of drop-down menus:

* Main focus of the paper (e.g. Research in physics/science education, theoretical reflections, etc.)
* Overall evaluation (accept, accept with minor revisions, accept pending major revisions (will be reviewed again), reject)
* Recommend as a chapter in book of selected papers if paper belongs to top 10% (Yes/No)
* Reviewer’s assessment of the relevance of the paper to PER or physics instruction (on a scale from 1-4; 1=poor, 2=fair, 3=good, 4=excellent)
* Author’s explanation of the relevance of the paper to PER or physics instruction (on a scale from 1-4)
* Methodological accuracy (on a scale from 1-4)
* Quality of analysis and results (on a scale from 1-4)
* Quality and relevance of diagrams, tables, text and mathematics (on a scale from 1-4)
* Writing style and communication of content (on a scale from 1-4)

Referees will be given 3 weeks to review the papers, which will be sent out in December/January.

## References

1. D. Hestenes et al. (1992) *Phys. Teach.* **30** 141.

2. L.C. McDermott et al. (1996). *Physics by Inquiry, Volumes I and II.* New York: Wiley.

3. J.W. Putnam (2009). Cooperative learning for inclusion. In P. Hick et al. (Eds.), *Psychology for inclusive education: New directions in theory and practice* (pp. 81-95). London, England: Routledge.

4. P. Rodriguez et al. (2001). Personal digital assistants in the classroom: an experience. *Proceedings of the Ed-media World Conference on Educational Multimedia, Hypermedia & Telecommunications*, Association for the Advancement of Computing in Education, pp. 1567-1572.