

## SSR Notes for contributors

This is a list of basic dos and don'ts with submission to SSR. Please follow this advice as we want to concentrate on editing and publishing and we do not want to be distracted by clerical and technical tasks. More detailed advice is below this list. All submissions must be in English.

### Initial submission

Dos	Don'ts
Do send the item to The Editor, <i>SSR</i> , The Association for Science Education, College Lane, Hatfield, Herts AL10 9AA telephone +44(0) 1707 283000. Your submission will be acknowledged and assigned a number unique to it.	Don't email contributions or send them direct to the editor unless you have express permission to do so.
Do include the author's full name(s), both school or business and home address, telephone/Fax number and e-mail address. (Authors are advised to keep copies of their contributions).	Don't miss out any contact details. The editor needs these details to contact authors about modifications and publication. Executive editors need author's contact details for advice and consultation about corrections
Do send <i>four</i> (4) hard copies of your article/Science note, (the top copy and three photocopies). Do use 11 or 12 point font preferably with a <i>serif</i> ..	Don't send single copies or insufficient copies. Each item is normally sent to three referees and one copy is filed
Do submit the article on A4 (or similar US/Australian) sized paper on one side only, using 1½ or double line spacing throughout (including references) with margins of at least 2.5 cm.	Don't submit single spaced items with insufficient margins. Referees may annotate typescripts and may need space to do so. These reviewed, annotated typescripts are returned to authors
Do include all figures, tables, graphs and photographs as separate sheets, and indicate in the text where they should go. Label each sheet appropriately eg Figure 1, Table 1 and so on	Don't embed illustrations, tables, graphs, photographs into the typescript - it only has to be unscrambled later when we move to the desk top publishing stage
Do collate all items for each copy of the article together and join them with a paper clip or put them in a punched pocket.	Don't staple pages together - they only have to be unstapled at this end
Do ensure that the first page of the article includes: (a) An explanatory title, being as short as possible but clearly indicating the contents of the article. (b) Author(s) name(s). (c) A brief description of the article, in not more than 30 words, to attract the reader's attention (not necessary in the case of a Science note). (d) An abstract of <i>not more than</i> 100 words including two or three key words encapsulating the article (not necessary in the case of Science Notes). (e) Pages should be numbered. (f) At the end of the article a note of the position held by the author(s), and, if desired, brief relevant biographical details, e-mail address and/or other contact details, should be given. (g) The word count for the article (including references) should be included at the end of the article.	Don't use long-winded titles  Don't leave out page numbers or the word length.  Don't forget the description and the abstract as it is better that this is from the author rather than from the editors.  Don't forget short biographical details as readers like to know who the author is; where they work, and what they do.  Don't forget contact details at the end of the article. Readers may wish to contact you to discuss the article, find out more or, worse, point out your errors!
Do try and keep to a reasonable word length. Normally articles are between	Don't be prolix. Reviewers will suggest where cuts can be made or

2000 - 4000 words and science notes are no more than 2000 words.	where plainer language could be used.
Do try and keep the number of references to a minimum, e.g. if you refer to Smith (1986, 1992, 2001) and Smith (2001) contains the references to Smith (1986, 1992) then give the latest reference only. Do follow the referencing convention used in SSR (see advice below) Do ensure that all texts referred to in the text are referenced in the references - if you don't it creates extra work and delays the production of your article	Don't refer to items that may be difficult for the vast majority of SSR readers (UK science teachers) to find.  Don't be afraid to refer to items across a range of sources (see below)
Do obtain permission to include any material for which somebody else owns copyright <i>before</i> the article is submitted. This is the author's responsibility and the editor may only advise.	Don't simultaneously submit items elsewhere.

### **Submitting modified and accepted versions**

Do refer to the item's unique number in <u>all</u> correspondence	Don't expect the SSR team to recollect your item instantly from your file names.
Do address the reviewers' suggestions or if not then explain, in writing, why your modified version is preferable to their suggestions.	Don't ignore reviewers' comments. Respect the care and effort they make to improve your item.
Do ensure that text for returned modified e-versions is either in doc or rtf formats, and all tables, graphs, and images are in separate files in appropriate formats (see below).	Don't embed tables, graphs, and images into an e-version of the text - believe it or not, it does not help.  Don't return <i>images</i> in doc or rtf formats.
Do ensure that you have obtained in writing all permissions for copyright and/or from people in photographs (see below).	Don't assume the editorial staff will do this - we can advise and help but ultimately we are not responsible for obtaining any necessary permissions.

### **The timetable, procedures for processing and dates of publication for unsolicited articles**

Authors may be concerned about when an article will be published. SSR is refereed and printed and both these processes take time.

Referees review articles in their spare time and as a voluntary professional service. It is usual to request modifications and reviews and referees' comments are returned to authors as soon as we can. Authors are asked to return modified copy as soon as they reasonably can.

When the text is finally accepted it then has to be paged and further minor modifications and clarifications are often requested. All authors of articles and notes receive page proofs and must peruse and make any minor corrections to the text as requested.

When a paged article is accepted then it is usually published within the next four issues. Which issue an article goes in is a compromise depending on the article's topicality, subject, focus, length, if it need b&w or colour and so on.

The process from submission to publication takes months not weeks.

### **More detailed advice**

#### **1 Editorial procedure**

Normally, all articles/Science notes submitted to **SSR** are acknowledged and

sent to three 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. Modified articles are reviewed again and the modified article may be accepted or further modifications may be requested.

Once an article is accepted, the Editor will be pleased to receive it on disk or as an e-mail attachment, where possible. Please give details of any software used (especially for artwork).

Articles will be sub-edited for clarity and brought into line with **SSR's** style. The author's approval will be sought for any major alterations. In due course, authors will receive page proofs to check. No changes to content can be made at this stage.

## **2 More detailed points of style**

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### **2.1 Readability**

*SSR* has an international readership and this should be borne in mind when writing. Authors should emphasise the level at which their article/Science note is aimed. Articles should be succinct. Technical terms should be used as sparingly as possible. Acronyms should be spelt out when first used. When mentioning particular curricula, examinations, school grades, etc., the country and age and ability range under discussion should be specified.

Use devices such as subheadings, 'bullets' and 'boxes' (e.g. for background information) to help break up the text and make it more accessible.

### **2.2 Using quotations/extracts**

All quoted material should read exactly as in the original. Please check such quotes carefully and include full details of the source in the reference.

### **2.3 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).

### **2.4 Tables**

Tables should be numbered consecutively, Table 1, Table 2, etc. Tables should be put at the end of the article and their approximate positions in the text marked. Table captions and headings should be self-explanatory and as far as possible, set out in the style of the journal.

### **2.5 References**

#### **Books and journals**

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 copy of **SSR** from issue no. 283 onwards for 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 two or more publications 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.

References at the end of the article 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 and issue number, and the first and last page numbers in full.

References to papers in journals should be in the following style:

Ward, A. (1990) Matters of gravity Ð a topic for discussion. *School Science Review*, **71**(257), 111-116.

References to books and monographs should include author(s) or editor(s), year of publication (in parentheses), title of book (in italic), edition, chapter and/or page reference (if desired), town of publication, and publisher, in that order. For example:

Sykes, P. (1985) *A guidebook to mechanism in organic chemistry*. 6th edn, pp. 179Ð182. Harlow, Essex: Longman.

### **Internet resources**

#### *Websites*

You will need to give as many of the following items as are available: author, title, date, publisher, date you accessed the material (because the site may be updated between the time you use it and the point at which a reader refers to it) and the URL. For example:

*CIA World Fact Book, 1999: Ecuador*. Visited: Aug 2000. URL:  
<http://www.odci.gov/cia/publications/factbook/ec.html>

Australian Psychological Society (1999) *Considerations for psychologists providing services on the internet*. Visited: Aug 2000. URL:  
<http://www.psychsociety.com.au/about/internet.pdf>

#### *E-mail correspondence*

To reference material you have gathered from an e-mail correspondence, you need to give author, date of message, subject of message, recipient's name, [On-line], and availability (i.e. recipient's e-mail address). For example:

Rogers, W. (19 September 1996) *The nutritional value of the potato* [e-mail to P. Squire], [On-line]. Available e-mail: [p.squire@uwe.ac.uk](mailto:p.squire@uwe.ac.uk)

### **Audiovisual materials**

It is crucial that, as with all referencing, when you are citing videos and other audiovisual materials, you follow a consistent format, and remember that the key to a good reference is that it allows the reader to trace the original item.

#### *Feature films*

Provide film title, date, director and production company. For example:

*Some like it hot* (1959) Directed by Billy Wilder. United Artists.

#### *Training and commercial videos*

Give as much information as you can, and indicate that the item is a video. For example:

*Meetings bloody meetings* (1992) [Video] Video Arts.

#### *Off-air recordings*

You should provide all the information needed to give the original programme details. For example:

*Twenty steps to better management: thriving on change* (1999) BBC2. 7 June.

### **3.6 References to sources**

All source references (for materials, visual aids, websites, posters, etc.) should be checked personally by the author to ensure that they are up to date. Full addresses including postcodes should be given where applicable.

### **3.7 Software**

Programs and applications referred to in articles or notes should be clearly referred to so that a reader could locate it, e.g. 'the data was entered into an EXCEL spreadsheet and then processed, the diagrams were drawn using Corel Draw.

If innovative software is integral to an article or Note, four copies of the software must be submitted, along with the text, for distribution to the referees.

## **4 Illustrations**

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### **4.1 Figures and figure captions**

Illustrations (including photographs) should be numbered consecutively, Figure 1, Figure 2, etc. Their approximate positions should be marked in the hard copy/text file. Each figure needs a caption.

There should be hard copy of every illustration (even if in the text file) on a separate sheet with the author's name and figure number lightly pencilled on the back of the sheet.

Photographs should be similarly marked on the back, with the top of the photograph indicated where necessary.

Figure captions should be listed in numerical order at the end of the article.

### **4.2 Photographs**

Articles and Notes in SSR are greatly enhanced by the use of photographs. Therefore SSR encourages authors to include apt photographs with submitted articles and notes. Authors must obtain and submit a person's written consent (or parental consent for those under 18) to use her or his image if they are clearly recognisable in the image. Further advice can be obtained from the editor.

The content of a photograph should focus on the activity not on a particular child and should avoid full face and body shots. People in laboratory settings must be shown following appropriate safety guidelines and wearing safety attire appropriate to the activity being illustrated.

Good quality colour or black-and-white photographs or transparencies are acceptable, as are electronic versions as TIFF files or JPEG files. Where possible, the insertion of a scale on the photograph is preferable to a statement of magnification in the caption.

A line illustration is preferable to a poor quality photograph.

Colour photographs or transparencies for possible cover use are very welcome. Whilst all reasonable care will be taken with photographs and transparencies sent to **SSR** they are sent at the owner's risk and neither the ASE nor its agents accept any liability for loss or damage.

## **5 Safety**

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When writing for SSR, if any practical activities are described, contributors should:

- 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, 1995 and later)

*Topics in safety*, 3rd edn (ASE, 2001)

*Microbiology: an HMI guide for schools and FE* (HMSO, 1990)

*Safeguards in the school laboratory*, 10th edn (ASE, 1996)

*Hazardous chemicals: a manual for science education* (SSERC, 1998)

*Be safe! Health and safety in primary school science and technology*. 3rd edn (ASE, 2000)

*Safety in Science Education* (DfEE, 1996)

- 4 Draw attention to the need for any COSHH risk assessment, indicating whether a special assessment is likely to be necessary. COSHH risk assessments are necessary for all activities involving micro-organisms, and for all chemicals (whether used or made in the activity) classed as IRRITANT, HARMFUL, TOXIC, VERY TOXIC or CORROSIVE. Although not strictly necessary, it is our policy also to include OXIDISING, FLAMMABLE, EXPLOSIVE and RADIOACTIVE substances. The classification of some chemicals may be unexpected, and should always be checked, for example by reference to a good up-to-date catalogue, such as that of BDH. Authors wanting some indication of the likely acceptability of a novel activity should refer to *Preparing COSHH risk assessments for project work in schools* (SSERC, 1991).
- 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*, Safety note, p. 6).

## **6 Copyright**

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- 1 The copyright of any article published in *SSR* is held by the author with the exception of diagrammatic material which has been redrawn by our artist, for which the author and the Association for Science Education jointly hold the rights.
- 2 To encourage maximum use of material contained in *SSR*, the Association and the authors of published articles are pleased to allow school and other educational establishments to reproduce articles from the journal, free of charge, on request to the Association. Material reproduced should only be used for educational and other non-commercial purposes, and should carry an acknowledgement of the original source.
- 3 Science teachers' associations which are members of the International Council of Associations for Science Education (ICASE) may reproduce articles from *SSR* in their own journals without prior permission, but the Association does expect to receive a copy of the issue containing the article.
- 4 Individuals and organisations, other than those mentioned above, wishing to reproduce any article or part of an article must contact the Editor at ASE Headquarters in the first instance.
- 5 The ASE reserve the right to reproduce *SSR* articles on the ASE website.

## **7 Offprints**

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Ten offprints are sent out free to authors of major articles and six offprints are sent out free for authors of Science Notes.

**SSR** (*School Science Review*) is a journal for those teaching science to pupils and students aged 11-19 and all those interested in this aspect of education. **SSR** is the flagship journal of the Association for Science Education (ASE). It is a highly regarded periodical, produced quarterly. Contributions are generally unsolicited and are submitted by a wide range of people with an interest in science education including teachers, academics, and scientists. All articles are refereed. **SSR** occupies a unique niche between academic and professional journals in UK science education 11-18.

At present it comprises 144 pages, B5 in size, with a card colour cover. **SSR** has a print run of 17 000, which is sent to all national and international secondary members of the ASE, with 1 000 copies to libraries in teacher training institutions worldwide. It is indexed and abstracted in the Educational Resources Information Center (ERIC) and the British Educational Index (BEI). Its ISSN is 0036-6811.

The ASE is a registered charity (no. 313123) and a non-profit making, educational association. **SSR** is not for public sale and is only available by library subscription or personal subscription of ASE members. Whilst most readers are teachers in schools and colleges, a significant number of teacher educators and education researchers also read the journal. **SSR** is distributed world-wide.

The Editor welcomes articles, science notes and letters, and offers help and advice to new authors.