**SSR Submission Guidance**

**Introduction**

SSR has an international readership made up of ASE members and library subscribers with an interest in 11-19 science education, including new and experienced teachers, teacher trainees, teacher educators, school leaders and Heads of Department, advisers, consultants and technicians.

All articles in each issue of SSR are published online with an accompanying print publication including a selection of shorter articles. Article links to further reading, resources and multimedia content are available in the online version of the journal, accessible at [**www.ase.org.uk/resources/school-science-review**](http://www.ase.org.uk/resources/school-science-review).

**Publication Process**

The writing process begins with the submission of an article ideas via the [**Articles Idea Form**](https://forms.gle/hPGT8Zms2r1XkZGt6)**.**

All ideas are discussed with the commissioning editor to agree the most suitable type of article.

The article can then be written using the **writing guidance** and details for the article type in the **article type and expectations** table.

**Additional writing support** for Practical Idea articles and Spotlight on Teaching articles is available at the end of this document. These aim to support less experienced writers.

Finished articles and image files should be submitted online via [**Submit your Article**](https://www.ase.org.uk/SSR-submit-an-article). Additional images may be emailed to the commissioning editor, once copyright permissions have been obtained.

**Terms & Conditions**

* It is the responsibility of authors to obtain permission, before submission, for the use of any material for which the copyright is held by a third-party including images and intellectual property.
* As for all ASE publications, we ask that you do not submit the same article to any other publication (including other ASE journals) at the same time.
* Any article written for ASE journals should not replicate content of an article previously published in another journal (by ASE or another publisher).
* AI tools may not be used to write articles for the ASE, as these tools cannot currently manage conflicts of interest or copyright and licensing agreements. Authors may use AI tools solely to improve the language and readability of their articles, provided they disclose the use of these tools to the journal editor.
* Materials published in all ASE journals will be published on the ASE website and some articles may be accessible to the public as sample material.

The Association for Science Education (ASE) is committed to addressing inequities and advancing and embedding equality, diversity and inclusion throughout our systems and processes and across all areas of activity. To download the policy document [**click here**](https://www.ase.org.uk/download/file/fid/91735).

**Writing Guidance**

The table below shows you the key elements that should be included in your article to ensure that it fits the *SSR* article format.

Your submitted article should be presented as a word document with images included in context in the article AND as separate jpeg files. Your article will be typeset, so your word document will not reflect the final layout.

|  |  |
| --- | --- |
| **Title** | Maximum ten words |
| **Author name** | Please make clear who should be attributed as an author. For each author we require:   * A good quality headshot (sent as a separate jpeg file) * A short biography in the format ‘[Name] is [role] at [institution] and also [any ASE role].’ * Email address for publication (or an organisation email). * Link to a social media platform of your choice   Please make clear the contact email for our production team to use to get back in touch with you at the proof stage. |
| **Author biography** |
| **Author email and social media** |
| **Introductory text** | Maximum 15 words  Format: [Author(s) names] shares/discusses/describes/[other verb] … |
| **Introduction** | Something to draw the reader in and introduce the topic of the article. It sometimes helps to write this last. |
| **Main narrative** | Please use subheadings to divide up the text and provide visual guidance to the reader.  Writing should be formal but concise and accessible in style.  Articles should be clear to read to all working in science education in the UK and internationally.  If referring to qualifications or curriculum stages please add the age range in brackets to support readers from other countries.  The SSR design facilitates the use of boxes for standalone text. Please specify in your article manuscript. |
| **Conclusion** | A paragraph to wrap up the article and to precede the references. The subheading does not have to be conclusion. |
| **Acknowledgements** | For a person, please use the format:  ‘I/We would like to thank [name], [role] at [institution] for…’  For an organisation, please use the format: ‘I/We would like to thank [organisation], for…’ |
| **Useful links** | List any open access resources mentioned in the article. Alternatively, the subheading may be ‘Further information’, which allows the listing of links to additional information. |
| **References** | The number and type of references should be appropriate to the type of article.  See “article types and expectations” table below.  References should be presented as Harvard but our copyediting team can format references if you are not familiar with this referencing system. |
| **Images** | Place any images within the text for the benefit of our reviewers.  Please label each image with consecutive figure numbers.  Please upload good quality jpeg images as separate files when you upload your article – if these are pupils’ work, please refer to school policies for permission to use.  Please use the figure numbers as file names.  The upload form will ask confirmation of the image copyright and source.  For any other images not originated or owned by the author, written permission to use such images should be obtained by the author from the original source and such permissions should be shared via the upload form.  If the image is thought to be Creative Commons with appropriate usage, details of the Creative Commons license should be provided on the form. |

**Article Categories & Expectations**

Please find below some further detail on the types of article published in SSR. If your article type is not covered in the table below, this should have been discussed with the commissioning editor.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SSR article category** | **Word count** | **Author background and expectation** | **References** | **Example** |
| **Practical idea** | 1200- 2000 | *Technician Reflection*  Description of the reasons for the experimental design (novel experiment or adaptation) and how this has supported an improvement in experimental results or technical methods for students (or teacher if a demo). Must have been used in school. | Any original source material relating to the experimental method. | [Reduced scale electrolysis in a Tic Tac box](https://www.ase.org.uk/resources/school-science-review/issue-388/practical-ideas-reduced-scale-electrolysis-in-tic-tac-box)  Maureen Wade |
| 1200-2000 | *Teacher Reflection*  Description of how the experimental design (novel experiment or adaptation) has supported student understanding or student technical success with the experiment. Must have been used in school. | Any original source material relating to the experimental method. | [Determining the empirical formula of magnesium oxide – a microscale method](https://www.ase.org.uk/system/files/SSR-P_June_2022_14-15_Paterson.pdf)  David Paterson    [Measuring the speed of sound with traditional instruments and a smart phone](https://www.ase.org.uk/resources/school-science-review/issue-390/science-notes-measuring-speed-of-sound-traditional)  Syakti Sriyansyah |
| **Spotlight on Teaching** | 1200 | *Teacher*  Research-informed pedagogical approach evaluated through teacher reflection.  OR  Teaching specific topics evaluated through teacher reflection on impact | Book or article reference.  Key papers cited by conference presenter, book author or source article writer. | [Using probing questions to support the teaching and learning of moles](https://www.ase.org.uk/resources/school-science-review/issue-389/using-probing-questions-support-teaching-and-learning-of)  Amiera Davies |
| **STEM careers** | 1200 | *Industry links or teachers/lecturer whose work links to STEM careers*  Outline of opportunities now and in the future. Should be inclusive to include both graduate and careers on a technical pathway. | Sector reports and research | [The many and varied careers available in the automotive industry](https://www.ase.org.uk/resources/school-science-review/issue-390/many-and-varied-careers-available-in-automotive-industry)  Pete Jackson |
| **Frontier science** | 1200- 2000 | *University outreach teams/Teachers or technicians with university links*  May be beyond curriculum (but accessible) and link to contemporary science research.  Must include link to science education, e.g. how it could be used in the classroom. | Science research papers | [What is there to learn from time-travelling trees?](https://www.ase.org.uk/resources/school-science-review/issue-389/what-there-learn-time-travelling-trees-dobbie-et-al)  Samantha Dobbie, Kris Hart and Jeremy Pritchard |
| **Commentary** | 1200 | *Thought leaders with experience in relevant area of the science education sector. May be invited to comment by Marianne to link with ASE advocacy priorities.*  Informed summary of the situation and reflection that is informed by suitable referencing.  Should not be purely opinion, should interpret available information and thinking in the area. | Three references to research or policy papers/reports | [Where are the physics teachers? Challenges and opportunities in retaining physics teachers?](https://www.ase.org.uk/resources/school-science-review/issue-389/where-are-physics-teachers-challenges-and-opportunities-in)  Mark Whalley  [Technician- a career on life support?](https://www.ase.org.uk/resources/school-science-review/issue-389/technician-%E2%80%93-career-life-support-butler)  Caroline Butler |
| **Insight** | 1200 -2000 | *Science education consultants/specialists in specific fields, expert teachers, partner organisations*  Research-informed outlines of key topics linked to science education including “takeaways” for use in classroom practice.  Should include useful links for teachers.  Topics listed below. | Max three references to research papers, books | [Reducing misconceptions: the importance of secure mental models](https://www.ase.org.uk/resources/school-science-review/issue-390/reducing-misconceptions-importance-of-secure-mental-models)  Helen Harden  [Scientific language in the classroom](https://www.ase.org.uk/system/files/SSR-P%20390%20p16%20Williams.pdf)  James Williams |
| **Perspectives** | 2000- 3000 | Coherent article linking implications of research to classroom practice.  Coherent article giving research informed perspective of science teaching sector. | Maximum five references | [Reimagining Secondary Broad General Education](https://www.ase.org.uk/resources/school-science-review/issue-392/reimagining-secondary-broad-general-education-sciences)  Colin McGill (ASE Scotland)  [Are we expecting too much from retrieval practice?](https://www.ase.org.uk/resources/school-science-review/issue-392/are-we-expecting-too-much-retrieval-practice-open-access)  Gareth Bates |
| **Interview** | 1200 | Personal science background and career contributions of a specific academic  Reflections on impact of research  Or an interview eliciting informed views and opinions on a topical issue as an alternative to the commentary format. | Maximum 5 references linked to the interviewee’s contribution to science education.    Or references / policy reports linked to topical issue | [Questions for Louise Archer](https://www.ase.org.uk/system/files/SSR-P-NOVEMBER_2023_16-17_Researcher%20interview.pdf)  Alastair Gittner |
| **Original research** | 3500-4000 | *Masters student with university mentor*  A focused distillation of an MA project written specifically for the SSR audience (including clear links to classroom practice).  *University academic or teacher with post graduate level experience*  Presentation of new research but for SSR so less detail on statistical methods etc.    Summary and perspectives on the existing literature in a particular field (including clear relevance to classroom/school practice) | Maximum of ten papers | In development with Richard Brock (KCL) and Helen Gourlay (UCL) and selected MA students    [Should I stay or should I go? Exploring the experiences of physics teachers in their first five years.](https://www.ase.org.uk/resources/school-science-review/issue-391/should-i-stay-or-should-i-go-exploring-experiences-of)  Mark Whalley |

**Additional Writing Support**

Two types of article are more suitable for less experienced writers: the **Practical Idea** article and **Spotlight on Teaching**. The prepared list of subheadings below can be used to structure the main narrative of each article type.

**Practical Idea Article**

|  |  |
| --- | --- |
| **Inspiration** | Introduce the practical idea and what inspired it.  Technicians:  If this is an alternative method, state why you were inspired to improve the existing method. If it is a completely novel practical, explain the inspiration for creating it.  Teachers:  In addition include brief description of how the practical fits with teaching e.g. suggestion of how to use the experiment effectively in class to support learning. This could include general curriculum/topic links. |
| **Equipment list per group (and safety information)**  **This may be presented in a separate box** | Bulleted list of equipment/chemicals needed by each group of students. Safety: Please note that there should be no separate Health and Safety section. Warnings should be included where needed and may be repeated (including in the method and Technician tips). Write hazard warnings in square brackets with the hazard category in small capitals. Please include concentrations of any solutions. Include eye protection if necessary. E.g. ‘100 cm3 acidified potassium manganate (VII) solution of about 0.0003 mol dm-3 [WARNING irritating to eyes and skin]’ |
| **Method** | A numbered list of instructions. • Start with the disclaimer: ‘You may need to adapt the guidance here for local circumstances, ensuring that you comply with your employer’s model risk assessments and policies.’ • Make Step 1 (if appropriate): ‘Wear eye protection throughout the practical and when clearing up.’ • Add numbered steps that would enable a teacher or capable student to complete the practical successfully. • Add photograph of the set-up if possible. |
| **Sample results** | Add a small example table of results, if appropriate, or description, or photograph of expected observation. |
| **Technician tips (optional)** | 2-3 bullet points Advice for technicians (or a teacher) that will make the practical work effectively. This is a good place to include things discovered when trialling or improving a practical. Please use the passive voice (e.g. ‘It is helpful if the rhubarb is prepared’ rather than ‘I find it helps if you prepare the rhubarb…’). |
| **Going further (optional)** | Add details of any variation on the practical, or notes about the approach (e.g. microscale). This section may be omitted if the maximum word count has already been reached. |
| **Conclusion / reflection** | A paragraph describing the impact the practical idea has on teachers and/or students. Did it go as planned? Have any further changes been made either to the practical or to how it has been used in class. |

**Spotlight on Teaching**

|  |  |
| --- | --- |
| **The issue** | ‘I/We had this issue...’ Introduce the issue that you faced. ‘I/We read/heard about...’ Cite the evidence base upon which the solution(s) is/are based. |
| **Context** | See recently published examples. Make sure that you include information relevant to your article. |
| **Approach** | Make it very clear to the reader what you did. Think about ‘step-by step’ in prose, i.e. ‘First… then…’ etc. Often, an image of ‘the intervention’ can be used here. |
| **Findings** | This is based on professional reflection. They are findings that you discovered in this case. You cannot make generalisations, but you can make claims in this context. Identify 2-3 key findings to present. These can be supported by an image of a pupil’s work. Use good examples, make a claim and back it with evidence from the context, e.g. ‘Using the template, pupils began to use the key words correctly in sentences, or ‘Michael used “photosynthesis” correctly in three situations (Figure 2)’. Note: reviewers are quite hot on this. They need specific examples for claims, rather than generalisations. |
| **Reflections and next steps** | Take the opportunity to refer back to the evidence base that you used as a solution. How did it work out? Raise any issues or concerns that you had, or have, about this approach. State specific next steps |

If you have any further questions about writing for SSR, please do not hesitate to contact the editors at [**ssreditor@ase.org.uk**](mailto:ssreditor@ase.org.uk), or submit your ideas via the article ideas form ([**www.ase.org.uk/article-ideas-form**](http://www.ase.org.uk/article-ideas-form)) and we will be in touch.