

EDITORIAL STANDARDS

SOMMARIO

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EDITORIAL STANDARDS FOR THE “RESEARCH” SECTION

Types of contributions:

The 'Research' section includes three types of contributions:

- **empirical contributions:** quantitative and qualitative researches;
- **theoretical contributions:** discerning reviews of literature and/or works on conceptual models and innovative interpretive hypothesis;
- **reports** of best practice, experiences, methodological solutions developed in project context.

These contributions are published with a DOI, following the same standards as scientific articles, both in terms of style and the review and publication process.

Contributions must be formatted in Microsoft Word format and drafted as follows:

Title of the contribution

(Set the font for the title as Times New Roman with a font size of 20 and bold font style. Maintain single spacing for the line spacing).

The title should be concise, informative, and easily understandable, including non-experts in the field. Avoid using abbreviations and formulas, as titles are commonly used in information retrieval systems.

Author's name: (Set the font for the author's name as Times new Roman with a font size of 14 and bold font style) and **the affiliation of the author** (In a footnote, use Times New Roman font with a font size of 10), as follow:

Name Surname¹, Name Surname²,³, ⁴,

¹ First author affiliation and mail address.

² Second author affiliation.

³ Third author affiliation and so on.

⁴ Include any indications regarding paragraph attribution.

Abstract

(Set the title in Times New Roman font with a font size of 14 and bold font style. Leave a blank line after the title. Use Times New Roman font for the text with a font size of 12 and single spacing for the line spacing).

The abstract gives a concise statement of the intention, results and conclusions of the contribution and should not be longer than 1,000 characters, spaces included. References should be avoided. If the references are essential, please mention the author and the year of the contribution.

Non standard acronyms and abbreviations should be avoided. If they are essential, they should be defined at their first mention in the abstract itself.

Keywords

(After the abstract, include a blank line. Use Times New Roman font with a font size of 12 and bold font style for the title. On the same line, after a colon (:) symbol, list the keywords in Times New Roman font with a font size of 12, using single spacing between keywords. End the list with a full stop after the last keyword).

Keywords should be reported with an initial capital letter and separated by a semicolon. The last keyword is followed by a full stop.

<p>Keywords: Well-being; Resilience; Working-groups; Educational and school services; Teachers' training (e.g.).</p>

Length and body of text

The contributions should normally be between 35.000 and 55.000 characters (including spaces).

The document should be edited in a single column and submitted in A4 format (top margin: 2.5 cm, bottom margin, left, and right: 2 cm).

The body of text is always Times New Roman 12, justified and single spacing.

The footnotes are always in Times New Roman 10, justified and single spacing.

The footnotes should be kept to a minimum. They should be consecutively numbered using superscripts and placed at the appropriate point in the text.

Footnote numbers should be placed before the punctuation mark.

Use a first-line indent of -0.5.

Hyphenation and the use of double spacing to align or indent the text are not allowed.

Please number each paragraph including introduction and conclusion as follows: 1.

Every paragraph may have sub-paragraphs numbered with 1.1.

Any sub-subparagraphs should be numbered accordingly 1.1.1.

Text style

Please do not use blank spaces before the punctuation marks, after open parenthesis and before a closed parenthesis.

Use a blank space after the punctuation marks.

Concerning apostrophes and inverted commas, please use the curly (smart) quotes.

Please do not italicize the foreign words (Latin included) that became of common use in the English language, such as web, internet, software, feedback, online, ad hoc, in itinere, impasse, forma mentis e. g. .

Do not emphasise with bold type or underscore. If the emphasis is essential, please emphasis the word in italics and only the first time the word is used in the text.

Please use the dash in writing words, such as e-learning, e-mail, e-tutor, e-book.

Please end each item of a list with a semicolon, the last item should end with a full stop.

The first time an acronym and/or abbreviation is mentioned in the text, please they should be defined at their first mention, and from that point on, use only the acronym and/or abbreviation.

Please use roman numerals to indicate centuries (XIX, XXI); write school grades in full letters (first class, second class instead of I, II).

Please use the short hyphen (-) for compound words (know-how), for numbers indicating a time period (1970-1975, 2014-2015), and to insert an aside in the body of the text.

Citations and quotes

When you cite the work of an author or you insert a direct quote, please use the French quotation marks (guillemets) to encapsulate the quote.

Please note guillemets are an actual symbol; do not use “<” or “>”⁵.

Do not type spaces before them.

In direct quotes, omissions should be flagged with three dots in square brackets:

[...].

The words added in the citation should be encapsulated in square brackets, followed by a comma and by an A/N (Author’s Note).

Please use the opening double quote (“), and the closing double quote (”), if there is a quote inside a quote as for example: «John Doe screamed “I’m not dead!” but nobody was convinced».

When the author is associated with an argument, theoretical position, empirical evidence, open and close the round brackets, citing the author's surname and followed by a comma and the year of publication. For example: "The PISA survey on science literacy is not based on curriculum analysis but... (Mayer, 2008)".

If the author’s surname is mentioned in the text, only the year is left in parenthesis. For examples: “The empirical evidence reported by Hattie (2009) confirms the data”.

When you insert a direct quote, please enclose inside a round brackets the author’s name, year of publication, page number, separated by commas. For example: “The Internet is an «ecosystem of interruption technologies » (Carr, 2010, p. 116)”.

In the case that the author’s name is enclosed in the direct quote, please indicate the year of publication. At the end of the direct quote, please report the page number of the excerpt. For example: “In Carr's opinion (2010), internet is an «ecosystem of interruption technologies » (p. 116)”.

When you cite more than one work at once, please do not repeat the author's surname if the bibliographic reference is analogous. Please divide the works of different authors with a semicolon and put the authors in alphabetical order and then order the year of publication. For example: “(Bandura, 1977; 1982; 1986; Bourdieu, 1983; 1986)”.

⁵ You could add to type guillemets on a QWERTY keyboard, please use Alt+174 for « and Alt+175 for ».

When you need to report more bibliographical references of the same author and the same year, please use the alphabetical letters a, b, c, ... to discern the works. For example: “(Santagata, 2011a; 2011b)”.

If there are two authors, use “and” in the body of text and an ampersand “&” encapsulated in the round brackets. For example: “The Community of Learners of Brown and Campione (1990) ... As indicated in the specialistic literature (Tobia & Duffy, 2009)”.

When there are more than two authors to name, please name only the first one followed by “*et al.*”. For example: (Graff *et al.*, 2008).

Long quotations should be separated from the text by a line and format in Times New Roman 10, with a left indentation of 1,5 cm. Do not forget the guillemets and the referencing, which should be placed between the closed guillemets and the full stop:

«Dai dati di PISA 2006, così come dai dati delle altre indagini PISA e delle indagini TIMSS, emerge un insegnamento scientifico mirato alla memorizzazione di nozioni e concetti [...]»
(Mayer, 2008, p. 61).

Skip a line after the long quote and keep typing with the normal body of text settings.

Tables and figures

Tables and figures should be numbered in order of appearance.

Each table, figure, graph should be referred to in the body of the text, enclosed in round brackets, such as (Fig. 1 or Tab. 1), or with a direct explanation, for example, 'In Fig. 2 or in Table 2, it is illustrated...'.

Each table, figure, graph, picture should appear with a caption that is placed below the table (or figure). The caption should be in Times New Roman 10. Please end the caption with a full stop.

Tab. 2 - Interpretation of the English results scale of the INVALSI tests at the end of each school year.

Fig. 8 - The school dropout rate in 2019 and 2021 in Italian regions (Source: INVALSI 2021).

When the figures have a different source, the caption should include the bibliographic reference preceded by 'From' or 'Author's calculations adapted from' or 'Source: ...'. In

exceptional cases, a short note may be accepted to explain the details and issues from the figures.

Please, pay attention to the figures' copyright.

If it is not possible to reproduce the figure, Editors may require another set of figures.

If there are people in the picture, the author must ask them for authorisation for the publication.

The authors place the figures in the most appropriate places according to the development of their reasoning, regardless of the spaces before and after them. The editors reserve the right to change their placement according to the needs of layout.

Tables and figures should be centered in width and clearly readable.

Please submit a separate document with all the tables and figures in their original format. Please avoid linking captions with text references and tables with other programs (e.g., Microsoft Word and Microsoft Excel).

Acknowledgments

Acknowledgments for anyone who contributed to the work and for all sources of funding etc. should be added at the end of the contribution.

References

The references list should be placed at the end of the contribution and should include only the works cited within it, legal documents, websites, and software.

Regarding online resources, please link the webpage (e.g. <https://papers.ssrn.com/abstract=2849737>) or the DOI (e.g. <https://doi.org/10.1037/a0035073>). Do not add links to paid articles.

The references list should be written in alphabetical order of the authors' names and then in chronological order of publications (from the oldest to more recent ones).

If there are multiple publications solely by the same author, these should be listed before works realised in collaboration with others.

Bibliographical references of the same author and the same year should be reported using alphabetical letters a, b, c, ... to discern the works. For example (Santagata, 2011a; 2011b).

Please avoid the use of the acronymous "V.V." (Various Authors).

All the co-authors should be cited.

Please do not end the heading ending with an exclamation mark with a full stop.

When the publisher city is placed in the USA, please indicate the state abbreviation. For example: Houston, TX.

Examples of references list:

Articles

Paxton, P. (1999). Is social capital declining in the United States? A multiple indicator assessment. *American Journal of Sociology*, 105(1), 88-127. Retrieved from <https://doi.org/10.1086/210268>. [Accessed 09.03.20].

Baxter, G. P., & Glaser, R. (1998). Investigating the cognitive complexity of science assessments. *Educational Measurement: Research and Practice*, 17(3), 37-45. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1745-3992.1998.tb00627.x>. [Accessed 09.03.20].

Kruger, M., Witziers, B., & Sleegers, P. (2007). *The Impact of School Leadership on School Level Factors: Validation of a causal model. School Effectiveness and School Improvement*, 18(1),1-20. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/09243450600797638>. [Accessed 09.03.20].

Books

Field, J. (2004). *Il capitale sociale: Un'introduzione*. Trento: Erickson.

Glaser, R., Linn, R., & Bohrnstedt, G. (1997). *Assessment in transition: Monitoring the nation's educational progress*. New York: National Academy of Education.

Siegler, R. S. (1998). *Children's thinking* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Book chapters

Burt, R. S. (2001). Structural holes versus network closure as social capital. In N. Lin, K. S. Cook, & R. S. Burt (Eds.⁶), *Social capital. Theory and research* (pp. 31-56). Piscataway, NJ: Aldine Transaction.

⁶ When the volume is an Italian language edition, the abbreviation should be replaced with 'cur.', in round brackets.

Glaser, R., & Silver, E. (1994). Assessment, testing, and instruction: Retrospect and prospect. In L. Darling-Hammond (Ed.), *Review of research in education* (Volume 20), (pp. 393-419). Washington, DC: American Educational Research Association.

Snow, R. E., & Lohman, D. F. (1993). Implications of cognitive psychology for educational measurement. In R.L. Linn (Ed.), *Educational measurement* (3rd ed.), (pp. 263-330). Phoenix, AZ: Onyx Press.

Paper and poster

Adams-Labonte, S. K. (2012, August). *Daytime impairment due to college students' technology use during sleep: Similarities to sleep apnea*. Poster session presented at the meeting of the American Psychological Association, Orlando, FL.

Symposia

Krinsky-McHale, S. J., Zigman, W. B., & Silverman, W. (2012, August). Are neuropsychiatric symptoms markers of prodromal Alzheimer's disease in adults with Down syndrome? In W. B. Zigman (Chair), *Predictors of mild cognitive impairment, dementia, and mortality in adults with Down syndrome*. Symposium conducted at the meeting of the American Psychological Association, Orlando, FL.

Blog and webinar conferences

Mills, K. I. (2012, July 25). Why do people hurt themselves? [Blog post]. Retrieved from <http://apaconvention.com/2012/07/20/why-do-people-hurt-themselves>. [Accessed 09.03.20].

Proceedings of conference

Parsons, O. A., Pryzwansky, W. B., Weinstein, D. J., & Wiens, A. N. (1995). Taxonomy for psychology. In J. N. Reich, H. Sands, & A. N. Wiens (Eds.), *Education and training beyond the doctoral degree: Proceedings of the American Psychological Association National Conference on Postdoctoral Education and Training in Psychology* (pp. 45-50). Washington, DC: American Psychological Association.

Downloaded documents

UNICEF, (2001). *The state of the world's children 2001*. Retrieved from: <http://www.unicef.org/sowc01/>. [Accessed 14.04.08].

Mislevy, R. J. (2000). *The challenge of context. Presentation at the 2000 CRESST Conference.* Retrieved from: <http://cresst96.cse.ucla.edu/CRESST/pages/conf2000.htm>. [Accessed 11.09.03].

Folgheraiter, F. (2007). *La cura delle relazioni nella scuola: Il capitale sociale.* Available at: http://erickson.veniceplaza.biz/erickson/repository/attach/Fabio_Folgheraiter.pdf [Accessed 15.01.08].

EDITORIAL STANDARDS FOR THE “EXPERIENCE AND REFLECTIONS” SECTION

The contributions included in this section provide opportunities for reflection and professional development. They will not undergo a double-blind review process and will be directly accepted by the editors. Therefore, they will not be assigned a specific DOI.

The contributions should normally be no more than 10.000 characters (spaces included) in Microsoft Word format.

The document should be edited in a single column and submitted in A4 format (top margin: 2.5 cm, bottom margin, left, and right: 2 cm).

The body of text is always Times New Roman 12, justified, single spacing.

The footnotes are always in Times New Roman 10, justified and single spacing.

The footnotes should be kept to a minimum. They should be consecutively numbered using superscripts and placed at the appropriate point in the text.

Footnote numbers should be placed before the punctuation mark.

Use a first-line indent of -0.5.

Hyphenation and the use of double spacing to align or indent the text are not allowed. Please leave a blank space after punctuation marks and do not use blank spaces before punctuation marks, after an open parenthesis or a closed one.

Concerning apostrophes and inverted commas, please use the curly (smart) quotes.

When you cite the work of an author or you insert a direct quote, please use the French quotation marks (guillemets) to encapsulate the quote. Please note guillemets are an actual symbol; do not use “<” or “>”⁷.

In direct quotes, omissions should be flagged with three dots in square brackets: [...].

The contribution should be headed as follows:

- **title** (Set the font for the title as Times New Roman with a font size of 20 and bold font style. Maintain single spacing for the line spacing);

⁷ You could add to type guillemets on a QWERTY keyboard, please use Alt+174 for « and Alt+175 for ».

- **subtitle** (Set the font for the title as Times New Roman with a font size of 16 and bold font style. Maintain single spacing for the line spacing) and
- **authors name** (Set the font for the title as Times New Roman with a font size of 14 and bold font style) and report the affiliations of authors as a footnote.

Relevant pictures should be submitted with the contribution, taking care about the copyright issues.

When there are people in the pictures, the author must have got their approval for the publication.

The authors place the figures in the most appropriate places according to the development of their reasoning, regardless of the spaces before and after them. The editors reserve the right to change their placement according to the needs of layout.

Please submit a separate document with all the tables and figures in their original format.

EDITORIAL STANDARDS FOR THE “REVIEWS” SECTION

They will not undergo a double-blind review process and will be directly accepted by the editors. Therefore, they will not be assigned a specific DOI.

Reviews should be no more than 6.000 characters (spaces included) in Microsoft Word format.

The document should be edited in a single column and submitted in A4 format (top margin: 2.5 cm, bottom margin, left, and right: 2 cm).

The body of text is always Times New Roman 12, justified and single spacing.

The footnotes are always in Times New Roman 10, justified and single spacing.

The footnotes should be kept to a minimum. They should be consecutively numbered using superscripts and placed at the appropriate point in the text.

Footnote numbers should be placed before the punctuation mark.

Use a first-line indent of -0.5.

Hyphenation and the use of double spacing to align or indent the text are not allowed.

Please use a blank space after the punctuation marks and do not use blank spaces before punctuation marks, after an open parenthesis or a closed one.

Concerning apostrophes and inverted commas, please use the curly (smart) quotes.

When you cite the work of an author or you insert a direct quote, please use the French quotation marks (guillemets) to encapsulate the quote. Please note guillemets are an actual symbol; do not use “<” or “>”⁸.

In direct quotes, omissions should be flagged with three dots in square brackets: [...].

The review should be headed as follows:

- **title** (set the font for the title as Times New Roman with a font size of 20 and bold font style. Maintain single spacing for the line spacing) and

⁸ You could add to type guillemets on a QWERTY keyboard, please use Alt+174 for « and Alt+175 for ».

- **subtitle** (set the font for the title as Times New Roman with a font size of 14 and bold font style. Maintain single spacing for the line spacing). The subtitle should include all the information of the reviewed text.

For Example:

Evaluation between research, training and teaching

**Review of the text by Valentina Grion and Emilia Restiglian (edited by),
"La valutazione fra pari nella scuola. Esperienze di sperimentazione del
modello GRiFoVA con alunni e insegnanti", Erickson, Trento, 2020**

Please include the author's name and their affiliation at the end of the review.

The book review should include a picture of the book cover, submitted separately in its original format and with high resolution.