



THE PRIMARY SCIENCE TEACHING TRUST

INTERNATIONAL PRIMARY SCIENCE EDUCATION CONFERENCE, EDINBURGH 2019

Post-conference special issues of Primary Science and the Journal of Emergent Science

All presenters of sessions at PSEC are encouraged to submit a paper or an article to a special issue of an ASE journal.

Post-conference submission of articles to the special issue of Primary Science

Primary Science aims to share information and ideas that support effective practice, publishing articles that provide new insight into familiar activities or present novel ways to approach primary science. Special issue articles should describe the practice and context, together with reflecting on implementation and impact within or beyond school. For example, an article might briefly explain the practical activity or approach demonstrated in a PSEC workshop, noting its origins, but then go on to consider the pros and cons of its implementation across the school and the impact this has had on pupil enquiry and potential next steps.

The selection of articles to be published will be based on the following criteria:

1. Is there a clear focus and structure to the article?
2. Is the article relevant and interesting to primary teachers, addressing a topical issue?
3. Does the article offer practical suggestions for primary teachers underpinned by some clear evidence and/or theory?

Wordcount: 1500-2000, including a small number of references and weblinks.

Format: Contributions should be written in a clear, straightforward style, accessible to professionals and avoiding acronyms and technical jargon wherever possible and with no footnotes. Please include a title, a 'strapline' indicating the article's content, subheadings to break up the text, and information about yourself (e.g. job title, email) at the end of the article. Tables and pictures are useful for readers (high res jpegs should be sent separately and the author is responsible for permissions).

The **closing date** for submission of articles is 1st September 2019.

Articles should be sent to Kate Redhead: kate.redhead@pstt.org.uk

Post-conference submission of articles to the special issue of the Journal of Emergent Science

The Journal of Emergent Science (JES) is an 'open-access' e-journal focusing on research and the implications of research on practice and provision. Special issue articles can discuss small scale practitioner research or larger projects. Colleagues delivering as part of a seminar can submit either an individual article based on the contribution, or a collaborative article written with the colleagues sharing their seminar.

The selection of articles to be published will be based on the following criteria:

1. Is there a clear focus and structure to the study?
2. Does the research draw on an appropriate range of literature?
3. Does the paper clearly describe the research methods, design and study context?
4. Is the data (evidence) well organised and presented in a coherent manner that is aligned with the research questions?
5. Are the arguments or interpretations of data plausible and is there an appropriate level of criticality?
6. Do the conclusions contribute valuable insights to teaching and learning in science education?
7. Have the findings been appropriately interpreted to offer useful implications into teaching/learning/researching science education?

Wordcount: up to 2500, excluding references and weblinks.

Format: Contributions should be written in a clear, straightforward style, accessible to professionals and avoiding acronyms and technical jargon wherever possible and with no footnotes. Please include a title, a 150-word abstract and up to five keywords, subheadings to break up the text, and information about yourself (e.g. job title, email) at the end of the article. Tables and figures are useful for readers (for images high res jpegs should be sent separately and the author is responsible for permissions). Use UK spelling and single 'quotes' for quotations. There should be a section which considers the implications of the research for practice, provision and/or policy.

The **closing date** for submission of papers is 1st September 2019.

Papers should be sent to Sarah Earle: s.earle@bathspa.ac.uk

Guidance on referencing:

References should be cited in the text (Author, date), *et al* can be used for more than two authors (Author et al, date). The reference list at the end of the paper should be in alphabetical order.

Book

Piaget, J. (1929) *The Child's Conception of the World*. New York: Harcourt.

Vygotsky, L. (1962) *Thought and Language*. Cambridge, MA: MIT Press.

Chapter in book

Piaget, J. (1976) 'Mastery Play'. In Bruner, J., Jolly, A. & Sylva, K. (Eds) *Play – Its role in Development and Evolution*. Middlesex: Penguin. Pp. 166–171.

Journal article

Reiss, M. & Tunnicliffe, S.D. (2002) 'An international study of young people's drawings of what is inside themselves', *Journal of Biological Education*, 36, (2), 58–64.