

Instructions for authors when submitting (particularly empirically oriented) articles to the “Zeitschrift für Erziehungswissenschaft (ZfE)”

As of March 2022

1. About this journal

The *Zeitschrift für Erziehungswissenschaft* is conceived as a representative scientific periodical covering the entire scope of research into education. We exclusively publish top quality original contributions, following an expert review process.

Owing to the editors, the internationally composed advisory board and the choice of topics, ZfE represents the international character of education science, dealing with the entire human lifecycle. By accepting English language contributions and including English abstracts in all contributions, ZfE ensures a linkage to discourse beyond Germany as well as raising the international visibility of German language research.

2. Specifications for contributions

The ZfE publishes original manuscripts written in German or English of the following types:

- Theoretical, historical, and empirical articles – either qualitative or quantitative. Contributions should not exceed 50,000 characters (including spaces).¹
- *Review and introduction to the topic* provide a summary or overview of the current state of a given field of research. Contributions should not exceed 65,000 characters (including spaces).¹
Normally, the *Review and introduction to the topic* will be requested by editors of the ZfE for a scheduled special issue. There are separate guidelines for authors of such ‘keyword articles’.

3. Manuscript submission and blind review

Manuscript submission

Manuscripts must be submitted digitally via the Springer Editorial Manager. Instructions are available at <http://www.zfe-online.de/en/submission-guidelines/>. We ask that all first-time authors register at

¹ The counting contains the running text including referenced literature and the list of references. Not included in the counting are title, abstract, and keywords. Please take the number of characters as an approximate value.

<http://www.editorialmanager.com/zfer> and upload their manuscripts there. For any problems or question with the online system please do not hesitate to contact the editorial office at redaktion@zfe-online.de.

The following must be uploaded:

- A cover page:
 - with the article title in the language of the article (German or English)
 - all author's names with title
 - entire contact details of all authors (title, first and surnames, research institution or place of employment, mailing, and email address)

Journals listed by Clarivate in the Web of Science (Social Science Citation Index and Emerging Sources Citation Index) require authors to make the following statement/declaration on the title page of their manuscript as paragraph:

- Conflict of Interest
- Funding

The [Springer website](#) informs you about necessary statements/declarations.

- The anonymous manuscript contains:
 - The title of the article in German and English
 - An article abstract in both German and English with a maximum length of 1,200 characters each
 - Three to five keywords in German and English
 - Please mark in the manuscript where tables and figures should be included, but do not embed them in the manuscript file.
 - A full list of references (important: bibliographic references must conform to ZfE style), please see paragraph 5 and 6 for more details
- Tables:
 - A separate Word document containing all tables
- Figures:
 - Separate document(s) containing all figures in highest quality format possible
- Appendices, if applicable:
 - in one or more separate documents
 - Mostly, appendices will be published as supplemental online material.

Unfortunately, we must return incomplete manuscript submissions.

Statement of originality and transfer of rights

- The ZfE publishes original works only.
- Upon submission the author(s) must declare that the manuscript has not already been published or submitted elsewhere for publication.
- The author(s) also acknowledge(s) that they are the sole author(s) of the manuscript and that, under copyright law, the rights of no third party are infringed.
- In the same vein, user rights of accepted manuscripts (print and online) are exclusively transferred to the Springer publishing house via the ZfE editors.

- The editors reserve a right to correct manuscripts for reasons of excess length, harmonization of design and new orthography standards. Such corrections will be fed back with the authors, at latest at the proofreading stage.

Anonymous review (double blind peer review)

- The ZfE uses the double blind peer review process. This means that author identities are concealed from reviewers and reviewers identities are concealed from authors throughout the review process.
- The anonymized manuscript (including uploaded abstract, tables, and appendices) will be forwarded to at least two reviewers. Please ensure that author name(s) and contact details appear on the separate cover page only. To further preserve anonymity please avoid self-citations and references which identify the author(s) at time of review. The ZfE will not be liable in instances of non-compliance where author(s) can be identified.

All of our reviewers are volunteers. We therefore ask for your patience while the review process is carried out. We do endeavor to return reviews to authors as quickly as possible. You can track the status of your manuscript via the Editorial Manager at any time. Following the completion of the review and editorial decision-making processes, the corresponding author will be informed of the final decision on the manuscript by e-mail.

4. Details about the structure of the manuscript

Because the ZfE publishes a broad range of articles, we ask that authors are especially clear in communicating to readers both the objectives and relevance of their respective contributions. In order to achieve clarity and coherence in empirical articles, the guidelines listed in the Publication Manual of the American Psychological Association (APA) are particularly helpful.

Usually, empirical articles should be structured and divided in the following way:

- 1) Introduction and presentation of the research question
- 2) Theoretical framework, state of the art and constructing the research question and aims
- 3) Method(s)
- 4) Findings
- 5) Discussion

Each section will be explained in more detail below. Guidelines should be chosen and adapted for theoretically oriented articles.

4.1 Introduction and presentation of the research question

Your research aims and the nature of the research problem should be specified at the beginning of your introduction. The aims and issues should be described clearly and precisely. Avoid using technical terms or abbreviations that would be unfamiliar to laypersons in your field.

4.2 Theoretical framework, state of the art, and constructing the research question and aims

Following the introduction of the research question, summarize the current state of the art by referring to studies and theories that are related to the research in the article. You should not give a

complete historical review of literature on the subject but refer instead, where possible, to summary works. At this point you can also identify and critique pertinent flaws in previous studies – this should always be done fairly.

Finally, describe your approach to solving the research problem you have outlined. From the literature review you should develop a concrete research question that you aim to answer in your research article. You should also explain your hypotheses and guiding assumptions.

4.3 Method(s)

This section should comprehensibly describe your own study. Provide readers with a short and precise overview of the important details of the study, including information about the participants, study design and implementation, the instruments used, the evaluation process, and steps of analysis.

Articles based on quantitative studies should contain general information on the study design (for example, longitudinal or cross-sectional design), as well as information on the participants and the sample. Please note the number of participants in the study. Outline general characteristics of participants (for example, age and gender) and how they were recruited for the study. Indicate whether participants received compensation for taking part in the study. Also describe how participants were assigned to different experimental conditions, where applicable. When referring to qualitative studies, please provide details on access to the field and explain the mode of sampling (e.g. theoretical sampling based on ...).

In contributions relating to quantitative and qualitative studies, it is necessary to clarify which mode of operation was chosen for collecting and analysing the data. Reports of quantitative studies should include information on instruments (surveys, tests, codes of practice, etc.) and methods of analysis. Describe in detail the dependent and independent variables and give examples where possible. Show the reliability and validity of the collected data and analysis. Describe your methods of analysis, including statistical analyses and explain your particular choice of method(s). If you have used less well known or complex methods, please include a brief description of them at the beginning. Moreover, evidence should be provided for a sufficient statistical power for finding the studied effects. In qualitative studies, the choice of method should be substantiated in terms of the object of research, the research questions and aims. If methods of assessment and analysis were modified or developed, modifications should be outlined. Please explicate how assessment and analysis phases align. In multimethod assessments, an additional need is given for reasoning and justifying with respect to the study design and their findings. A brief description of the study procedure should follow. Please also report return and dropout rates or other special circumstances of the field access. Please note that groups, instruments, and variables should always be named within the article in such a way that readers can readily understand and recall their function in the study. Abbreviations should therefore be avoided wherever possible.

Please report on all ethical problems (including those that arose in the course of the study) and the ways in which you dealt with them.

4.4 Findings and Results

Outline at the beginning of this section how your study met the necessary requirements to examine and answer your questions and hypotheses. It generally follows that the key findings are first reported, followed by any further findings. Please pay attention to the following guidelines:

- Reiterate your hypotheses, aims, and question (e.g. *Our first question referred to...*).
- Reiterate the measured behaviours and practices in the study (e.g. *According to scale, men show...*).
- Respond to your hypotheses.
- Convey your results intelligibly through numbers (e.g. *A rise in ... leads to ...*).
- Draw your conclusions from your results (e.g. *Men show ... only in conditions of ...*).

Furthermore, please

- Describe the relevant aspects of the data set (e.g. sample size, mean values, correlation matrices) so that your results and possible alternative hypotheses are understandable. Give evidence that your study has sufficient statistical power to uncover the effects you wish to examine.
- Report on the statistical (alpha level or p-value) and practical significance of the effects uncovered by your study. Since neither the alpha level nor the p-value permit any assertion on the extent of the discovered effects or the strength of association, these elements must be additionally reported.
- Highlight the relevance of values found in statistical inferences (e.g. F-Test, t-Test or chi-square). Report on variance, effect direction, confidence interval (95% or 99%) and the probability of finding such or a more extreme value.
- Once you have quantitatively detailed your results, describe them on the basis of applicable examples and scenarios.
- More complex results should also be presented in tables or figures.

Where qualitative data have been collected, describe in a transparent and detailed manner how you reached your findings (e.g. categorisation schema, participant responses). Cite sample responses that represent your findings as well as possible. Pay attention to and report on the relevance and impact of questions asked and the methods used to elicit data. Especially in the case of well-known and proven assessment procedures, it is not necessary to outline the procedures in detail. You should illustrate how findings were gained from the material, how their validation was ascertained, and in how far introspection is possible. Think of possible alternative interpretations as is constitutive for reconstructive research as well as empirically grounded opposite perspectives and/or comparative cases.

4.5 Discussion

The aim of the Discussion is to answer hypotheses/research questions with regard to the evidence presented and to discuss the study's findings in this context. Make sure that your discussion builds on the theoretical framework outlined in the introduction.

You should answer the following questions in this section:

- Could the hypothesis/hypotheses be confirmed?
- Has your study provided new knowledge?

- What relation does your work bear to other studies?

A discussion of the strengths and weaknesses of your study should then follow:

- How appropriate are the data to answer the research question(s)?
- Which aspects of the study (methodology, sample, analyses) potentially limit the generalisability of your findings?
- Are there questions that remain unanswered?
- What are the particular strengths of your study?

Finally, discuss the theoretical and practical implications of your study and the conclusions that you draw from your work. Use the appropriate academic discourse, yet also provide an interesting conclusion for researchers who are non-experts in the field.

5. Style Guide

Manuscript format

- All manuscripts must be submitted in the format of the American Psychological Association (Springer APA Style). See details below.
- Each manuscript should have an abstract in both German and English of no more than 1,200 characters, and three to five keywords in German and English (see chap. 3).
- The title of the article should be formulated in both German and English (see chap. 3).

Formatting

- Font: Times New Roman, font size 12 pt (for endnotes font size 10 pt), 1.15 spacing
- Pages numbered bottom right
- Headings numbered and bold
- Indent after each paragraph
- Emphases in text in italics.

In-text referencing

- Citations must be assigned page numbers.
- Avoid secondary citations.
- Paraphrases and general references to literature should be indicated by “cf”.
- When the reference name appears before the citation, please reference as follows:
 - a) ... as Nohl (1933, p. 123) claimed: “Education is ...”
 - b) Harney and Krüger (1997, p. 11) give reasons for...
Always spell “and”; “&” is never used in the main text.

Further examples of referencing

- “Citation” (Schleiermacher 1983, p. 9)
- “Citation” (Harney and Krüger 1997, p. 11)
- “Citation” (Lüders et al. 1996, p. 210 f.)
“et al.” is used for three or more authors/editors. However, please list all names in the bibliography.
- Paraphrased text (cf. Oelkers and Tenorth 1991, p. 14)
- Two works published in the same year (cf. Mollenhauer 1988a, 1988b)

- Multiple authors in one reference appear in alphabetical order (Flitner 1977; Scheuerl 1959)

Abbreviations

- Common abbreviations such as “e.g.” or “ca.” may be used. Others are allowed where a conventional acronym has been introduced in the text: “The European Educational Research Association (EERA) ... EERA is ...”

Tables and figures

- All tables and figures should be uploaded separately via the Editorial Manager at time of manuscript submission (see chapter 3).
- Identify in the manuscript where they are to be included.
- In-text references to tables and figures should be formulated in such a way that their actual placement can be selected by ZfE: (“cf. Tab. 1); “Fig. 1 shows...” Images must be provided in a generally readable format and of the highest resolution possible.
- In-text references to tables and figures are abbreviated to “Tab.” and “Fig.” They are, however, spelled out for table and figure captions and without colon (e.g. **Tab. 4** Correlation matrix of variables used in the regression model).

Notes

- Notes are only permitted as endnotes and are to be used as sparingly as possible.
- They should be limited to explanations that are necessary to understand content in the text.
- Please use the automatic endnote tool in your word processing program.
- The usage of footnotes is not possible.

6. Bibliography in ZfE-Style (oriented to the Springer-APA-Style)

All cited references in the text must be listed in the bibliography. Please list only literature that has been referenced in the text. Each bibliographical reference begins on a new line and should be listed as such:

1. Alphabetically according to surname of the first named author or editor followed by first name(s) initial(s) (Meyer, H. L. *before* Meyer, M. A.),
2. Co-authors: Works with one co-author appear before those with two co-authors, etc.,
3. Year of publication. Where there is more than one publication by the same author(s), list in reverse chronological order (i.e. oldest first).

All authors and editors must be listed in bibliographical references. First (given) names are indicated by initials and generally follow the surname. Where there are two authors or editors, their names are linked by a comma and “&”. Where there are more than two authors or editors, their names are linked by comma; before the final named author use a comma and “&”. The “(eds.)” indicator should appear after the last named editor only (see examples below). For articles from a collective work the following applies in relation to the editors: where there are two editors only, their names are linked by a comma and “&”; for three or more editors, their names are linked by commas with a comma and “&” before the final named editor (see examples below).

Please also note from the examples listed below that independent titles (monographs, collected editions, journal titles) must be italicized. The publisher name must also be included for all books.

For more details please pay attention to the following examples.

Journal article with five named authors (referenced in text: "Blanz et al. 1986"):

Blanz, B., Geisel, B., Laucht, M., Esser, G., & Schmidt, M. H. (1986). Zur Rolle des Vaters in der Entwicklung von Kindern im Schulalter. *Zeitschrift für Kinder- und Jugendpsychiatrie*, 14(1), 5–31.

Authors with double-barrelled names without hyphen:

Fox Keller, E. (1985). *Reflections on Gender and Science*. New Haven: Yale University.

Three named authors with indicated edition:

Watzlawick, P., Beavin, J. H., & Jackson, D. D. (1985). *Menschliche Kommunikation* (7th edition). Bern: Huber.

Edited volume:

Borrelli, M., & Ruhloff, J. (eds.). (1996). *Deutsche Gegenwartspädagogik* (2nd edition). Baltmannsweiler: Schneider Hohengehren.

Essay from an edited volume having two editors:

Altrichter, H. (2010). Schul- und Unterrichtsentwicklung durch Datenrückmeldung. In H. Altrichter & K. Maag Merki (eds.), *Handbuch Neue Steuerung im Schulsystem* (pp. 219–254). Wiesbaden: Springer VS.

Essay from an edited volume having more than two editors:

Bonsen, M., Büchter, A., & Peek, R. (2006). Datengestützte Schul- und Unterrichtsentwicklung – Bewertungen der Lernstandserhebungen in NRW durch Lehrerinnen und Lehrer. In W. Bos, H. G. Holtappels, H. Pfeiffer, H.- G. Rolff, & R. Schulz-Zander (eds.), *Jahrbuch der Schulentwicklung* (pp. 125–148). Weinheim: Juventa.

Magazine article (please also use page number):

Hengst, H. (1984). Kindheit als Fiktion oder das Verschwinden der Flügelkleider. *Die Zeit*, No. 41, 05.10.1984, p. 38.

Article in journal paginated by volume:

Müller, K. (1996). Kontingenzen der Transformation. *Berliner Journal für Soziologie*, 6, 449–466.

Article in journal paginated by issue:

Treml, A. K. (2006). Kann durch Erziehung die Gesellschaft verändert werden? *Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik ZEP*, 29(1/2), 2–10.

Essay from an edited volume with indicated edition:

Winkler, M. (2006). Erziehung. In H.-H. Krüger & W. Helsper (eds.), *Einführung in Grundbegriffe und Grundfragen der Erziehungswissenschaft* (7th edition., pp. 53–69). Opladen: Barbara Budrich.

Institution/organisation as editor, abbreviated in text:

KMK (2010) = Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland. (2010). *Konzeption der Kultusministerkonferenz zur Nutzung der Bildungsstandards für die Unterrichtsentwicklung*. Köln: Carl Link.

Internet document:

Statistisches Bundesamt Deutschland (2000). *Bevölkerungsentwicklung Deutschlands bis zum Jahr 2050*. Ergebnisse der 9. koordinierten Bevölkerungsvorausberechnung. Wiesbaden. <http://www.destatis.de/download/veroe/bevoe.pdf>. Accessed: 20. June 2005.

From a special issue journal:

Diefenbach, H., & Nauck, B. (1997). *Bildungsverhalten als „strategische Praxis“: Ein Modell zur*

Erklärung der Reproduktion von Humankapital in Migrantenfamilien. In L. Priesl (ed.), *Transnationale Migration* (Soziale Welt: Special Issue 12, pp. 277–291). Baden Baden: Nomos.

Discussions/conversations/interviews:

Adorno, T. W. (in conversation with) H. Becker (1990). Erziehung zur Entbarbarisierung. In T. W. Adorno, *Erziehung zur Mündigkeit* (12th edition, pp. 120–131). Frankfurt a. M.: Suhrkamp.

Volume with secondary editor:

Schleiermacher, F. (1983). *Pädagogische Schriften. Vol. 1: Die Vorlesungen aus dem Jahr 1826*. In cooperation with T. Schulze, edited by E. Weniger. Frankfurt a. M.: Ullstein.

Grey literature:

Thränhardt, D. (1999). Einwandererkulturen und soziales Kapital. Eine komparative Analyse der Zuwanderungsnationalitäten und Bundesländer. In M. Krüger-Potratz (Hrsg.), *iks – interkulturelle Studien, No. 30* (pp. 6–44). Münster: Arbeitsstelle Interkulturelle Pädagogik der Universität Münster.