

How to Write an Article for the *Journal of Educational Media, Memory and Society*

In order to write an article for our journal in line with acknowledged conventions and standards it is important to follow some basic guidelines. Here are some points which can help you when planning and writing.

Peer review policy

All articles which the editors consider to be relevant and of interest are sent anonymously to two reviewers who are either experts in the specific field covered by the article or have teaching experience in the field. In the review process, quality is assessed on the basis of the following three principles.

- *Scholarliness*, concerning the relevance of methodology, theory and empirical material in relation to the author(s)' aims and results.
- *Originality*, concerning the article's contribution towards new knowledge in a given field and the use of current disciplines and theories.
- *Relevance*, concerning the article's relevance to the research field and to practitioners, in line with the aims and scope of the *Journal of Educational Media, Memory and Society*.

Each peer reviewer independently submits a written statement about the strengths and weaknesses of the article and suggests improvements. This statement also includes a recommendation to publish or reject the article. The final decision is made by the editors of the journal.

Three writing principles

1. Provide a clear *structure* by using subtitles and signposts.
2. Back up every claim with *evidence* and/or references to secondary works.
3. Outline your *main question* and the originality of your claims early in the article and be sure to come back to the question and answer it by the end.

Preliminary matter of the article

Title

Choose a title which indicates to readers precisely what your article is about and what arguments you wish to propose. Clear subtitles also help your readers to understand your objectives and main points.

Abstract

A clearly structured abstract will help potential readers to decide whether your article is relevant to them and whether they wish to read it. Writing such an outline also helps you to organise thoughts and the main thrust and structure of your article point by point.

Keywords

Choose up to nine keywords which you expect readers to use when searching for publications which are relevant to their interests. These keywords will ease the process of indexing and cross-referencing. The words usually convey the research studied or important concepts, methods or settings of the study.

Structure

Articles should contain an introduction and sections outlining research methods, results, ideas to be discussed, and a conclusion.

Introduction

Introductions have three aims. (i) They establish the topic to be dealt with in the article. (ii) They explain the pertinence of the article by drawing attention to gaps and contradictions in existing scholarship, or point out new developments that have not yet been addressed by the scholarship. (iii) They explain how the article aims to fill the existing gap in scholarship by outlining the aim of the article and describing in detail the ways in which the article will implement this aim.

Methods

The methods section should fulfil two aims. (i) It must initially explain *which data or sources* have been collected and *why*, and *which methodological procedure* has been applied to them. It is particularly important that you establish a link to the main research question and explain why these data/sources specifically help to answer your initial question. (ii) It must then explain *how*, and with respect to *which*

method, the data/sources are analysed. It is not enough to simply name the method by, for example, writing that the method involves a content analysis or discourse analysis. Rather, the methods section should specify how the selected methodological procedure relates to the research question and, for example, indicate which questions are applied to the material or on which codes the analysis is based. For example, a textbook analysis may enquire how much agency is ascribed to agents in relation to structures, or how responsibility for a given event is divided among different agents.

Results

The results section should answer the question, 'what did you find?' Provide all relevant results to allow readers to assess the validity and plausibility of your conclusions. Present results which answer the research question(s), followed by secondary results. For a *qualitative* study, provide illustrative quotes and themes and establish your own position by referring to your sources and to previous research. For *quantitative* studies, provide details of response rates and describe characteristics of the sample. Use texts, tables or graphs to present data/sources in a clear and organised manner so that they are easier for readers to comprehend. Different results may be presented in different forms. Tables are useful in summarising findings; however, use tables or graphic forms only if the data/sources cannot be effectively summarised with written text.

Discussion

The discussion is primarily designed to recapitulate previously stated results in such a way that they enter into a dialogue with existing scholarship. In other words, the aim here is to assess new knowledge in relation to existing knowledge. In general, three different things can be deduced in the discussion. (i) You may find that your results reiterate the findings of other authors. (ii) You may establish that your findings complement existing insights and explain how they do this. (iii) You may also show how your findings challenge or even disprove existing research. Having taken into consideration the works of different authors and various facets of one's own results, we generally combine all three aspects of a discussion.

Conclusion

The conclusion offers an opportunity to underscore the main points and pinpoint the decisive contribution you wish to make with your article. This section also serves to outline limitations and the scholarly and/or societal implications of the study.

Revision

Take time to revise your article by rereading it and ensuring that the title and subtitles are clear, that your argument flows from one paragraph to the next and from one section to the next, that the sources of primary and secondary documentation are given in endnotes, and that information contained in these documents is used convincingly to support your ideas.

References

Be sure that quotations from primary documentation and works by other scholars are relevant and fit into the flow of your argument. After completing your article, please check that the sources of your quotations and references are correctly indicated in endnotes in line with the journal's styleguide (https://journals.berghahnbooks.com/_uploads/jemms/jemms_style_guide2019.pdf). If you quote textbooks or similar educational materials, provide a bibliography at the end of the article.

Figures and tables

If you intend to use tables and figures, create these before writing your article in order to ensure that you have all necessary data/sources and can organise the article around them.

External references you may find useful when preparing your article

<https://writing.wisc.edu/handbook/assignments/planresearchpaper/>

<https://www.theguardian.com/higher-education-network/blog/2013/sep/06/academic-journal-writing-top-tips>.

<https://www.writeawriting.com/academic-writing/writing-for-academic-journals>