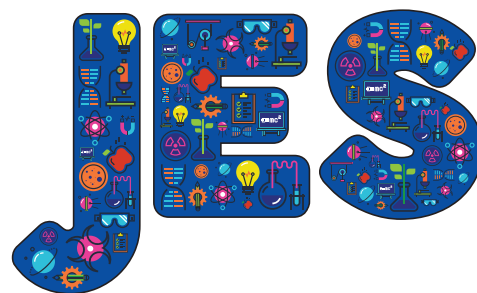


Contributing to JES



About the journal

The *Journal of Emergent Science (JES)* is an 'open access' biannual e-journal designed to bridge the gap between research and practice, complementing the ASE's professional journal, Primary Science. JES was founded in 2011 by Jane Johnston and Sue Dale Tunnicliffe of the Emergent Science Network. The journal has since been transferred to ASE and is now supported by the Primary Science Teaching Trust (PSTT). JES focuses on research and the implications of research for practice and provision of science (including health, technology and engineering) for young children from birth to 11 years of age. JES welcomes contributions from its audience of early years practitioners, primary school teachers, teacher educators and researchers.

Contributing to the journal

Authors are invited to select the article type that suits the findings they would like to share:

- ❑ **Original research:** both small-scale practitioner research and larger projects welcome (maximum of 3000 words, excluding references).
- ❑ **Research review:** summary of a larger project or a review of current research in the field (maximum of 2500 words, excluding references).
- ❑ **Research guidance:** utilising relevant examples to provide support for practitioner research (maximum of 2500 words, excluding references).
- ❑ **Practitioner perspective:** considering application of research from the viewpoint of the practitioner (maximum of 2500 words, excluding references).

Guidelines on written style

Contributions should be written in a clear, straightforward style, accessible to professionals. When writing your article, please follow this guidance (do get in touch if you would like further support with writing in an academic style):

- ❑ Include a clear title, a 150-word **abstract** that summarises the article and up to five keywords.
- ❑ Use subheadings to break up the text e.g. Introduction, Method, Results, Conclusions.
- ❑ Tables and figures are useful for readers. For images, high resolution jpegs should be sent separately and the author is responsible for permissions.
- ❑ Use UK spelling and single 'quotes' for quotations.
- ❑ Avoid acronyms and technical jargon wherever possible and no footnotes.
- ❑ There should be a section which considers the **implications** of the research for practice, provision and/or policy.
- ❑ Include information about yourself (e.g. job title, email) at the end of the article.
- ❑ Contributors should bear in mind that the readership is both national UK and international, so please use children's ages (not just school grades or years) and explain the context of the research.
- ❑ For in-text references, use (Author, Date) e.g. (Johnston, 2012). If there are three or more authors, the first surname and 'et al' can be used.
- ❑ Include a reference list (examples below), set out in alphabetical order.

Referencing examples:

Book

Russell, T. & McGuigan, L. (2016) *Exploring science with young children*. London: Sage.

Chapter in book

Johnston, J. (2012) 'Planning for research'. In Oversby, J. (Ed) *ASE Guide to Research in Science Education*. Hatfield: Association for Science Education.

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

Submission and Review

Articles submitted to *JES* should not be under consideration by any other journal, or have been published elsewhere, although previously published research may be submitted having been rewritten to facilitate access by professionals in the early years and with clear implications of the research on policy, practice and provision.

JES is a biannual online publication. Copy deadlines are usually: mid-September for the November issue and end of January for the April issue.

Please send all submissions to:
lauratownsend@ase.org.uk in electronic form.

Submitted articles are reviewed by the Editor, Editorial Board and/or guest reviewers. The peer review process generally requires three months. *JES* is keen to support publication of articles from practitioners, so do get in touch if you would like further assistance.