

# SUBMISSION GUIDELINES

**WHEN PREPARING YOUR PAPER FOR SUBMISSION, PLEASE FOLLOW THESE GENERAL FORMATTING GUIDELINES FOR SISYPHUS – JOURNAL OF EDUCATION**

**[1<sup>ST</sup> PAGE]**

**ARTICLE TITLE IN UPPERCASE**

**ABSTRACT**

Type or paste your abstract here, it should be 100 to 150 words.

**KEY WORDS**

Insert 3 to 5 key words; separated by semicolons (;).

**Attention:**

**You must add a second and third pages translated into Portuguese and Spanish.**



[2<sup>ND</sup> PAGE]

**TÍTULO DO ARTIGO EM PORTUGUÊS EM MAIÚSCULAS**

**RESUMO**

Insira aqui o seu resumo em Português. O resumo deve conter entre 100 e 150 palavras.

**PALAVRAS - CHAVE**

Insira aqui entre 3 e 5 palavras-chave em Português, separadas por ponto e vírgula (;).



**[3<sup>RD</sup> PAGE]**

**TÍTULO DEL ARTÍCULO EN ESPAÑOL EN MAYÚSCULAS**

**RESUMEN**

Inserte aquí el resumen en español. El resumen debe contener entre 100 y 150 palabras.

**PALABRAS CLAVE**

Inserte aquí entre 3 y 5 palabras clave en español, separadas por punto y coma (;).



## Repeat the Article Title here: Capitalise all the Main Words

If you want to include an epigraph, format it as a quotation block: indent 0,6 cm from the left margin and place the reference immediately below. An example:

It is not at all indifferent that the student might be compared to a vessel one might fill up, or to a plant that grows. (...) everything that has been said about education locates us at the uncertain borders of Rhetoric, a place ruled by metaphor, in the ambiguity of its repetitive compulsions and its creative snappishness.

Daniel Hameline, 1981, pp. 121 and 131

### 1. LEVEL ONE HEADINGS MUST BE NUMBERED AND TYPED IN UPPERCASE

The maximum length of texts is **10.000 words**, including the titles, the abstract, the references and the appendices. The journal only accepts headings to a maximum of 4 levels, which should be clearly identified, according to the following formatting:

#### 1. LEVEL ONE HEADING IN UPPERCASE

##### 1.1. LEVEL TWO HEADING IN UPPERCASE

###### 1.1.1. *Level three heading in lowercase and italics*

1.1.1.1. *Level four heading* — lowercase and italics followed by an em-dash and integrated in the text



## 1.1. LEVEL TWO HEADINGS MUST BE NUMBERED AND TYPED IN UPPERCASE

Quotations with more than 40 words must be displayed in autonomous quotation blocks, with a 0,6 cm indentation from the left margin and justified. An example:

complex interconnection between the psi discourse and the governmentalization relations within state and society, marked by the constant search of new tactics of population management and by the rise of the expert psi figure as an increasingly qualified and privileged interlocutor... The psi knowledge and the rationality of governing conducts, economic and secure government, constitute, therefore, the parameters for the emergence of prevention logic. (Ribeiro, 2008, p. 363)

### *1.1.1. Level three headings must be numbered and typed in lowercase and italics*

To present a sequence of ideas in separate paragraphs, you must either use a numbered or a bulleted list<sup>1</sup>.

The numbered list must be identified by Arabic numerals followed by a period. The paragraphs should be justified, start with uppercase and end with a period. An example:

There are different goals that newly-developed lesson plans that should attain:

1. The lesson plans should develop teaching methods and learning materials for linguistically heterogeneous classes.
2. These lesson plans should help students to develop a linguistic basis for learning and correctly employing scientific language without making linguistic mistakes.
3. The lesson plans should aid teachers in supporting communication between students by helping pupils express themselves in both proper German and scientific language terminology, for example, "mass" instead of "weight".
4. The new lesson approach and learning materials developed should combine both content and language using Content and Language Integrated Learning (CLIL) along with cooperative and autonomous learning.

If the list does not imply some sort of ordinal sequence, you should use a bullet point to identify each item and the paragraphs should be justified. If the paragraphs start with uppercase, they should end with a period; if they start with lowercase, they should end with a semicolon until the second to last paragraph and with a period in the last paragraph. An example:

Clarke and Hollingsworth (1994) described six perspectives of teacher change:

- Change as training – change is something that is done to teachers; that is, teachers are «changed».

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1 Footnotes must be placed at the end of each page, and be numbered and justified.

- Change as adaptation – teachers «change» in response to something; they adapt their practices to changed conditions.
- Change as personal development – teachers «seek to change» in an attempt to improve their performance or develop additional skills or strategies.
- Change as local reform – teachers «change something» for reasons of personal growth.
- Change as systemic restructuring – teachers enact the «change policies» of the system.
- Change as growth or learning – teachers «change inevitably through professional activity»; teachers are themselves learners who work in a learning community.

1.1.1.1. *Level four headings should be numbered and typed in lowercase and italics* — These should be followed by an em-dash and integrated in the text.

Tables and figures must be integrated in the text in the place where they are to be positioned. They must be numbered and contain a title, which concisely describes them, following APA guidelines, 7<sup>th</sup> edition.

Tables must be complete, but simple and clear, and the data must be ordered in a coherent and logical manner. If needed, the font may be reduced so as to present all the information, as far as reading is not compromised. All data cells must be filled.

A brief title of the table must be placed right above it, typed in lowercase and italics, respecting the grammatical rules of the language, and with simple spacing. Any relevant notes below the table. Use no vertical lines and horizontal lines only where necessary for clarity. An example:

Table [number]

*Type here the title of the table, in line with the table*

<b>Example 1</b>	<b>Example 2</b>	<b>Example 3</b>	<b>Example</b>
0000	00,000,000	00,000,000	00,000,000
0000	00,000,000	00,000,000	00,000,000
0000	00,000,000	00,000,000	00,000,000
<b>Total</b>	<b>000,000,000</b>	<b>00,00,000</b>	<b>00,000,000</b>

*Note.* General notes must be justified and include the data sources.

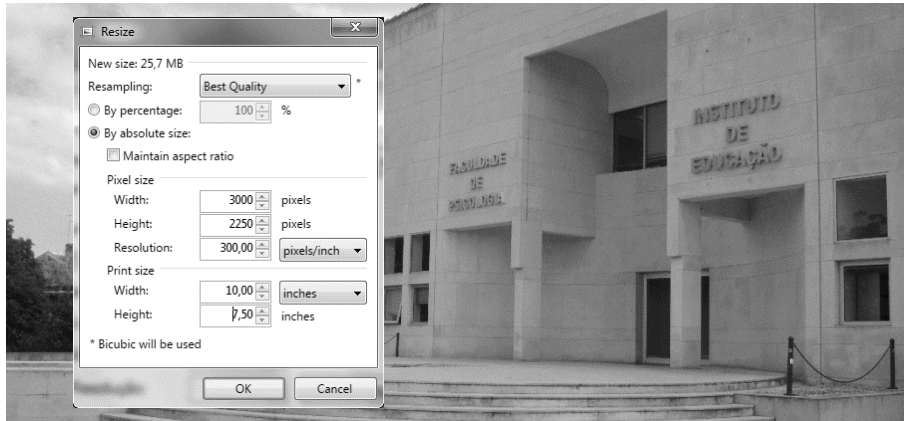
<sup>a</sup> Specific note(s).

\* Probability note(s).

All elements other than tables are considered figures (graphs, photos, drawings, illustrations, maps, diagrams). Figures must be numbered in sequential manner, with Arabic numbers, inside the text. The maximum height is 10 cm and the maximum width is 12 cm. Figures must be sent in JPG, PNG, TIFF or EPS format, with high resolution (300 pixel/inch, i.e. width/height in pixels ÷ width/height in inch). An example:

Figure [number]

Type here the title of the figure, in line with the figure

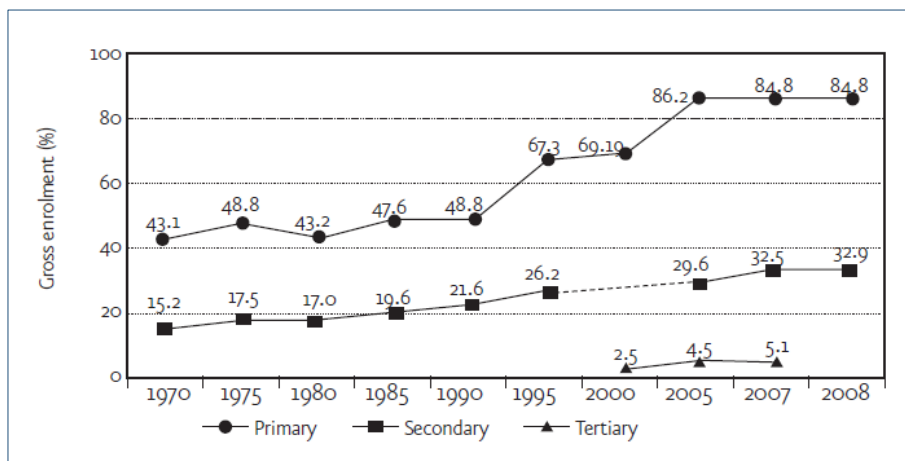


Note/Source. Include information.

Place the figure number and its brief title right above it, typed in lowercase and italics. If there is a legend, it must be in the same language as the article and it should be part of the figure. Any relevant notes below the figure. An example:

Figure 5

*Change in GER by level (1970-2008)*



Source. Unesco Institute for Statistic, 2010.

## 1. REFERENCES

Include at the end of the text ALL (and only those) references mentioned in the paper, by alphabetical order, following APA style, 7<sup>th</sup> edition, with a hanging indentation of 0,6 cm (from the second line of each paragraph).

Some examples, here grouped by categories:

### [ARTICLE]

Surname, Name initials, Surname, Name initials, & Surname, Name initials (year). Title of article. *Title of Journal*, volume number in italics(issue number, if applicable), initial page number-final page number. xxxx.xxxx

Carvalho, L. M. (2012). The Fabrications and Travels of a Knowledge-Policy Instrument. *European Educational Research Journal*, 11(2), 172-188. <https://doi.org/10.2304/eeerj.2012.11.2.172>

Nóvoa, A. (2013). The Blindness of Europe: New Fabrications in the European Educational Space. *Sisyphus – Journal of Education*, 1(1), 104-123. <http://revistas.rcaap.pt/sisyphus/article/view/2832>

Ó, J. R. do, Martins, C., & Cabeleira, H. (2011). The Other and the Same: images of rescue and salvation in the English documentary film Children's Parks (1945). *Paedagogica Historica: International Journal of the History of Education*, 47(4), 491-505.

### [BOOK]

Surname, Name initials (year). *Title of book in italics*. (edition number). Publisher.

Dewey, J. (1933/1971). *How We Think: A Restatement of the Relation of Reflective Thinking to the Educative Process*. (2nd revised edition). Henry Regnery.

Reis, P., & Climent, N. (2012). *Narrativas de professores: reflexiones en torno al desarrollo personal y profesional*. Universidad Internacional de Andalucía.

### [BOOK CHAPTER]

Surname, Name initials (year). Title of chapter. In A. Surname, B. Surname & C. Surname (Eds.), *Title of book in italics* (pp. initial page number-final page number). Publisher.

Oliveira, H., & Mestre, C. (2014). Opportunities to develop algebraic thinking in elementary grades throughout the school year in the context of mathematics curriculum changes. In Y. Li, E. Silver & S. Li (Eds.), *Transforming Mathematics Instruction: Multiple approaches and practices* (pp. 173-197). Springer.

Guimarães, P., & Alves, N. (2017). Adult educators in Portugal: from the European guidelines to the national public policy of lifelong learning technicians. In R. Egetenmeyer, S. Schmidt-Lauff & V. Boffo (Eds.), *Adult Learning and Education in International Contexts: Future Challenges for its Professionalization* (pp. 65-76). Peter Lang GmbH. <https://doi.org/10.3726/b11144>





[UNPUBLISHED CONFERENCE, COMUNICATION OR POSTER]

Surname, Name initials (year, month). Title of conference/communication/poster. Conference/communication/poster presented in [*Title of event in italics*]. Institution, Location, Country.

Aizikovitch-Udi, A., Clarke, D., & Star, J. (2013, February). Good questions or good questioning: An essential issue for effective teaching. Paper presented at *CERME8: 8th Congress of the European Society for Research in Mathematics Education*. Antalya, Turkey.

[DISSERTATION OR THESIS]

Surname, Name initials (year). *Title of dissertation or thesis in italics*. (Unpublished doctoral dissertation or master's thesis). Institution, Location, Country.

Selingardi, S. (2007). *Educação religiosa, disciplina e poder na terra do ouro: a história do seminário de Mariana (1750-1850)*. (Unpublished master's thesis). Universidade Federal de São Carlos, São Carlos, Brasil.

Surname, Name initials (year). *Title of dissertation or thesis in italics*. (Doctoral dissertation or master's thesis). Institution, Location, Country. URL

Paz, A. L. (2015). *Ensino da música em Portugal (1868-1930): uma história da pedagogia e do imaginário musical*. (Doctoral dissertation). Instituto de Educação da Universidade de Lisboa, Portugal. <http://repositorio.ul.pt/handle/10451/18383>

[OTHER CATEGORIES]

UNESCO (2010). *Secondary Education regional information base: Country profile, Pakistan*. UNESCO Asia and Pacific Regional Bureau for Education, Bangkok, Thailand.

Wooley, A. (2012, June 12). Ofsted figures show almost half of schools not doing well enough. *The Guardian*. <http://www.guardian.co.uk/education/2012/jun/12/ofsted-figures-show-schools-underperforming>