

# 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 in English 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 page translated into Portuguese.**

[2<sup>nd</sup> page]

ARTICLE TITLE IN PORTUGUESE IN UPPERCASE

RESUMO

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

PALAVRAS-CHAVE

Insert 3 to 5 key words in Portuguese, separated by semicolon.

[3<sup>rd</sup> page and after]

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 snappiness

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:

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

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».
- 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 heading (tables) or a caption (figures), which concisely describes them, following APA guidelines, 6<sup>th</sup> edition.

Tables and figures 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.

The title of the table is placed right above it, typed in lowercase, respecting the grammatical rules of the language, and with simple spacing. An example:

Table 1

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

Example	Example		Example	Example	
	H	M		N	%
Example	A	E	Aaa	0.0	.05
Example 1	B	F	Bbb	0.0	-.10
Example 2	C	G	Ccc	0.0	82.5
Total	ABC	EFG	Abc	0.0	(19.2)

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

Observations: a) observations observations observations observations; b) observations observations observations observations; c) observations observations observations observations

<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]. Caption.

Figures must be centred. Place the figure number and its caption below. The caption must be a concise descriptive explanation and must include the source. If there is a legend, it must be in the same language as the article and it should be part of the figure. An example:

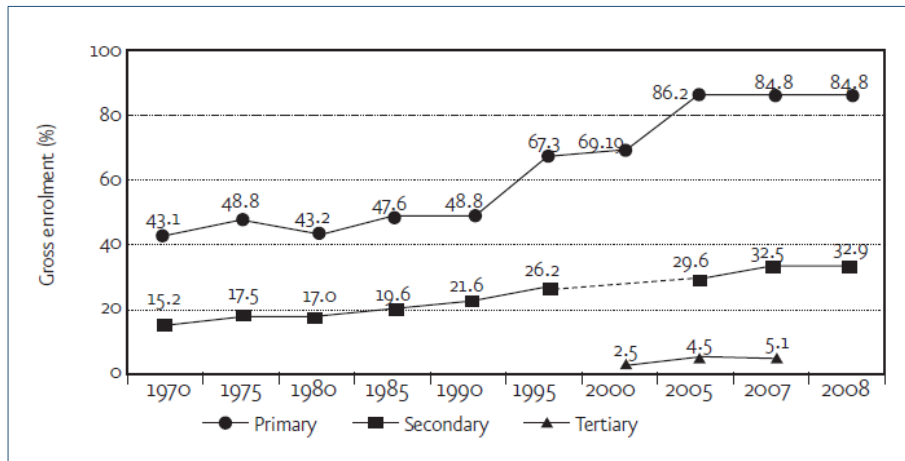


Figure 5. Change in GER by level (1970-2008). Source: Unesco Institute for Statistic, 2010.

## 1. REFERENCES

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

[ARTICLE]

SURNAME, Name initials, SURNAME, Name initials, & SURNAME, Name initials (publication year).

Title of article. *Title of Journal*, volume number in italics(issue number, if applicable), initial page number-final page number. doi: xxxx.xxxx

CARVALHO, L. M. (2012). The Fabrications and Travels of a Knowledge-Policy Instrument. *European Educational Research Journal*, 11(2), 172-188. doi: 10.2304/eej.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. Retrieved from: <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 Portuguese documentary film Children's Parks (1945). *Paedagogica Historica: International Journal of the History of Education*, 47(4), 491-505.

[BOOK]

SURNAME, Name initials (publication year). *Title of book*. (edition number). Location: Publisher.

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

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

[BOOK CHAPTER]

SURNAME, Name initials (publication year). Title of chapter. In A. SURNAME, B. SURNAME & C. SURNAME (Eds.). *Title of book* (initial page number-final page number). Location: Publisher.

MATOS, J. F., POWELL, A., & SZTAJN, P. (2008). Mathematics Teachers? Professional Development: processes of learning in and from practice. In D. BALL & R. EVEN (Eds), *The Professional Education and Development of Teachers of Mathematics* (pp. 167-183). Berlin: Springer.

[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. Retrieved from: 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. Retrieved from: <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*. Retrieved from <http://www.guardian.co.uk/education/2012/jun/12/ofsted-figures-show-schools-underperforming>