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, population or setting of the study.

*Structure*
Articles should contain an introduction, sections outlining research methods, results and ideas to be discussed, and a conclusion.
Introduction
In the introduction, try to explain the pertinence of the question, ‘why did you write this study?’ Describe in brief the background of the research topics with reference to recent articles and books on the topic. Explain the reasons for your study and its relevance. State the research question, objectives and rationale of the study. Your introduction will thus introduce readers to your topic, indicate your approach and main argument(s) and put your work in the context of previous scholarship. It helps to underscore the originality of your position and to formulate a central question which lends focus to the article. You may do this by indicating from the outset what argument(s) you intend to develop in relation to which sources, and the evidence contained in them.

Methods
In the methods section, answer the question, ‘what did you do and how did you do it?’ Describe in detail your methodology, including the research design (if relevant), the context in which the study was conducted, the objects studied, inclusion and exclusion criteria, the period in which the study was carried out, the instruments used to measure or assess outcome and the data collection processes. State what approach you adopt. If your article is qualitative, be sure to tell readers whether your approach is, for example, ethnographic, a case study, phenomenological, historical, based on narrative analysis or on a generic qualitative method and why it is appropriate to accomplish the aim of your study. If the article is quantitative, specify the statistical software (if applicable) and statistical you used. When describing your methods, you may wish to describe participants, tests, the recruitment process, sampling, materials and the procedures applied to them, as well as the variables and controls you used. Finally, methods underpin predictions and hypotheses and a rationale for these predictions, which you may also present in this section.

Results
In the results section 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 text, tables or graphs to present data in a clear and organised manner so that they are easier for readers to comprehend. Different results may by presented in different forms. Tables are useful in summarising findings; however, use tables or graphic forms only if the data cannot be effectively summarised with written text.

Discussion
In the discussion, answer the question, ‘what does it all mean?’ A discussion usually begins with a summary of the main findings, followed by an explanation of the meaning and implications these may have for your readers. Make comparisons with existing works and arguments in your field. Explain exceptions and clarify unsettled points. State the strengths and limitations of the study and its implications for future research. The body of your article should contain central arguments, backed up by primary or secondary documented evidence. Each paragraph should be used to formulate ideas in logical sequence. Remember that ideas which seem obvious to you might not be obvious to readers, so be sure to explain your ideas very clearly. Acknowledge alternative arguments
by demonstrating the limits of your study and anticipating critical comments of your readers.

In this section you may focus on questions such as:

- What were the main results of this study?
- What do these results tell us about the research question?
- Are the findings supported by previous research, and how do they challenge previous research or fill gaps in existing scholarship?
- What is your thesis or position? What are your supporting arguments?
- What kind of evidence do you draw on?
- What are the limitations of the study?
- What are the implications of your findings and how might they be applied?
- What is the significance of your thesis? What does it help you to understand about the topic?

**Conclusion**

State your conclusions with a summary of evidence for each conclusion. Keep them concise. Your conclusion provides you with the opportunity to complete your arguments with reference to what you have written in the main body of your article or to reiterate your central arguments. Do not raise new points in the conclusion, but do try to write an ending which clearly expresses your position. This section also allows you to find your own authorial voice and to state clearly why your study represents a fresh and original approach to your research question.

**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 referenced 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 and can organise the article around it.

**External references you may find useful when preparing your article**

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