



Title (Times New Roman 20, bold, centred): Template and style guidelines for authors

Title (Times New Roman 14, bold, centred). The title has to be descriptive, with a maximum length of three lines in Spanish)

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Resumen

Abstract in Spanish, with a maximum length of 150 words. Es fundamental seguir en todos los casos la estructura IMRAD. Times New Roman 11, justificada.



Palabras clave

Palabra 1, palabra 2, palabra 3, palabra 4, palabra 5. Times New Roman 11, justificada, separadas por comas, minúscula inicial.

Han de estar recogidas en el tesoro de la UNESCO (<http://vocabularies.unesco.org>) o ERIC, para el ámbito de la didáctica (<http://eric.ed.gov/>).



To cite this paper: To be filled by the editorial board



Abstract

Abstract in British English, with a maximum length of 150 words. In every case it is compulsory to follow the IMRAD structure. Times New Roman 11, justified.



Keywords

Word 1, Word 2, Word 3, Word 4, Word 5. Times New Roman 11, justified, separated by commas, initial lower case.

Must appear in the thesaurus by the UNESCO (<http://vocabularies.unesco.org>) or ERIC, in the field of didactics (<http://eric.ed.gov/>).



1. Introduction (Times New Roman 16, bold, aligned to right)

Main text in font Times New Roman 12, justified, without indentation. Compulsory section in the structure of the proposal.

It is essential for the acceptance of any proposal that these guidelines are followed, so reading them thoroughly is advised. In the examples provided in this document you will find many of the specifications needed to be taken into account in the creation of your text.

Additionally, bear in mind the importance of presenting the text anonymized, therefore the sections referred to authorship, affiliation, email address, acknowledgements, as well

as any other geographical reference that allows for identification, should be substituted by the term ANONYMISED, also in the bibliography references in which every author of the paper has participated. In this case the reference should be substituted by the term AUTHOR.

The final length of the proposal must not go over 25 pages (title, abstract, graphs, figures, tables, notes and references included). All the information or explanation related to the conducted research should be developed in the main text, with a limited use of footnotes¹.

2. Theoretical Framework (Times New Roman, bold, aligned to right)

Main text in font Times New Roman 12, justified, without indentation. Compulsory section in the structure of the proposal. The theoretical framework title can be personalised, but the purpose has to be to develop the state of the art related to the predicament presented in the proposal.

In-text citations should follow APA 7.^a edition (Table 1) format. Confirm normative on <https://apastyle.apa.org/>.

Table 1

Basic aspects related to in-text citations (Times New Roman 14)

Number of authors	Parenthetical citation	Narrative citation
One author	(Barton, 2012)	Barton (2012)
Two authors	(Schmidt and García, 2005)	Schmidt and García (2005)
Three or more authors	(Popp et al., 2005)	Popp et al. (2005)
Institution (acronyms)	Cited for the first time: (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2017) Subsequent citations: (UNESCO, 2017)	Cited for the first time: United Nations Educational, Scientific and Cultural Organization (UNESCO, 2017) Subsequent citations: UNESCO (2017)

Source: created from the examples given by the American Psychological Association <https://apastyle.apa.org/style-grammar-guidelines/citations/basic-principles/author-date>

It is important to remember that APA clarifies that parenthetical citations should be organized alphabetically. If the listing is done in narrative citation the author will select the order of appearance of the citations according to the most appropriate criteria for their needs (thematical, chronological, etc.).

¹ Footnotes will be kept to a minimum and could not contain any explanatory text. Font Times New Roman 10 justified.



Regarding literal quotations, minimal use is suggested, and only in the occasions that the cited text is especially relevant for the topic being discussed. To introduce literal quotations, follow APA normative, which is summarized next.

According to it, literal quotations not exceeding 40 words should be incorporated following the text and enclosed within double quotation marks, providing at the end and in parenthesis the page number from where it was copied, as it is shown in the example below:

Son muchos los beneficios de integrar el trabajo con fuentes primarias en edades tempranas. Al respecto, Cooper (2002), señala que “puede estimular a los niños para que observen, pregunten, piensen con sentido crítico y comenten sus ideas” (p. 50).
[Example]

However, if the quote is longer than 40 words, it will be indented differently (1cm both sides) and omit quotation marks. At the end of the quote and in parenthesis, the number page as it appears in the original text must be included, as it is shown next:

Regarding geography at school, Comes (2002) said that:

[...] sigue siendo aprender las características de cada parcela del espacio terrestre y tener una información precisa sobre estos lugares y sus gentes, de manera que los alumnos son considerados cultos si manifiestan una buena base de conocimientos descriptivos (p. 176). [Example]

We insist on keeping the use of literal quotations to a minimum.

2.1. Subheading 1 (Times New Roman 14, bold, aligned to left)

It is possible to divide each of the main components of the paper in text heads according to different topics. To do so, follow the format established in this example.

a. Subheading 2 (Times New Roman 12, bold and Italics, aligned to left)

It is possible to divide each of the subheadings in a second level of text heads, although it an excessive compartmentalization is not recommended. To do so, follow the format established in this example.

3. Method

Main text in font Times New Roman 12, justified, without indentation. Compulsory section in the structure of the proposal. Next, the recommended subheadings to give detailed information regarding this component will be detailed.

3.1. Objectives, method, context, instruments, procedures, etc.

It is suggested that the characteristics of the research method are thoroughly explained using subsections as needed (objectives, method, context and participants, data analysis, etc.).

In this and in other components the inclusion of lists might be useful. In these cases, the next format must be used:

1. Aspect 1 to specify.
2. Aspect 2 to specify, etc.

In other occasions a narrated listing might be preferred, for which it is suggested using (1) first item, (2) second item, and (3) third item.

If instead of lists a breakdown of the information in a schematic way is opted for, it should be done by using dashes following the format below:

- Aspect 1 to specify.
- Aspect 2 to specify, etc.

Once finished the text will go back to the previous indentation.

4. Results

According to the type of research conducted, results can be written in narrative form or presented in diverse ways.

[EP017] Este es un ejemplo de cómo podría incluirse un testimonio textual recogido de una entrevista a un docente. [Example]

In other cases, it might be convenient to show results in a table or figure.

4.1. Subheading: Tables and figures

As it has been mentioned, in the case of results (for example) the use of figures and tales can be helpful. In any case, a limited, reasoned and justified use is suggested. These must abide by a specific set of features, which will be explained next.

Regarding the use of tables, these must be numbered with Arabic numerals in sequential order. They must be incorporated in the corresponding place. All must be mentioned in the main text. The table format must follow the example shown below (Table 2).

Table 2

Title format, which has to explain the content

Item 1	Item 2	Item 3
Font	Times New Roman 11	Aligned to left
Maximum length of the table	1 page	With title and footnote included



Number format	0,55	33,2%
Total	10	100%

Note: If the inclusion of explanations or descriptions in narrative form is necessary, it can be done here and not in footnote.

Source: self-elaboration. If the information had been taken from another source, cite it here.

Concerning figures, any kind of image, illustration or graph is considered a *figure*. It is compulsory to mention it in the main text, and could be done in narrative form, referring to the figure being mentioned, or in parenthesis (Figure 1).



Figure 1. Title specifying or summarising the content of the figure. Source: self-elaboration (or belonging source).

They must be numbered with Arabic numerals in sequential order. They must be included in the main text in the place where they should appear. They must be also sent in JPEG or TIFF format, with a resolution of 300 ppp, and appropriately numbered.

In the case that a photographic staging had to be done, the font TW Cen MT must be used if text is included in the figure, and describe the content as it is shown in the title in figure 2, given as an example. Nevertheless, it is recommend not to use text in the figures.



Figure 2. General title. On the left an image of the river Euphrates. Source: author (or source). In the centre an American soldier in Iraq's war. Source: author (or source). On the right a monument in Menorca. Source: author (or source). Staging: self-elaboration.

A list of figures indicating the number and title must be attached. The source and/or authorship of the images must be clear and specific.

5. Discussion

In some cases, the component Discussion can be combined with the component Results so that there is only one Results and Discussion component. In historical research this second option is recommended, with the possibility of including a subheading describing the content of the section.

6. Final reflection

Compulsory section in the structure of the proposal. In it the main aspects of the research and the implications stemming from them must be presented as a way to conclude the work.

Important: the layout of the final proposal to be published will be modified in some ways to suit the final viewing format.

Acknowledgements and funding [COMPULSORY]

It is important to complete this section because it is one of the requirements by the reviewing agency. It must be indicated whether the work is funded by a specific project grant Xxxxxx, has received any other type of funding, or any other type of information related to the carry out of the research. This field should be kept anonymous in the submission of the proposal but must be completed after the manuscript has been accepted.

Specific contribution of the authors [COMPULSORY]

It is important to complete this section because it is one of the requirements by the reviewing agency. The distribution of the tasks for each author and their specific roles during the research and creation of the manuscript must be indicated. This field should be kept anonymous in the submission of the proposal but must be completed after the manuscript has been accepted.

Abbreviations [if applicable]

Because it is frequent to use these in some areas, choosing the abbreviations gathered in the American Journal of Archaeology (AJA) (<http://www.ajaonline.org/submissions/standard-reference>) or similar catalogues is recommended. All the abbreviations from reference bibliography appearing in the text (catalogues, repertoires, etc.) must appear in this section. They should be presented in the following way:

Abbreviation. Author/s. *Title*. Year of publication.

AIJ. Hoffiller, V. y Balduin, S. *Antike Inschriften aus Jugoslavien 1: Noricum und Pannonia Superior*. Zagreb. 1938. [Example]

Bibliography

The bibliography must appear at the end of the main text, comprising only the references used to elaborate the paper and thus appear in the proposal. It must follow APA 7.^a edition formatting.

Next some examples illustrating the format to be used are provided. The DOI must be included whenever it is available. It is worth remembering the importance of making the author's own citations (Author, 2018) and references anonymous.

Author (2018) [Example of an anonymous reference]

Barton, K. C. (2012). School history as a resource for constructing identities: Implications of research from the United States, Northern Ireland, and New Zealand. En M. Carretero, M. Asensio y M. Rodríguez-Moneo (eds.), *History education and the construction of identities* (pp. 93–107). Information Age Publishing. [Example of a chapter of a book]

Bisquerra, R. (coord.) (2016). *Metodología de la investigación educativa*. Editorial La Muralla. [Example of a monograph]

Domínguez-Castillo, J., Arias-Ferrer, L., Sánchez-Ibañez, R., Egea-Vivancos, A., García-Crespo, F. J. y Miralles-Martínez, P. (e.p.). A competence-based test to assess historical thinking in Secondary education: design, application and validation. *Historical Encounters* (en prensa). [Example of an article published in the press]

Miguel-Revilla, D. y Sánchez-Agustí, M. (2018). Modelos de conciencia histórica en el alumnado de Educación Secundaria: Tradición, simbología y contextualización en torno a los restos del franquismo. *Panta Rei: revista de ciencia y didáctica de la historia*, 12, 119-142. <https://doi.org/10.6018/pantarei/2018/6> [Example of a paper with DOI]

- Pinto, H. (2012). *Educación histórica y patrimonial: concepciones de alumnos y profesores sobre el pasado en espacios del presente*. Tesis doctoral. Universidad do Minho. [Example of a doctoral dissertation]
- Popp, S., Gorbahn, K. y Grindel, S. (2019) (eds.). *History Education and (Post)Colonialism. International Case Studies*. Peter Lang. [Example of an edited book]
- Prats, J. (1997). La investigación en Didáctica de las Ciencias Sociales. En A. Santisteban (coord.), *La formación del profesorado y la didáctica de las Ciencias Sociales* (pp. 9-25). Díada. [Example of a chapter in an edited book]
- Schmidt, M. A. y García, T. M. (2005). A formação da consciência histórica de alunos e professores e o cotidiano em aulas de História. *Cadernos Cedes*, 25(67), 297-308. <https://www.scielo.br/pdf/ccedes/v25n67/a03v2567.pdf> [Example of a paper published online but without DOI]

Sources [if applicable]

- Valerio Máximo. *Los nueve libros de hechos y dichos memorables*. Madrid: Akal. 1988. [Edición de Fernando Martín Acera]. [Example for a classical source²]
- Vicens Vives 5 (2019). García Sebastián, M. y Gatell Arimont, C. (2019). *Proyecto Zoom. Ciencias Sociales. Cuadernillo Canarias. 5.º de Primaria*. Editorial Vicens Vives [Example for a text book. Include only if used as a source of analysis]
- Ley Orgánica 1/1990, de 3 de octubre, de Ordenación General del Sistema Educativo (LOGSE). Boletín Oficial del Estado 238, de 4 de octubre de 1990 (pp. 28927-28942). https://boe.es/diario_boe/txt.php?id=BOE-A-1990-24172 [Example in the case of educational legislation. Include only if used as a source of analysis]

² In the specific case of classical sources, these will appear cited in the text exactly as they appear in the list of classical authors in the Spanish-Greek dictionary by CSIC: <http://dge.cchs.csic.es/lst/lst-int.htm> (Example: Val. Max., VIII, 3.2).