

Notes for Authors on Text Submissions

These notes serve as a guide for text entry. If you have any further questions, please contact the publisher by phone (+49 251 265 040) or email (info@waxmann.com). We will be happy to help you. Due to our efforts to make our digital publications accessible, we are currently revising this guide for accessibility. Here you can find the status as of February 2025.

The Layout of the Essay

Please include a separate title page with title, subtitle and if necessary a short title for the headline, authors' names and addresses and date. Please also state your address, telephone number and e-mail, in case we need to contact you with further questions.

Scope

On average, please allow around 2,700 characters (including spaces) for one typed page. Please allow approximately half a page for illustrations or tables. If necessary, please note the planned number of pages for the article that you have agreed with the editors.

Hierarchy

The headings follow a uniform numbering system, the conclusion or summary is the last numbered heading. Please use the appropriate heading styles, the first-level headings are marked as 'Heading 1', the second-level headings as 'Heading 2', etc.

1.	Introduction	(<Heading 1>)
2.	main chapter	(<Heading 2>)
2.1	subchapter	(<Heading 3>)
2.2	subchapter	(<Heading 3>)
...		(...)
5.	Summary	(<Heading 1>)
	References	(<Heading 1>)

Formatting

Please use only one type, 1,5 spaced with about 80 characters per line. Underlining and bold type should be avoided, use italics instead.

Please note:

- no hyphenation
- no line justification
- no "enter" at the end of line except at the end of a paragraph
- no blank spaces for indentation e.g., tables, enumerations, quotes; please use tabulators instead
- in abbreviations (e.g., s.a. ...) no spaces are necessary. This also applies to two abbreviated Christian names (J.P. Müller). Sentences should not begin with abbreviations.

Illustrations, graphics and formulae

In order to improve readability you should pay special attention not to include graphics that are too small and detailed. Fine grids as a background should always be avoided. In addition, as a rule lined grids are much better than dotted grids, not too fine and with a maximum difference (at least 30%) between grids placed next to each other.

- Copyright: Please be aware that all graphics (pictures, sketches, photos, etc.) are protected by copyright. You may use them as long as they are embedded in the text as pictorial quotations. This means that there has to be a proper purpose for using this exact graphic. It is not sufficient if they only serve to illustrate or be random/exchangeable. It is mandatory to add the source, including page reference. In case you want to use a graphic subject to approval (ornamental use only), please mind referring to the desired Creative-Commons-Licence whilst getting the approval. We will gladly provide you help in getting the approval. Don't hesitate asking.
- Please number your graphics consecutively, save them separately as the calibre you created them in, and additional as tif-file or jpg-file. Please mark the place in your publication where the graphics belong.
- Please make sure to exclusively use reproducible templates: originals, slides, photos, sketches, drawings.
- Graphics need a resolution of 300 dpi in the size you want them to be printed in the document.
- Please design your graphics as simple as possible; in most cases: less is more. Please refrain from double frames, shadows, blurring...
- Please don't use hairlines; the line weight has to be at least 0,5 pt.
- Please avoid using the formula editor if possible. For simple statistical indicators or formulae, please use the normal typeset ($n = 100$ instead of $n = 100$) and only use the formula editor for complex formulae.

Tables:

Please design tables cleanly, i.e. only use one value per cell, and do not work with tabs and the enter key. Make sure that each column is assigned a meaningful column heading without any abbreviations. Please create tables using the table function of your programme. In light of the European Accessibility Act, it is important that tables are structured as simply as possible and have a header line. Please do not use so-called 'layout tables', i.e. tables that are only used for the graphical positioning of content. These should be avoided at all costs. The header of the tables can be summarised, the actual values of the table can be read out from the table via a screen reader. For very complex tables, it may be necessary to summarise the content in an alternative text.

Alternative texts:

All illustrations and graphics must be provided with alternative texts. Please adhere to the following guidelines:

- Please write the alternative text with the note "Alternative text" directly below the element to which it refers and assign the style "alternative text" to it.
- It's up to you as the author to decide whether a single statement from the graphic is important or whether all elements of the graphic should be described (Should only one peak be emphasized in a bar chart or are all bars important?). If the graphic is only included for illustrative purposes and all relevant information is included in the body text,

the alternative text can remain empty or reads “Illustration of the numbers that have already been mentioned in the text”. Phrases like “you can see in the picture” or “it is shown in the graphic” are superfluous. First, name the type of image (photo, bar chart, flow chart, etc.) and then describe, from general to detailed, concisely and objectively what can be seen and what is being said (approx. 125 characters).

- Do not repeat information from the image or table headings.
- Formulas and Greek letters must be written out in alternative texts (so instead of “ α =” please write “Alpha equals”).
- AI can be a useful tool in generating alternative texts. However, if you use ChatGPT or similar tools, please check your texts thoroughly.
- **Examples of alternative texts**

Alternative text pie chart:

The pie chart is divided into x pieces. Most of the xxx are found in area “a” at 46%, then descending to 25% in area “b”, 23% in “c”, 11% in “d” and 4% in “e”.

Alternative text flowchart:

The flowchart connects five blocks in sequence with arrows. Starting point is “a” followed by “b”. The middle block “c” is divided into two elements, the first is “c1”, the second is “c2.” The fourth block is “d”. The last block is “e”.

Alternative text Peak

What is noticeable in the graphic is a large increase in x between 2018 and 2019. From 2019 onwards, there is a large difference between the two values.

Source Reference in the Text

Please follow the APA 7 guidelines and, if necessary, the editor's guidelines for the citation style. Please avoid alternative citations in footnotes or endnotes. Please put the references in parentheses according to the following examples:

- Work by one author (Schramm, 2020)
- Legislative Body (OECD, 1995)
- Work by two authors (Schulze & Wenzel, 1984)
- Work by more than two (Kaschade et al., 1996)
- Works without an author are listed by the first words of the title under which they appear in the bibliography. The year of publication should follow.

Source references with verbatim quotations or reference to a particular part of a book: please note that a blank space is necessary between the abbreviation p. (p., pp., fig., chap. ...) and the page number. (Schramm, 1993, p. 17) or (Williams, 1974, pp. 17–23)

References

Please ensure accuracy and consistency when creating the bibliography. The bibliographic information should be listed consistently according to an academic standard, for example APA 7 style. Please also note further instructions from the publishers. Please note the following examples:

- Monographs or works by editors: Name, Initial(s). (Year). *Title*. Publisher.
 Bandura, A. (1997). *Self-efficacy: The exercise of control*. Freeman.
 Kussau, J. (2007). Schulische Veränderung als Prozess des „Nacherfindens“. In J. Kussau & T. Brüsemeister (Hrsg.), *Governance, Schule und Politik. Zwischen Antagonismus und Kooperation* (S. 287–304). VS. https://doi.org/10.1007/978-3-531-90497-9_8
 Lenz, I., Germer, A., & Hasenjargen, B. (Eds.). (1996). *Crossing boundaries in science teacher education*. Routledge.
- Articles inside of editor's works: Name, Initial(s). (Year). Title of article. In Initial(s). Name, *Book Title* (pp. x–x). Publisher.
 Dekker, P. & Uslaner, E. M. (2001). Introduction. In E. M. Uslaner (Ed.), *Social capital and participation in everyday life* (pp. 1–3). Routledge.
- Periodicals: Name, Initial(s). (Year). Title of the article. *Periodical*, *Issue number*, Page numbers.
 Zimmerman, D.J. (2003). Peer effects in academic outcomes: Evidence from a natural experiment. *Review of Economics and Statistics*, 85 (1), 9–23.
 Machin, S.J. & McNally, S. (2008). The literacy hour. *Journal of Public Economics*, 92 (5–6), 1441–1462.

Please add DOIs to the references in case there are any. You can submit your list of references via the following website:

<https://apps.crossref.org/simpleTextQuery>

You get a new list containing the DOIs listed at Crossref.

Please note that Crossref does not keep the formatting.