

# Högre utbildning

## Guidelines for authors

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### Before writing

#### Advice to authors

We have received numerous articles over time and are therefore able to identify certain patterns in reviewers' recommendations for publication or rejection. Based on our experience, we can offer the following advice.

**1. Use an issue, dilemma or problem as your starting point** that is recognisable and relevant to teachers and researchers in the field of higher education.

This applies to all article categories. Texts that describe a study, empirical data or a project, that fail to explain why the subject is important, problematic or interesting, are unlikely to be approved. Ensure that the issue, dilemma or problem is made clear right from the beginning of the article. This may be done with the use of a specific and representative example or an explicit description of the situation.

If your approach has some originality, or if it sheds new light on an issue, or relates to a current issue, this will increase its chance of acceptance.

**2. Relate the manuscript to the research front** if it is a research article (or reflective practice essay, if this serves a function), but choose genuinely relevant examples of research and theories in order to position your issue or problem, or to obtain feedback and interpretations.

Specify how your issue relates to the work you are referencing. Avoid listing references that have not directly contributed to the content of your manuscript.

**3. A description of method is essential when discussing an empirical study.** Prioritise information on method that is necessary for understanding the article and explain what might be considered controversial. Avoid overly detailed descriptions of method.

If your article is more theoretical or reflective in nature, it is not always necessary to include a separate methods section. Instead, articulate, problematise and discuss your hypotheses.

**4. Ethical considerations in research are important.** Ethical considerations in research should be included where relevant. If you are uncertain, consult sources such as the Swedish Research Council's ethical principles for research. Ethical issues may be especially significant when researching your own teaching. Teachers generally have access to data on educational studies, exams, course evaluations, or other material that offers information regarding student knowledge and experiences. Such data may often be used, without issue, for the development of courses and activities. However, this does not mean the data can automatically be used for research without first considering the ethical issues.

Researching your own teaching or supervision practices also means that you will have two roles in relation to your students (or colleagues): the role of teacher/authority figure, and the role of researcher. These roles, when held by the same person, may be difficult to keep separate. As a researcher, you may be interested in several different issues that should never be shared with students in your role as a teacher/authority figure.

The ethical principle of informed consent in research is crucial. Students must consent to participating in research before the study begins. Even if a teacher makes it clear that he or she is acting as a researcher, it may be very difficult for students to refuse participation or otherwise protect their own integrity when faced with a request by their teacher. Students must therefore be given every opportunity to decline participation.

#### **Other comments:**

We would like to see some thematic titles in place of traditional research article headings (purpose, theory, method, etc.). Do not hesitate to depart from the traditional form of an article if it helps to clarify the article or make it more reader friendly. However, bear in mind that it should be clear what issues, dilemmas or problems form the basis of the research, as well as what was done and how it relates to other research and theories. Guide the reader through the article using summaries and metatext. Make sure to include what you promised to cover in your introduction.

Your use of concepts and terminology must be clear and well-articulated (i.e. it is apparent that ambiguous concepts are used and should be understood in the article). Exemplify and concretise. Review and delete anything that is unimportant and that distracts from the focus of the article.

Ask someone other than the co-author to read through the manuscript and provide feedback. Then revise it one last time before submitting. A clean and well-written manuscript reduces the chance of rejection at the first stage of the editorial process.

# Article types

## Article

Articles are first reviewed by editors, and later by a double-blind peer review. A submission may be based on empirical studies, or they may have a methodological or theoretical/conceptual orientation or provide a review of the literature. Articles can also be texts that problematise or shed new light on relevant issues in higher education.

In order for a submission to be accepted and published as an article, it must be imbued with a scientific approach and include a well-defined question and a link to relevant scientific literature. The submission must also make a specific contribution to the scientific development of knowledge in the field of higher education.

The manuscript for an article should contain 6000 words or less (including the abstract but excluding the references). Published submissions are indexed and archived.

## Reflective practice essay

A reflective practice essay is normally only reviewed by the editors and involves a critical analysis of or reflections on educational practice or other specific activities in higher education. In addition to individual cases, the essay should present examples, issues or perspectives and discuss why these are of interest.

The manuscript for a reflective practice essay should contain 3000 words or less (including the abstract but excluding the references). Published submissions are indexed and archived.

## Review

A review may address both Swedish and foreign textbooks. Articles or themed submissions in scientific journals, or for new policies or conferences may also be critically reviewed. A review should address the relevance of the text to the *Higher Education* reading circle. Submissions in this category are examined by the editorial staff.

A manuscript should contain 1500 words or less. Published submissions are indexed and archived.

## Checklist for submissions

- The content and scope must comply with the guidelines of the journal (see Types of submissions below).
- Manuscripts for submission must not have been published previously, unless the writer has met the requirements for republication (see Republication below).
- The manuscript is submitted in Word format (.doc, .docx, or .rtf).
- References in the manuscript follow the APA 6 style guide in both the running text and reference list (see <https://apastyle.apa.org/>).
- The text is double-spaced, 12-point font, using italics instead of bold or underlined text (apart from URLs).
- Images and figures are provided with image or figure texts and placed in the running text instead of at the end.
- When submitting a manuscript, authors must also confirm that:
  - They have studied the guidelines for authors
  - A colleague has reviewed the manuscript
  - The submitted document is anonymised

# Detailed guidelines

## Authorship

Note that the author submitting a manuscript is the primary contact person for all editorial correspondence throughout the entire process for peer reviews and language editing processes, if applicable.

An individual may only be referred to as an author if that individual meets the criteria of the Vancouver recommendations, through:

1. Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
2. Drafting the work or revising it critically for important intellectual content; AND
3. Final approval of the version to be published; AND
4. Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

The persons named as authors should meet all four criteria for authorship, and all who meet these four criteria should be identified as authors. Assistants who do not meet the criteria for authorship should also be acknowledged, e.g. in a note. Financial and material support should also be acknowledged.

## Language

All articles must be written in a Scandinavian language (Swedish, Norwegian or Danish) or in English – either British or American (as long as consistency is observed). Ensure professional language editing of the manuscript before submitting the final version.

## Summary, abstract

Articles must include a summary and an overview of about 150–200 words. After the summary and overview, add 3–5 keywords. Avoid using the same words appearing in the title. An identical summary and identical overview, in addition to keywords, should also be entered as metadata in the publishing system during the submission process. Articles in any of the Scandinavian languages must have a supplementary summary and keywords in English. These must also be entered as metadata.

## Manuscript layout and design

Submit the manuscript in two versions. One should be a complete manuscript as a Word document that includes all illustrations, tables, charts and images. These must be placed correctly in the text. The other version should be an anonymised manuscript (see below).

Use a traditional layout for the manuscript and insert consecutive page numbers, footnotes, etc. To simplify and facilitate the review process, keep the following in mind:

#### *Section heading*

Do not number section headings. Use a maximum of three levels for headings.

#### *Format, line spacing and font*

Use a 12-point, double-spaced Times New Roman font for the entire manuscript, including text with the intentional use of quotes. Do not use any unnecessary features in the format and layout of the manuscript (explanations, motivations, hyphens). Use a single space between words. Insert an empty row before and after headings.

#### *Quote*

Use double quotation marks for quotes. Use single quotation marks for a quote within a quote. Use the original text when quoting existing texts in languages that are understood by most readers, and if necessary, insert an existing translation in your own language in the footnote or final note. If the work has not been translated, use your own translation, but include a note and comment addressing this (e.g. Gramsci, 1947, p. 13; my translation).

#### *Illustrations, tables, charts and images*

Place suggested illustrations, tables, charts and images in the appropriate places throughout the text. Include references to these in the text of the manuscript. Abbreviations should be explained in the legends.

Accepted manuscripts must include illustrations, tables, charts and images with a resolution of at least 300 DPI.

If illustrations, tables, charts and images have been obtained from sources that are not copyrighted by the author, the author is solely responsible for securing permission from the copyright owner to reproduce these illustrations, tables, charts and images in publications throughout the world, as well as online. All reproduction costs charged to the copyright owner must be paid by the author.

When reproducing illustrations, charts or images, parentheses should be added to the legend, as follows: (Reproduced with permission from XXX).

#### *References*

Higher education uses the APA (American Psychological Association) reference system, 6th edition. For more detailed information, see the Publication Manual of the American Psychological Association, 6th edition, <http://www.apastyle.org/> and <http://blog.apastyle.org/>.

#### *Footnotes and endnotes*

Insert any footnotes or endnotes using the automatic function for this in Word (or in a corresponding word processing program). Avoid the overuse of footnotes or endnotes.

# Republication

*Higher education* has the following rules for republishing:

If you wish to submit a text that has already been published (in a journal, book or report, or on your own website, learning site or equivalent), this is known as the *republishing* of an article. In such cases, or when submitting a reworked version of a previously published text, this must be noted in the manuscript with specific references. You must also own the copyright (or have received permission from the copyright holder).

If the text has been reworked, this should also be indicated with a reference to the original publication. In addition to quality, the editors will also determine the value of potential republishing (or the publication of a reworked text) in their assessment.

All texts that are republished in their original form or that are reworked should specifically reference the original publication.

# Before sending your submission

## Information to be confirmed upon submitting work in the system

As part of the submission process, authors must check that their submission meets the following criteria. Submissions that do not meet these criteria may be returned to the author.

- The content and scope complies with the guidelines of the journal (see [Article types](#)).
- The text is double-spaced, 12-point font, using italics instead of bold or underlined text (apart from URLs).
- Images and figures are provided with image or figure texts and placed in the running text instead of at the end.
- The author certifies that he or she is the author of the text. A manuscript may have more than one author. In order to be considered a co-author of a manuscript, you must have made a significant contribution to the conception and design of the work, or the acquisition, analysis or interpretation of the data. Or, you must have contributed to the writing of the manuscript or participated in the critical review of the intellectual content. You must also have approved and be prepared to take responsibility for the published version.
- Those who submit a manuscript shall maintain full responsibility for this material until it is published. This means that until the publication date, the author may withdraw the manuscript, approve or refuse suggestions for changes, or propose his or her own changes. Once the material has been accepted by the editors for publication, the author will no longer be entitled to demand changes, although this may be evaluated from case to case.



# Anonymised manuscript, cover letter and title page

When submitting a manuscript, this should be anonymised and in a Word format (.doc, .docx or .rtf). The summary and abstract should be pasted into a text field and should also be included in the manuscript. A title page and cover letter should be sent along with the anonymous manuscript.

Check the publishers' website to learn how to anonymise the file properties of the Word document: [Ensuring a blind peer review](#)

## Title page

When submitting manuscripts to the journal, ensure that the *title page, which provides information about the author's identity, is uploaded separately as an add-on file during the submission process.*

Organise the title page in the following manner:

1. Title of the manuscript
2. Name(s) of the author(s)
3. Name of the department(s) and institution(s)
4. Email addresses for all authors (listed by author initials)
5. Name, complete postal address and email address of the corresponding author who acts as a “guarantor”, and the contact person for all parts of the document
6. Author bios (three to five lines) for each author

## Cover letter

A cover letter is mandatory. This enables the editors to understand what the manuscript is about and what the authors wish to accomplish with its publication.

*The initial part of the cover letter should contain:*

- Manuscript title
- Type of submission
- Essential information that the editors should or must be aware of. This may involve possible conflicts of interest, copyright issues, or arguments in favour of duplicate publication.

*In the second part of the cover letter, we would like authors to answer the following questions in a few words:*

1. What phenomenon, question or issue does the article address?
2. What are the main points of the article?
3. What is the most important thing you would like your reader to learn by reading the article?