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Notes to Contributors

Psychology Teaching Review (PTR) was established to encourage research on teaching and learning in psychology; to serve as a vehicle for the sharing of good practice and, to improve the teaching of psychology at all levels. The Editor welcomes articles on any aspect of teaching and learning in psychology, particularly those with a strong theoretical underpinning and a good methodology. *PTR* will usually be structured into five parts, explained below. Submissions which do not obviously fall into one of the categories should be discussed with the Editor.

1. Refereed papers

Papers should be as short as is consistent with clear presentation of subject matter, and will normally be 5000 to 7000 words in length. An abstract of no more than 150 words should be provided along with a list of keywords describing the content of the paper. The title should indicate accurately but briefly the subject of the paper. A running head title should be given. A policy of blind reviewing will be instated, so authors are requested not to put any personal information on the manuscript.

In the first instance, the Editor will read each submitted manuscript to see if it is appropriate to be considered for publication in *PTR*. If it is not, the author will be contacted and feedback given. If it is considered appropriate, the manuscript will be independently refereed by two reviewers. In the light of the reports received, the Editor will decide whether or not to recommend the article for publication. All papers will be evaluated by the Editor and refereed in terms of academic merit, readability and interest.

2. Short notes

Papers (up to 1000 words) on empirical findings of research in progress will also be considered for publication. These papers also require an abstract.

3. Debating points

Submissions are sought from authors who wish to write thought-provoking, controversial pieces (2000 to 4000 words) designed to inform and stimulate current pedagogical debate. An abstract of 150 words is required. The *PTR* aims to produce a special issue annually which focuses on the perspectives of various groups, around a topic presented in the previous issue. For this reason we recommend talking to the Editor as soon as possible if you wish to contribute a paper of this nature.

4. Student submissions

Research by undergraduate students, usually based on project dissertations, are especially welcome as long as the research is relevant to the teaching and learning of psychology. Please follow the guidance provided for refereed papers when submitting contributions of this nature

5. Practical teaching advice

Contributors are welcome to share their suggestions for good teaching activities, whether pre-tertiary, undergraduate or postgraduate. Such contributions should outline the nature of the activity, experience of its use and a brief consideration of research, suggesting an explanation for its success

Abstracts

Current and significant abstracts related to the teaching and learning of psychology are culled and presented. Abstracts for submissions should be sent to ptr@bps.org.uk

Book reviews

In addition to the above, book reviews are welcomed. These will be considered by the Book Reviews Editor who will communicate a publication decision directly to the contributor. Book reviewers should offer fair and valid criticisms and avoid being defamatory. All authors of reviewed books have the right of reply. Reviews (up to 1000 words) should be sent as a word document to the Book Reviews Editor via ptr@bps.org.uk

General guidelines for refereed contributions

Contributions should be submitted by email attaching a Word compatible document which is double spaced with wide margins. Footnotes should be avoided, and sheets should be numbered. A copy should be retained by the author. All personal identification should appear on a front page which can be removed for refereeing purposes. Authors are requested to make sure that no personal identification appears elsewhere in the manuscript.

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For internet articles: Lovell, A. (7 February 2003). *More students, less funding, worse learning?* Retrieved 25 March 2005, from The Higher Education Academy website: http://www.heacademv.ac.uk/resources.asp?process=full_record§ion=generic&id=474

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