

AUTHOR GUIDELINES

The paper should be approximately 30 A4 pages in length and written in English. The text must be formatted in Times New Roman font, with double spacing and justified alignment. The entire formatting of the paper, including citations and the reference list, must follow the APA style guidelines (7th edition). The title page should not include any author information at the time of submission.

Title

In the title, authors should include all information that will enable sensitive and precise electronic searching of the paper. The title should be written in bold capital letters.

Example:

UNDERSTANDING CHILDHOOD FROM AN INTERDISCIPLINARY PERSPECTIVE

ABSTRACT IN CROATIAN (up to 250 words)

The abstract should provide the context or background of the research, state the research objectives, basic procedures (selection of participants, observational and analytical methods), the main findings (including specific effect sizes and their statistical significance, if possible), and the main conclusions. Particular emphasis should be placed on the new and important aspects of the research or observations. It is recommended that the abstract does not exceed one double-spaced typed page, and that it be written in italics. Since the abstract is a stand-alone part of the paper, all abbreviations used in the abstract must be explained within it. When an abbreviation is used for the first time, the full term must be written out, followed by the abbreviation in parentheses. The abstract must not contain separate subheadings (e.g., objective, results, etc.). It should be written as continuous text in a single paragraph. Citing references in the abstract should generally be avoided, but, if necessary, they must be cited in the same manner as in the rest of the text.

Keywords

Authors should provide at least five keywords that cover the main topics of the paper. Keywords help indexers link papers and may be published together with the abstract.

The use of terms from the Medical Subject Headings (MeSH) list from Index Medicus is recommended. Other lists of subject headings are also available online, such as Sociology and Anthropology Subject Headings.

Keywords should be listed immediately below the abstract, written in italics, and separated by commas.

ABSTRACT IN ENGLISH (up to 250 words)

The abstract should follow the same structure as the above version, but in English.

Keywords

Authors should provide at least five keywords in English, which cover the main topics of the paper.

Manuscript Sections and Headings

Headings of the main sections should be written in bold and in Title Case. Subheadings include all other headings within a section. They should be written in italics and in standard sentence case.

Note: Only the headings of main sections - not subheadings - should be written in Title Case.

A period or any other closing punctuation mark must not be placed at the end of headings.

The general structure of sections is as follows: Introduction, Research Methodology, Results, Discussion, Conclusion, Acknowledgements, References. If not necessary, the Acknowledgements section may be omitted. The Results and Discussion sections may also be combined into a single section with an appropriate title.

However, this structure may not be suitable for review articles. In such cases, authors should adapt the structure of the manuscript to the specific characteristics of their work.

Introduction

The introduction provides the context or background of the research (that is the nature of the problem and its importance). It should state the specific purpose or research objective of the paper, or the hypothesis being tested within the research or observation.

Only relevant references should be cited in the introduction, without presenting data or conclusions from the paper itself.

Materials and Methods

The Materials and Methods section should contain only the information that was available at the time the research plan or protocol was prepared. Any information collected during the conduct of the study belongs in the Results section.

Results

The Results section should present the results in a logical order in the text, tables, and illustrations, where the most important findings should be stated first. The text should not repeat all data from tables or figures, but should highlight or summarize only the main findings. The number of tables and figures should be limited to those necessary to explain the argument of the paper and to evaluate its validity.

As an alternative to tables with numerous entries, charts may be used, ensuring that the data in charts and tables is not duplicated.

Discussion

In this section, it is important to emphasize the new and important aspects of the study, as well as the conclusions drawn from them. Detailed repetition of data or material already presented in the Introduction or Results sections should be avoided.

For experimental studies, it is useful to begin the Discussion with a brief summary of the main findings, followed by an exploration of the possible mechanisms or explanations underlying these findings. The results should then be compared and contrasted with other relevant studies, the limitations of the research should be addressed, and the implications of the findings for future research and practice should be discussed.

Conclusion

Conclusions should be related to the objectives of the study, whereas unsupported claims or conclusions that are not adequately supported by the data should be avoided. Authors should refrain from making statements about economic costs and benefits unless the manuscript provides appropriate economic data and analyses. Claims of priority and references to work that has not yet been completed should also be avoided. When justified, new hypotheses may be proposed, but they should be clearly identified as such. Authors may also choose to separate the Conclusion section from the Discussion section.

Acknowledgements

Authors should acknowledge any assistance and support (financial, advisory, or otherwise) provided by any institution, organization, group, or individual who contributed to the preparation of the article.

References

All references must follow the English version of APA Style (7th edition) and must be listed in alphabetical order. All necessary information for each type of reference (journal article, book, book chapter, online source, etc.) must be provided in accordance with the guidelines.

Authors are responsible for the accuracy of each reference. To verify the validity of journal citations, consult databases such as Current Contents, Web of Science, Medline, or PubMed.

BOOKS

Author Book

One author

Petrić, V. (2022). *Kineziološke aktivnosti djece rane i predškolske dobi: postignuća kineziološke metodike*. Učiteljski fakultet u Rijeci.

Two Authors

Anđić, D., & Tatalović Vorkapić, S. (2025). *Uloga odnosa prema prirodi i igre na otvorenom u kvaliteti prijelaznih perioda tijekom djetinjstva*. Učiteljski fakultet u Rijeci.

Three authors

Uzelac, V., Lepičnik-Vodopivec, J., & Anđić, D. (2014). *Djeca – odgoj i obrazovanje – održivi razvoj*. Golden marketing tehnička knjiga.

Edited Book

One Editor

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Two Editors

Vujičić, L., & Mezak, J. (Eds.). (2021). *15 godina Učiteljskog fakulteta u Rijeci*. Učiteljski fakultet u Rijeci.

ARTICLES

One author

Ljubičić, S. (2023). Kineziološke aktivnosti predškolske djece. *Odgojno-obrazovne teme*, 6(1), 117-120.

Drakulić, M. (2024). Vjerovanja studenata nefilološkoga studija o učenju stranoga jezika. *Strani jezici*, 53(1), 89-108. <https://doi.org/10.22210/strjez/53-1/5>

Two authors

Butorac, L., & Vidović, E. (2024). Suradnja odgojitelja i roditelja u poučavanju stranog jezika u ranoj dobi: put ka kompetentnom govorniku stranog jezika. *Odgojitelj i učitelj*, 1(1), 76-86.

Turk, M., & Opašić, M. (2008). Linguistic Borrowing and Purism in the Croatian Language. *Suvremena lingvistika*, 34(1(65), 73-88.

Three authors

Trajkovski, B., Vlah, N., & Mezak, J. (2021). Relations Between Time Spent With Family and Some Developmental Risks in Preschool Children: Obesity and Externalized / Internalized Risk Behaviors. *Human. Sport. Medicine*, 2(21), 67–75. <https://doi.org/10.14529/hsm210208>

CHAPTER IN AN EDITED BOOK OR/AND CONFERENCE PAPER/PROCEEDING

One author

Vranić, S. (2024). Fermi Problems as a Mathematical Modeling Activity in Secondary Education. In Z. Kolar-Begović, R. Kolar-Šuper & A. Katalenić (Eds.), *Effective Teaching and Learning of Mathematics through Bridging Theory and Practice* (pp. 104-115). Element.

Lončarić, D. (2014). Testing Mediation with Learning and Coping Strategies: Direct and Mediated Effects of Anxiety and Self-Efficacy on School Performance. In A. Galmonte & R. Actis-Grosso (Eds.), *Different Psychological Perspectives on Cognitive Processes: Current Research Trends in Alps-Adria Region* (pp. 369-389). Cambridge Scholars Publishing.

Two authors

Pejčić, T., & Zovko, A. (2022). Attitudes of Primary School Education Students Toward Lifelong Education. In M. Sabalić, K. Horvat, B. Matijašević & A. Vukašinić (Eds.), *Proceedings of the International Scientific Conference "Global Competencies for the 21st Century"* (pp. 225-244). Faculty of Humanities and Social Sciences Josip Juraj Strossmayer University of Osijek.

Smolić Batelić, A., & Tomljenović, Z. (2024). Prostorno-materijalno okruženje kao poticaj za integrirano umjetničko stvaralaštvo djece predškolske dobi. In K. Ivon, T. Košta & D. Vidaković Samaržija (Eds.), *Nova promišljanja o djetinjstvu. Dijete i prostor* (pp. 495-512). Sveučilište u Zadru, Pedagoška fakulteta Univerza v Mariboru. <https://doi.org/10.15291/9789533315133.28>

Three authors

Čamber Tambolaš, A., Jančec, L., & Vujičić, L. (2024). Skriveni kurikulum i kultura odgojno-obrazovne ustanove: povezanost osobina ličnosti i obrazovne paradigme odgajatelja. A. Bilić, T. Borovac & I. Somolanji Tokoć, (Eds.), *Zbornik radova s 1. međunarodne znanstveno-stručne konferencije Kompetentni sustavi u ranom i predškolskom odgoju i obrazovanju – KOMPAS* (pp. 35-51). Fakultet za odgojne i obrazovne znanosti u Osijeku, Hrvatska akademija znanosti i umjetnosti, Centar za znanstveni rad u Vinkovcima.

Tomac, L., Čepić, R., & Pejić Papak, P. (2024). Specific Competencies of Student Teachers: Identification of Professional Educational Needs. In M. Carmo (Ed.), *Education and New Developments 2024 – Volume I* (pp. 448-452). WIARS. <https://doi.org/10.36315/2024v1end101>

Tables

All tables should be included in the main manuscript document. Tables should be numbered consecutively according to the order in which they are first mentioned in the text, and each table should have a short title. Tables and their titles should be fully understandable without referring to the text.

Tables should be created as standard MS Word tables, not as images or other graphical materials.

All text in tables should be written with only the first word capitalized (all other words begin with lowercase letters), e.g., variable categories, column headings, etc.

Any formatting (bold, italics, underline), as well as shading, colors, or decorative borders in tables and their titles should be avoided. Simple borders should be used; additional graphic styling is not necessary. Ensure that each table is referred to in the text.

If data from another published or unpublished source are used, permission must be obtained, and the data must be fully presented in the table or in a footnote.

The format of the tables must not exceed A4 size, and the font size in tables should be 10 (Times New Roman).

Table 1. Frequency of Digital Technology Use in Teaching

Frequency	N	%
< once per week	1	10
2–3 times per week	6	60
> 4 times per week	3	30

N – number of participants, % – percentage

Table Title

The table title is written above the table, in capital letters, and without a period at the end.

Example:

Table 1. Frequency of digital technology use in teaching

Table Footnotes

Footnotes are written below the table.

Examples:

* $p > 0.001$, * $p > 0.05$, ELISA – enzyme-linked immunosorbent assay, CFT – complement fixation test

Incorrect:

ELISA = enzyme-linked immunosorbent assay, CFT = complement fixation test

Correct:

ELISA – enzyme-linked immunosorbent assay, CFT – complement fixation test

Citing Tables in the Text

Tables are cited in full words in the text according to APA 7 standards.

Figures and Graphs

All graphical material should be digitized. Submission of photographs or similar materials should be avoided. All graphics should be of print quality (300 dpi or higher, if necessary).

Figures should be numbered consecutively in the order they appear in the text. If a figure has been previously published, the source must be cited, and written permission from the copyright holder must be provided. Permission is required regardless of authorship or publisher, except for public domain documents.

If photographs of people are used, subjects must not be identifiable, or the photographs must be accompanied by written permission for use. Permission for publication should be obtained whenever possible.

Figure format must not exceed A4 size. Any formatting (bold, underlining) in figures or their titles should be avoided. Ensure that each figure is cited in the text.

Graphs

All graphs and other MS Office materials should be placed in the main manuscript, each on a separate page, with an appropriate figure title.

All abbreviations must be explained in the figure footnote. Axis titles in graphs should not contain formatting (bold, italics, etc.). The unit of measurement should be placed in parentheses after the axis title, e.g., Age (years). Whenever possible, axis titles should be centered.

Figure Titles

Figures must not contain footnotes. Titles of figures, graphs, and other MS Office materials included in the main document should appear together with the figure.

Examples of figure titles:

Figure 2. Changes in median values of eight aspects of quality of life measured before and after surgery. MH – mental health, RE – role-emotional, * $p > 0.001$, ** $p > 0.05$.

Figure 5. Cell layers of the pre-primitive streak rat egg cylinder. Ep – epiblast, Hy – hypoblast, VYS – visceral yolk sac endoderm.

Citing Figures in the Text

Figures are cited in full words in the text according to APA 7 standards.

