

Pedagogical Reflection Guidelines¹

Pedagogical reflections are short scholarly features of up to 5,000 words excluding the references. They concentrate on the critical examination of a pedagogical experience, practice, dilemma or development process. Their purpose is to make situated professional knowledge available for scholarly discussion and to identify insights of relevance beyond the immediate context.

A pedagogical reflection should bring experience into dialogue with educational research, theory, policy or other relevant scholarship. It should identify a pedagogically significant issue, explain the context in which it arises, examine the author's position in relation to it and develop a clear argument. The contribution should be critically informed and relevant to the broad readership of *Educare*.

The authors are encouraged to organise the manuscript as suggested below and address the issues specified under each heading. Alternative headings may be used when they serve the argument more effectively, provided that the manuscript addresses the expected content and maintains a clear structure.

Abstract

The abstract should be no longer than 200 words and should be written in English irrespective of the original language of the pedagogical reflection. It should identify the pedagogical issue, experience or practice under examination and provide sufficient information about the educational context.

The abstract should state the purpose or guiding question of the reflection, indicate the scholarly perspectives that inform the discussion and present the principal insights and implications. It should provide a comprehensive overview of the manuscript and make clear its relevance to education and educational sciences.

¹ Manuscripts that present a systematic empirical study should follow the Research Article Guidelines. Manuscripts whose primary purpose is to advocate and substantiate a position should follow the Position Paper Guidelines.

Keywords

Provide no more than five keywords in alphabetical order, separated by commas. The keywords should be given in the same language as the manuscript and in English. They should identify the pedagogical issue, educational context and central conceptual concerns.

Pedagogical Point of Departure

The opening section should introduce the pedagogical experience, practice, dilemma or development process that provides the point of departure for the reflection. It should identify the issue to be examined, explain why it is pedagogically significant and establish its relevance to readers of *Educare*.

The section should formulate a clear purpose or guiding question. This purpose should delimit the reflection and direct the subsequent discussion. The manuscript may arise from a single critical incident, a recurring pattern, a pedagogical intervention, a collaborative process or a tension between educational intentions and practice. Irrespective of its point of departure, the issue should be framed as a matter of wider educational interest rather than as an account of an isolated event.

The introduction should conclude by indicating how the manuscript is organised and what contribution the reflection intends to make.

Context and Positionality

This section should provide sufficient information about the educational and institutional context for readers to understand the conditions under which the issue arose. Relevant information may include the educational level, subject or professional area, curricular setting, institutional arrangements and linguistic, cultural or policy conditions.

Authors should clarify their role in the setting and their relationship to the experience or practice under examination. The discussion should account for responsibilities, interests and relations of authority that may shape the reflection. It should also acknowledge perspectives that the author's position makes available and those it may restrict.

The basis of the reflection should be described. It may include professional notes, course materials, student evaluations, discussions with colleagues, observations, correspondence, educational artefacts or other records. Such material should not be presented as a formal empirical dataset. Its

function in a pedagogical reflection is to support a transparent and disciplined examination of practice.

Where several authors or professional groups contribute, the manuscript should explain how their perspectives relate to one another and how the reflection was developed. Differences in responsibility, authority and access to the setting should be made visible when they are relevant to the argument.

Pedagogical Experience, Practice or Dilemma

This section should present the material required to understand the focal issue. The account should be selective and directed by the purpose or guiding question. Authors should provide enough detail to make the pedagogical significance of the situation clear while avoiding an unnecessarily extensive chronology or description of the setting.

The discussion may focus on a critical incident, a sequence of events, a recurring pattern, a pedagogical design, an assessment practice, a supervision or feedback situation, a question of participation or inclusion, or a development process. Brief vignettes, anonymised excerpts or descriptions of relevant materials may be included where they contribute directly to the analysis and can be used ethically.

The section should make visible the tension, uncertainty, assumption or decision that warrants examination. Accounts centred exclusively on successful outcomes are insufficient unless they also address complications, limitations and alternative interpretations.

Authors should distinguish between description and interpretation. The account of what occurred should be sufficiently clear for readers to follow the subsequent analysis and to recognise where the author's interpretation begins.

Critical Reflection and Scholarly Context

This section constitutes the main part of the manuscript. It should move beyond description and examine the focal issue through a sustained dialogue between situated experience and relevant scholarship. The discussion may draw on educational research, theory, policy, professional knowledge or established pedagogical concepts.

The scholarly context should be selected according to its capacity to illuminate the issue. A comprehensive literature review is not required. Authors should nevertheless position the

reflection in relation to current or seminal work and make clear how the selected perspectives contribute to the analysis.

The discussion should identify and examine assumptions that informed the practice, expectations that were confirmed or unsettled and tensions between pedagogical intentions and their consequences. It may consider how institutional conditions, relations of authority, disciplinary traditions, curricular demands or established professional routines shaped what became possible in the situation. Critical reflection requires attention to plausible alternative explanations, contradictory evidence and the limits of the author's own account. Scholarship should be used to deepen or complicate the interpretation rather than merely to confirm the author's initial understanding.

The analysis should lead to a clear argument. The contribution may consist of a revised understanding of a pedagogical problem, a qualification of an established concept, the identification of a previously overlooked condition or a reasoned proposal for changes in practice. Claims should be proportionate to the material and context on which the reflection is based. The relationship between the local case and the wider educational issue should remain explicit throughout the discussion.

Ethical Considerations and Limitations

The manuscript should state clearly whether it reports professional reflection, educational development, action research or a combination of these activities. Pedagogical reflections should demonstrate careful consideration of the people, relationships and materials represented in the manuscript. Authors should explain how confidentiality and anonymity have been protected and, where applicable, how consent and permission to use educational materials have been obtained. Particular attention should be paid to relations in which the author holds responsibility for teaching, assessment, supervision, employment or leadership. Direct quotations and reproductions of educational materials should be used only when the necessary permission has been obtained. Describing an activity as professional reflection or educational development does not remove any applicable ethical obligations.

The principal limitations of the reflection should be identified. These may concern the author's position, the partial nature of the available material, the specificity of the context or the absence of perspectives from other participants. The limits of transferability should be addressed explicitly.

Pedagogical Insights and Implications

The concluding section should bring together the principal insights developed through the analysis. It should explain how the reflection changes, extends or qualifies the understanding of the pedagogical issue introduced at the outset. The implications should be stated with necessary qualifications. Authors may discuss consequences for teaching, supervision, assessment, curriculum, educational leadership, professional development, policy or further research. The discussion should distinguish between insights grounded in the immediate context and propositions that may be relevant to other settings. The conclusion should not reduce the reflection to a list of general lessons or recommendations. Instead, it should identify what others may learn from the case, under what conditions the insights may be useful and what questions remain unresolved. Suggestions for future practice or inquiry should follow from the analysis and be sufficiently specific to advance pedagogical discussion.

References

References should be limited to sources that have a clear function in the reflection. In-text citations and the reference list should be formatted according to the latest edition of the Publication Manual of the American Psychological Association (APA).

Formatting and Submission

The manuscript should be submitted as a Microsoft Word file and formatted according to the journal template. Authors may use numbered or unnumbered headings but should apply the chosen system consistently. The abstract should use the *Educare* abstract style; keywords should use the *Educare* Keywords style; headings, body text, quotations, figures, tables and references should use the corresponding styles provided in the journal template.

The manuscript should be prepared for double-blind peer review. Authors' names, affiliations, contact details and other identifying information should be removed from the manuscript and its file properties. Self-references should be anonymised where required to protect the integrity of the review process.

Figures and tables should be necessary for the argument, numbered consecutively and supplied with informative titles. Images, tables and other graphical content should include alternative text. All permissions required for third-party material must be obtained before submission.

The manuscript should be proofread thoroughly and written in English, Swedish, Norwegian or Danish. The language should be of a high academic standard and accessible to readers across different areas of education and educational sciences.

Information about authorship, conflicts of interest, the use of generative AI tools, copyright, licensing and other publication policies is available in *Educare's* Author Guidelines and Journal Policies. Authors are responsible for ensuring that the manuscript complies with the policies in force at the time of submission.

Reviewers' Expectations

Pedagogical reflections are assessed in relation to the following criteria:

- **Pedagogical relevance:** The manuscript addresses a significant educational experience, practice, dilemma or development process and establishes its relevance to readers of *Educare*.
- **Clarity of purpose:** The manuscript presents a clear purpose or guiding question that directs the reflection.
- **Context and positionality:** The educational context, the author's role and the basis of the reflection are described with sufficient transparency.
- **Critical insight:** The manuscript moves beyond description, examines assumptions and tensions and considers plausible alternative interpretations.
- **Scholarly contribution:** Relevant research, theory, policy or professional knowledge is used to develop the analysis and position the contribution within educational scholarship.
- **Ethical responsibility:** Questions of confidentiality, consent, authority and representation are addressed appropriately, and the limitations of the account are acknowledged.
- **Implications:** The manuscript develops well-qualified insights of relevance to educational practice, research, policy or professional learning.
- **Rhetorical quality:** The argument is coherent, clearly structured and presented in a language of high academic standard.

See the Pedagogical Reflection Review Guidelines for the review criteria used by reviewers.