



Elementa

Intersections between Philosophy, Epistemology and Empirical Perspectives

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The journal *Elementa. Intersections between Philosophy, Epistemology and Empirical Perspectives* was created to be a multidisciplinary “repository” on the central themes of educationally and socially relevant issues for university academics. From the theoretical perspective of philosophy, questions are posed, unpublished dimensions of research are presented, and their practical psychological and pedagogical repercussions are analyzed. The theory and theoretical visions are characterized by concrete research and experimentation in an educational context. Methodologically, the research uses qualitative and quantitative techniques to promote the analysis of social and educational phenomena. From this perspective, the journal and its calls will be characterized by two sections or thematic areas: a first section dedicated to theoretical reflections on philosophy and epistemology and a second section relating to empirical research in psychology and experimental pedagogy. Experts and researchers from multiple disciplinary fields are invited to propose their contributions to the topics investigated by the journal.

See *Focus and Scope*

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Elementa. Intersections between philosophy, epistemology and empirical perspectives is a peer-reviewed journal.

Only original articles are accepted for publication. Submission of a contribution to this Journal represents certification on the part of the author(s) that neither the paper submitted nor a version of it has been published or is being considered for publication elsewhere.

In submitting works to the journal, **authors agree that their works may be published (if accepted).** Submission of a work does not guarantee acceptance.

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Unless otherwise indicated in a call for papers, submissions should be no longer than 50.000 characters including spaces (equivalent to 25 pages of approximately 2.000 characters per page; this includes abstract, quotations, references, footnotes, tables, figures and graphs). An **Abstract** (not longer than **180 words**) should also be supplied.

10 keywords should also be supplied.

If the **title contains fifty or more characters**, a **shortened version** should be submitted to be used as **running head**.

Personal data with affiliation and a short bio (up to 100 words) **should not be submitted in Word but only in the “Author Profile” (“Bio statement”).**

All texts must be submitted – carefully proofread and free of typos – **both in MS Word and PDF format.**



The **Times New Roman** font should be used: size 12 for the main text, size 11 for long quotations (separated from the text with indented margins and with a blank line before and after), size 10 for footnotes.

The utmost uniformity and consistency are required in the segmentation of the text into sections, subsections, and paragraphs, the structure of which must be clear. The hierarchy of headings does not necessarily require titles but must always be numbered (with up to three levels): e.g. 1. 1.1. 1.1.1. 1.1.2. 1.2. - 2. 2.1. 2.2. 2.2.1. 2.2.2. etc.

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The names of **authors** must be typed only in **upper and lower case** (not **ALL CAPS** or **SMALL CAPS**).

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Figures (see above) and **tables** must be **numbered consecutively in separate numerical sequences** starting from *Figure 1* and *Table 1*, and **their optimal position must be marked within the text**, as the final layout often does not allow for an exact alignment with their position in the original file: such references in the text must be in red font (*Fig. 00 – Table 00*).

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Consult the *APA Publication Manual, 7th Edition*, for details (www.apastyle.org).

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References in the text must indicate a **List of References** at the end of the text. They must appear as follows. Either: Whitfield-Slater (1979) or: (Whitfield-Slater, 1979). For works with **three or more authors**, from the second quotation onwards, only the first author's name is quoted followed by *et al.*

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Every work quoted from or mentioned in the text should be included in the **List of References section, in alphabetical order by Author**.

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URLs and the **DOI (Digital Object Identifier) number**, where available, should be used to provide access information for electronic materials.



EXAMPLES

Articles in journals:

- Appel, L. (1931). Drawings of children as aids to personality study. *American Journal of Orthopsychology*, 10, 815-828.
- Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology*, 24, 225-229.
- Zavattini, G.C., Tambelli, R., & Mossi, P. (1989). Il disegno della famiglia come strumento in psicologia clinica. *Psicologia Clinica*, 2, 213-226.

Books:

- Berlyne, D. E. (1971). *Aesthetics and psychobiology*. New York: Appleton-Century-Crofts.
- Corman, L. (1964). *Le test du design de famille dans la pratique médico-pédagogique* (2nd ed.). Paris: P.U.F. (trad. it., Torino: Bollati Boringhieri).
- Domenici, G. (2007). *Manuale della valutazione scolastica* (4a ed.). Roma-Bari: Laterza.
- Mitchell, T. R., & Larson, J. R., Jr. (1987). *People in organizations: An introduction to organizational behavior* (3rd ed.). New York: McGraw-Hill.

Chapters in collected volumes:

- Bjork, R. A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H. L. Roediger III & F. I. M. Craik (Eds.), *Varieties of memory & consciousness* (pp. 309-330). Hillsdale, NJ: Erlbaum.
- Krampen, M. (1992). On some effects of totalitarian architecture. In L. Y. Dorfman, D. A. Leontiev, V. M. Petrov, & V. A. Sozinov (Eds.), *Emotions and art: Problems, approaches, explorations* (pp. 203-214). Perm: Perm Institute for Arts and Culture.
- Moretti, G., & Bove, G. (2009). Sviluppo di questionari per la rilevazione della soddisfazione in ambito scolastico. In G. Domenici & R. Semeraro (a cura di), *Le nuove sfide della ricerca didattica tra saperi, comunità sociali e culture* (pp. 573-586). Roma: Monolite.

Published abstracts:

- Biasi, V., & Bonaiuto, P. (2005). *Visual perception of physiognomic properties and meanings in relation to stress or comfort states*. [Abstract]. *Perception*, 35, 31-32.

Papers presented at conferences:

- Bonaiuto, P., Biasi, V., Giannini, A. M., Calcagni, S., & Parsi, M. (2008). *Conflict overload effect manipulation and the perception of architectural incongruities*. Paper presented at the IAPS Conference, Rome.

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