**Title in Spanish (Arial 14, Left, Bold)**

*Title in English (Arial 12, Left, italics).* The title should be descriptive, clear, brief and concise.It is recommended that it contains between 8 and 18 words and to include keywords.

**Abstract:**

The abstract in Spanish is written in Arial 10, multiple spacing at 1.15. It should not exceed 150 words. The abstract must be structured in: Introduction (the problem and its justification), Objectives, Method (how it was solved), Results and Conclusions (what is the meaning of the findings).

Keywords: it must contain four to 10 keywords, alphabetically organized and separated by commas (Arial 10). It is suggested to consult the UNESCO Thesaurus to select keywords for the article (https://bit.ly/2e5jV1v) and the ERIC Thesaurus (https://eric.ed.gov/).

**Abstract:**

The abstract in English is written in Arial 10, multiple spacing at 1.15. It should contain between 150 and 250 words. The abstract must be structured in: Introduction (the problem and its justification), Objectives, Method (how it was solved), Results and Conclusions (what is the meaning of the findings).

**Keywords***:*it must contain four to 10 keywords, alphabetically organized and separated by commas (Arial 10). It is suggested to consult the UNESCO Thesaurus to select keywords for the article (https://bit.ly/2e5jV1v) and the ERIC Thesaurus (https://eric.ed.gov/).

# 1. Introduction (one [1] page)

It is the general presentation of the article, importance, origin, objectives, scope and methodology. The introduction should not anticipate conclusions, as these will be presented at the end of the article.

Top, bottom, left and right margins of three (3) cm. Indentation in the **first line** of each paragraph of **1.25 cm.**

The text must be justified, in Arial 11 font, in automatic black for the whole text. **Multiple line spacing in 1.5** and 10 point spacing afterwards.

# 2. First level heading (Arial 11, justified, bold)

Empirical review containing a direct relationship and related to the research problem in different geographical contexts, indicating what has been specifically studied, how it has been done and what results have been found. Avoid making an exhaustive historical account if it is not required.

The literature review should be current, preferably of works published in the last five years and indexed in renowned national and international databases.

When quoting two authors in the text in brackets, before the last one write "&". When quoting outside of parentheses, write "and" before the last of them.

Within a quotation in parentheses, each "et al." is preceded by a comma, e.g.: (Surname et al., 2020). When "et al." is outside the parentheses, it is not preceded by a comma, e.g.: Surname et al. (2020).

In quotations with more than three authors, in all cases the first surname and then "et al.

The lists must have the following format:

* List 1.
* List 2.
* List 3.

 It is also possible to use numbered lists according to the format:

1. or a) List 1.

2. or b) List 2.

3. or c) List 3.

## 2.1. Second level Epigraph (Arial 11, justified, bold)

## *2.1.1. Third level Epigraph (Arial 11, justified, bold, italics)*

**Example of Table**:

**Table 16. Predictive model of multiple linear regression analysis of the impact of motivational variables (Causal Attributions, Academic Goals, Self-Efficacy and Learning) on Academic Performance in High School (RENDBACH)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **R2** | **R2 Corrected** | **Change in R2** | **Typical Error** | **Beta** **β** | **Sig.\* *p <*** |
| 1. Self-Efficacy (AEF) | .023 | .022 | .023 | .683 | .151 | .000 |
| 2. Learning goals and study organization (MAORE) | .028 | .026 | .005 | .682 | .083 | .000 |
| 3. Social Evaluation Goals (MVS) | .030 | .029 | .003 | .681 | -.055 | .032 |
| 4. Attribution of underachievement to teachers (PFBRA) | .034 | .031 | .003 | .680 | .050 | .021 |

*Note*: Total variance explained: 3.4%. *N* = 1,558.

**Example of Figures**:

**Figure 1. Physical literacy**



*Note*: Adaptation of the relation between the key attributes of physical literacy, published by Whitehead, M. (2010, April 7). *Physical Literacy: Throughout the Lifecourse*. Routledge. https://doi.org/10.4324/9780203881903

# 5. Conclusions

Examination, interpretation and classification of the results, relating one's own observations to other studies of similar interest. Data or other material already discussed in other sections should not be repeated. Inferences will be made from the findings and their limitations, and conclusions will be linked to the objectives of the study, avoiding gratuitous or fallacious statements. Conclusions should be fully supported by the data and evidence from the research.

**6. Acknowledgements/Recognition:**

It must be informed whether the research and/or publication was supported financially, and, if considered necessary, include a note of thanks with the project code and identification of the sponsor.

# Bibliographical References

The text submitted must contain at least 20 bibliographic references. Arial 11, justified, French indentation (1.25). The references should adjust to the style of writing stated by RECIE.

In the list of references, before the last author ", &", is always written and not “and” or “, and”.

The inclusion of DOI (Digital Object Identifier) codes, or identity numbers for some items, is mandatory. The author/authors must enforce that the code maintains its integrity (that it is split in different lines).

All URLs of bibliographic references that are long should be shortened. It is suggested to use the services of the RECIE URL shortener: <http://r.issu.edu.do/>

DOI (Digital Object Identifier) are not shortened. They must be in the indicated format, in full length: "https://doi.org/" or "http://dx.doi.org/". In other words, the DOI must be a link that when activated ("clicked") leads directly to the online publication.

Before the DOI number, the word "doi:" or "DOI:" shall not be included.

Incorrect: DOI: 10.1080/14675986.2017.1333874

Correct: https://doi.org/10.1080/14675986.2017.1333874

No references not cited in the text should be included.

**Journal publications**

1. **Article of a journal (one author)**: Adeyemi, B. A. (2008). Effects of cooperative learning and problem-solving strategies on junior secondary school students' achievement in social studies. *Electronic Journal of Research in Educational Psychology, 6*(3), 691-708. <https://doi.org/10.25115/ejrep.v6i16.1294>
2. **Article of a journal (more than six authors)** Smith, S. W., Smith, S. L. Pieper, K. M., Yoo, J. H., Ferrys, A. L., Downs, E., & Bowden, B. (2006). Altruism on American television: Examining the amount of, and context surrounding, acts of helping and sharing. *Journal of Communication, 56*(4), 707-727. <https://doi.org/10.1111/j.1460-2466.2006.00316.x>
3. **Article of a journal (sin DOI):** Alonso, C., & Gallego, D. (2010). Los estilos de aprendizaje como competencias para el estudio, el trabajo y la vida. *Revista Estilos de Aprendizaje, 6*(6). http://r.issu.edu.do/l.php?l=22TWW

**Books and chapters of a book**

1. **Complete book:** Abbott, I., Rathbone, M., & Whitehead, P. (2012). *Education policy.* London:SAGE.
2. **Chapter of a book:** Bellei, C. (2001). El talón de Aquiles de la Reforma. Análisis sociológico de la política de los 90 hacia los docentes en Chile. En S. Martinic & M. Pardo (Eds.). *Economía política de las reformas educativas en América Latina* (pp.129-146). Chile: PREAL-CIDE.