Instructions for Reviewers

Introduction
Chemistry Teacher International (CTI) is a relatively new journal published since 2019 for IUPAC by DeGruyter, under responsibility of the Committee for Chemistry Education (CCE). It is a peer-reviewed journal that publishes expert as well as basic articles about developments in chemistry education. The subjects can encompass all levels of chemistry education. They can be focused on research or on sharing good practices in chemistry education.

CTI is an Open Access Journal easily accessible for both readers and authors. It is hoped, that teachers will both read and write articles for the Journal. Although not all teachers will be interested in CTI, certain groups that are early adapters of renewal in education will like to be engaged in the journal's activities (Kreijns et al., 2013). Even if only the top 5% of teachers who are interested read the journal, it will be a success in that respect.

Content
CTI strives at bridging the gap between chemistry education research and practice in the classroom. That means an article that focus purely on research can only be published if it relate to what happens in the classroom. Articles discussing the content of school curricula, the professional development of teachers, innovative technology for teaching, creative teaching strategies, and activities in the classroom are part of the scope of this journal. The development of evidence-based education is one of the central issues for CTI.
We would like to encourage teachers to share their experiences in the classroom. This needs to be done in a responsible way in the journal.
- Arguments need to be supported by references.
- Reports about activities need to be presented in a clear way, so that readers can draw their own conclusions.
- Teachers, reading an article, should be able to decide how they could implement the activity within their own classroom.
- The articles need to be long enough to provide sufficient detail. On the other hand, they should not be so long that the important points are lost. A length of about 5000 words is expected.

Review of articles
As editors we would like reviewers to assess a number of points, including the following:
- proper referencing (APA 6th),
- proper use of English
- adequate use of tables and illustrations
- proper argumentation

Furthermore, the reviewers should assess whether they think the article fits the journal philosophy as described above and whether it is interesting for teachers, educational developers and researchers.
Most of these aspects are covered in the preprinted table in the reviewer's report.
In the open boxes, we would like the reviewers to interact with the authors by adding comments to help them improve their article. This can also be done in a separate file.

Kreijns, K., Vermeulen, M., Kirschner, P. A., van Buuren, H., & Van Acker, F. (2013). Adopting the Integrative Model of Behaviour Prediction to Explain Teachers' Willingness to Use ICT: A Perspective for Research on Teachers' ICT Usage in Pedagogical Practices. *Technology, Pedagogy and Education*, *22*(1), 55–71. http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ996911&site=ehost-live&scope=site