

# *The Review Process in Academic Journals in Education*

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# Editing and Reviewing Positions



- Editor, *American Journal of Education*, 2008-present
- International Review Board, *International Journal of Teacher Leadership*, 2017-present
- Editorial Board, *Revista Española de Pedagogía*, 2018-present
- Editorial Board, *Educational Researcher*, 2012-2018
- Senior Associate Editor, *American Journal of Education*, 2003-2008
- Assistant Editor, *Comparative Educational Review*, 2007-2010
- Advisory Board, Child Resource Network, 2001-present
- Editorial Board, *Sociology of Education*, 2001-2003
- Editorial Board, Pennsylvania Education Policy Center, 1998-2000

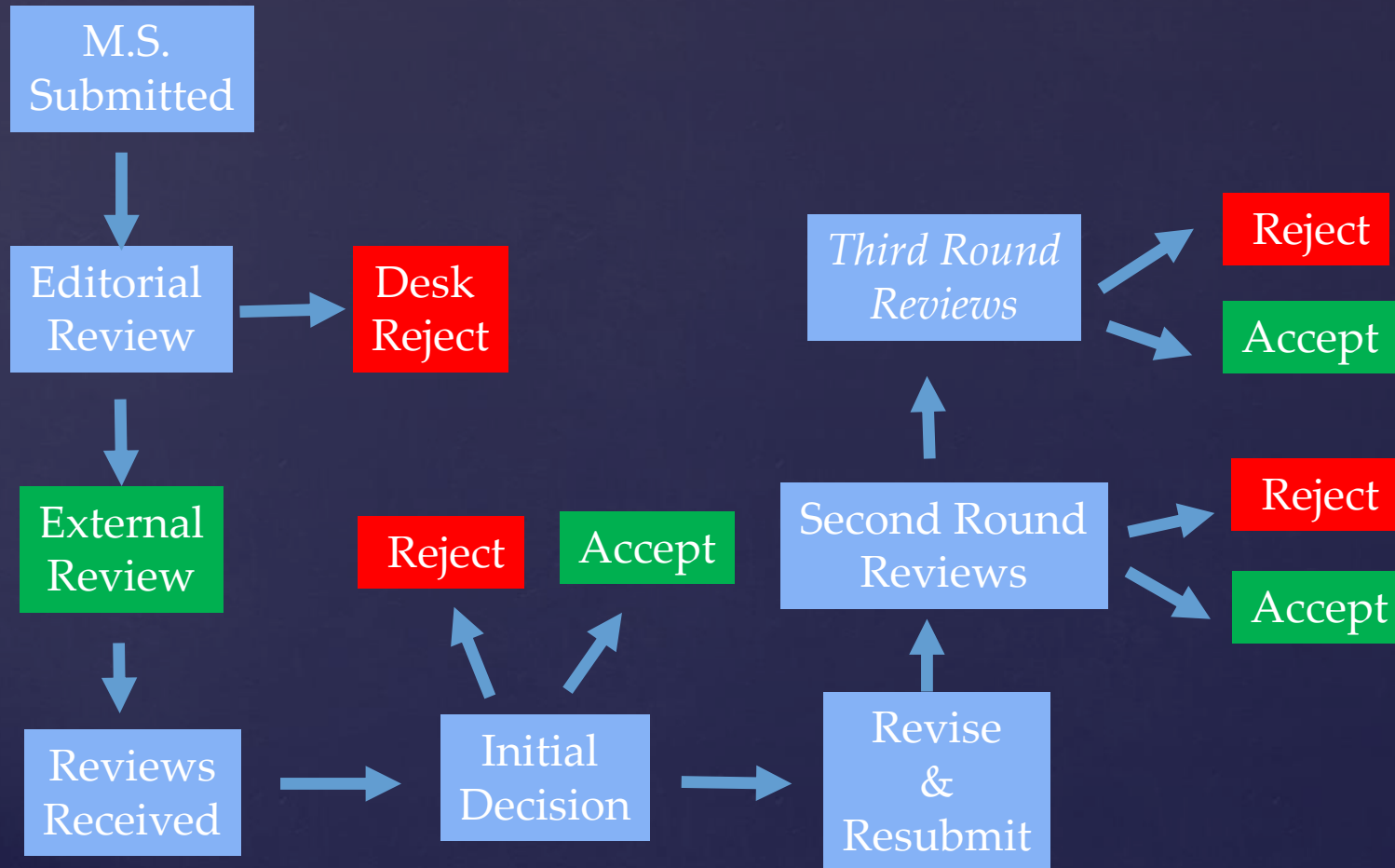
# Overview of Today's Talk

- The Review Process
- Types of Journals and Prestige Hierarchy
- Evaluating Journals
- Getting Reviewed
- Crafting a Good Abstract

# The Review Process

- Overview of Review Process
- Basic Decisions
- Standard “Blind” Peer Review
- “Good” vs. “Bad” Reviews
- Activity

# Journal Review Overview



# Basic Decisions

Accept – No revisions (Very Rare)

Revise and Resubmit – Major Revisions (Common)  
Manuscript resent to Reviewers

Reject – (Common)

# Standard "Double-blind" Reviews

- Usually Three "Peer" Reviews
- Time to complete (1-3 months)
- Amount (1 paragraph to several single-spaced pages)
- Recommendation (may or may not be conveyed)
- Evaluation to Editor
- Comments to Author
- Editor letter – summary of main points



# Good (and Bad) Reviews



## Good Reviews

- Clear, specific comments
- Focus on the literature, logic, methods, data or analysis
- Specific suggestions for improvement

## Bad Reviews

- Vague comments (positive or negative)
- Ideological complaints
- Suggests a complete rewriting of the paper
- Mismatch between critique and recommendation



# Activity



- **Rate This Review 5 = Useful ... 1 = Useless**
- Thank you for your paper on teacher education. I had trouble linking the literature to your research design, findings, and discussion. The manuscript introduced several topics and pointed out multiple issues but it was difficult to understand the broader argument. I had many questions about the nature of the teacher education. I was confused by the conclusions regarding data use, instruction, and shifts in achievement.

# Types of Journals

- Hierarchy of Journals
- Examples in Education
- Prestige within Fields or Subfields
- Journal Prestige and Promotion and Tenure
- Activity

# Hierarchy of Journals

- Flagship Journals
- Peer-reviewed Journals

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Peer Review Line

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- {Online Journals}
- {Annual Collections}
- Special Issues/Festschrifts
- Conference Proceedings

# Examples in Education

- **American Educational Research Journal (Peer-reviewed Flagship)**
- **Research in the Sociology of Education (Peer-Reviewed Annual)**
- **3rd International Conference on eLearning and eTeaching, (not Peer-reviewed)**

# Prestige Within Fields

- Education (AERJ)
  - Comparative Education (CER)
    - Regional Focus Journals (APER)

American Educational Research Journal

Comparative Education Review

Asia-Pacific Education Review

# Promotion and Tenure

- Articles in peer-reviewed journals
- Single-author or first author
- Evidence of a cohesive research program
- "Flagship" journal may not be required

# Activity

- What is the most prestigious educational journal in your opinion?

(Please suggest one or two)



# Evaluating Journals

- Impact Factors
- H-Index
- Individual Scholarly Impact
- “Top Ten” Education Journals
- Alternative Metrics
- Teaching and Teacher Education  
(example)
- Activity: Who Do You Know?

# Impact Factor

- Originated in Science Citation Index
- Thompson Reuters Widely Used
- SciMago/SJR

$$\frac{\text{Number of Citations in Year 3}}{\text{Total Number of Articles Years 1-2}} = \text{Impact Factor}$$

# H-Index

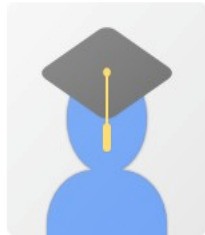
Measure's lifetime impact of scholar or journal

N	C
1	28
2	6
3	6
4	2
5	1

H= Is the number of articles where the number of citations is greater than or equal to the number of articles published to date.

$$H = 3$$

# Individual Scholarly Impact



Mark Greenberg

Pennsylvania State University  
Psychology, Education

確認したメール アドレス: psu.edu



タイトル 1-20

引用先 年

[The inventory of parent and peer attachment: Individual differences and their relationship to psychological well-being in adolescence](#)

GC Armsden, MT Greenberg

Journal of youth and adolescence 16 (5), 427-454

3360

1987

[Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning.](#)

MT Greenberg, RP Weissberg, MU O'Brien, JE Zins, L Fredericks, ...

American psychologist 58 (6-7), 466

1508

2003

[Minor parenting stresses with young children](#)

KA Crnic, MT Greenberg

Child development 61 (5), 1628-1637

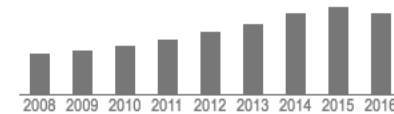
1037

1990

[Effects of stress and social support on mothers and premature and full-term infants](#)

Google Scholar

引用指標	すべて	2011 年以来
引用	37509	18786
h 指標	100	72
i10 指標	257	214



# Top Ten Education Journals



Title	Type	↓ SJR	H index	Total Docs. (2015)	Total Docs. (3years)	Total Refs.	Total Cites (3years)	Citable Docs. (3years)	Cites / Doc. (2years)	Ref. / Doc.	
1 <a href="#">Journal of Engineering Education</a>	journal	6.176 Q1	72	27	90	1279	460	80	4.24	47.37	
2 <a href="#">American Educational Research Journal</a>	journal	3.879 Q1	83	36	123	2735	528	119	3.96	75.97	
3 <a href="#">Journal of Research in Science Teaching</a>	journal	3.797 Q1	88	75	157	3913	587	151	3.48	52.17	
4 <a href="#">American Journal of Education</a>	journal	3.729 Q1	33	21	77	1513	199	63	1.60	72.05	
5 <a href="#">Internet and Higher Education</a>	journal	3.561 Q1	54	33	104	1664	543	92	4.42	50.42	
6 <a href="#">Review of Educational Research</a>	journal	3.449 Q1	103	20	49	2464	335	47	6.50	123.20	
7 <a href="#">Journal of the Learning Sciences</a>	journal	3.364 Q1	70	23	64	1044	236	54	3.81	45.39	
8 <a href="#">Journal of Teacher Education</a>	journal	3.149 Q1	56	38	110	1731	397	88	4.23	45.55	
9 <a href="#">Computers and Education</a>	journal	3.143 Q1	109	235	751	13251	3840	738	4.42	56.39	
10 <a href="#">Child Development</a>	journal	3.116 Q1	189	140	475	7807	1990	458	3.85	55.76	

Source: <http://www.scimagojr.com/journalrank.php?type=j&category=3304>

# Alternative Metrics (Alt Metrics)

- I10 variant of H-index
- Number of downloads
- Number of views
- Citation in media sources

# Teaching and Teacher Education



Home > Journals > Teaching and Teacher Education



ISSN: 0742-051X

## Teaching and Teacher Education

An International Journal of Research and Studies

See also [Elsevier Educational Research Programme home](#)

> [Supports Open Access](#)

Co-Editors: [Jennifer Gore](#), [Terence Lovat](#)

> [View Editorial Board](#)

Source: [http://www.journals.elsevier.com/teaching-and-teacher-](http://www.journals.elsevier.com/teaching-and-teacher-education/)



# Teaching and Teacher Education



## Journal Metrics

CiteScore: **2.97** ⓘ

> More about CiteScore

Impact Factor: **1.823** ⓘ

5-Year Impact Factor: **2.198** ⓘ

Source Normalized Impact per Paper (SNIP): **2.360** ⓘ

SCImago Journal Rank (SJR): **1.836** ⓘ

> View More on Journal Insights

Most Downloaded Recent Articles Most Cited Open Access Articles

[Teacher professional development in Teaching and Teacher Education over ten years](#) Beatrice Avalos

[A review of research on the impact of professional learning communities on teaching practice and student learning](#) Vicki Vescio | Dorene Ross | ...

[Real-time teacher–student interactions: A Dynamic Systems approach](#) Helena J.M. Pennings | Jan van Tartwijk | ...

# AERA Board



## Co-Editors

- Mark Berends U.of Notre Dame
- James Ladwig U, of Newcastle
- Francesca Lopez U. of Arizona
- Sadhana Puntambekar U. of Wisconsin
- Julianne C. Turner U. of Notre Dame
- Suzanne Wilson U. of Connecticut

Source: <https://uk.sagepub.com/en-gb/asi/american-educational-research-journal/journal201851#submission-guidelines>

# Activity: AERJ Board

- Do you know these scholars?

(Would you want to exchange ideas with them?)

# Getting Reviewed

- Research the Journal
- Basic Writing Strategies
- Traditional Academic Publishing Practices
- Alternative Publishing Methods

# Research the Journals

- Skim the last three years of articles
- Survey the editorial board
- Are there articles you want to read and cite?
- Are their people you know and want to communicate with?
- What are the “big ideas” addressed in the last three years?

# Basic Writing Strategy

- Write abstract first
- Outline article following English paragraph structure
- Use the standard article sections of the journal you target
- Draft a clear and concise abstract
- Follow all manuscript submission guidelines

# Logical Flow

- Introduction
- Literature Review or Hypotheses
- Data
- Methods
- Findings
- Conclusion



# Traditional Academic Practices

- Single study = single paper
- Submitted first as conference paper
- Revised and submitted to highest prestige journal
- Revise and resubmit (moving to lower prestige journal if rejected)

# Alternative Publishing Methods



- Envision multiple papers from a single project
- Write conference paper and draft publication m.s.
- Use conference feedback to revise and quickly turn around m.s.
- Write blogs, op-eds, and online reviews on the topic you research
- Engage in online discussions around the topic you research
- Use ResearchGate, Academia, etc.

# Sub-Fields



- Administration, Organization and Leadership
- Curriculum Studies
- Learning and Instruction
- Measurement and Research Methodology
- Counseling and Human Development
- History and Historiography
- Social Context of Education
- Research, Evaluation and Assessment in Schools
- Education in the Professions
- Post-Secondary Education
- Teaching and Teacher Education
- Educational Policy and Politics

Source: <http://www.aera.net/About-AERA/Member-Constituents/Divisions/Division-Descriptions>

# Activity:

## Plan out a writing strategy

- Identify one paper you are working on or have written.
- What sub-fields does this fit into? (Who would you like to communicate with?)

# Writing a Good Abstract

- Finding Examples of Abstracts
- Elements of an Effective Abstract
- Keep it Short

# What makes a good abstract?

- Look at abstracts in your field
- Mimic abstracts in top journals
- Focus on clarity and brevity

# Elements of Abstracts

- Clear, pertinent topic or question
- Adds new knowledge
- Adequate data
- Methods align with scope of question and quality of data
- Clear statement of conclusion



# Keep It Short!

- AERA 100–120 words
- AJE < 150 words
- ER 75- 120 words
- Journal of Research Science Teaching 500 words
- RER < 150 words

# Summary

- High rates of failure for international papers
- Yet, all AERA journals would like to see more international submissions
- Major issue is quality of the intellectual contribution  
NOT quality of the writing.

# Why do International Papers get Rejected



- Abstract is poorly written and vague
- M.S. is not on a topic of current academic interest
- M.S. makes no new addition to scholarly knowledge
- M.S. has no clear link between question, literature, data and methods
- Data set is of poor quality

- 
- Overall paper is poorly written, or does not follow guidelines.

# End

- Good Luck in Publishing!