Statements of Purpose for AERA Journals

American Educational Research Journal (*AERJ*) has as its purpose to carry original empirical and theoretical studies and analyses in education. The editors seek to publish articles from a wide variety of academic disciplines and substantive fields; they are looking for clear and significant contributions to the understanding and/or improvement of educational processes and outcomes. Manuscripts *not* appropriate for submission to this journal include essays, reviews, course evaluations, and brief reports of studies to address a narrow question.

The Section on Social and Institutional Analysis publishes scholarly research that addresses significant political, cultural, social, economic, and organizational issues in education. It welcomes analyses of the broad contextual and organizational factors affecting teaching and learning, the links between those factors and the nature and processes of schooling, and the ways that such "external" domains are conceptualized in research, policy, and practice. The editors invite articles that advance the theoretical understandings of the social and institutional contexts of education and encompass the diverse communities of schooling and educational research. They welcome research across a wide range of methodological paradigms, including ethnographic, historical, narrative, legal, experimental/quantitative, critical, and interpretive approaches; they also invite studies that make the nature and uses of educational research itself a subject of social and cultural inquiry.

The Section on Teaching, Learning, and Human Development publishes research articles that explore the processes and outcomes of teaching, learning, and human development at all educational levels and in both formal and informal settings. This section also welcomes policy research related to teaching, learning, and learning to teach. It publishes articles that represent a wide range of academic disciplines and use a variety of research methods.

Educational Evaluation and Policy Analysis (EEPA) publishes scholarly articles concerned with important issues in the formulation, implementation, and evaluation of education policy. *EEPA* is open to all of the diverse methodologies and theoretical orientations represented in AERA published work. We welcome submissions focused on international and comparative policy issues in education as well as domestic issues. Manuscripts should be written in a way that appeals to the broad and diverse interests of the *EEPA* readership, who work in a variety of institutional settings.

Kenneth Wong and Ellen Goldring are the co-editors of *EEPA*. Please send new manuscripts (four copies) to *EEPA*, Kenneth Wong and Ellen Goldring, Editors, Peabody #115, 230 Appleton Place, Peabody College, Vanderbilt University, Nashville, TN 37203-5701. *EEPA* publishes manuscripts of theoretical, methodological, or policy interest to those engaged in educational policy analysis, evaluation, and decision making. Manuscripts are accepted for consideration with the understanding that they are original material and are not under consideration for publication elsewhere.

Educational Researcher (*ER*) is published nine times per year and is received by all members of AERA. It contains scholarly articles that come from a wide range of disciplines and are of general significance to the educational research community.

ER's Features section publishes articles that report, synthesize, review, or analyze scholarly inquiry, with emphasis placed on articles that focus on the interpretation, implication, or significance to research work in education. Manuscripts should be of interest to the broad community of educational researchers. Manuscripts that speak only to scholars in particular subfields should be submitted to more specialized journals. Articles should run from 5,000–7,500 words and should be accompanied by an abstract of 75–120 words. Manuscripts should be typewritten and double-spaced. It is particularly important that manuscripts be suitable for blind review. All manuscripts are to be submitted electronically by going to **http://35.8.171.42/aera/er/features/**. Authors who have not previously submitted a manuscript electronically to *ER* Features will need to create an author account. After creating the account, please log on to the system to upload your manuscript. All files must be merged into either a PC-compatible Word document or a rich text format document before you upload them. If you have questions, please contact the co-editors, Michèle Foster and Stafford Hood, at **er0406@yahoo.com**.

The Research News and Comment section seeks manuscripts that analyze trends, policies, utilization, and controversies concerning educational research. The section also provides an outlet for researchers and others summarizing policies, taking points of view, and suggesting ways to increase support, quality, visibility, and utilization of educational research. Research News and Comment does not publish single studies or narrow topics since the *ER* audience spans a broad and diverse readership of disciplines, methods, and methodologies. Manuscripts should be in APA format and no longer than 6,000 words (not including the required 75–120-word abstract). Submit manuscripts at the *ER* website for the Research News and Comment section at **http://35.8.171.42/aera/er/research/**. If you have any questions, contact the editors, Sonja Lanehart and Paul Schutz, at **ernews.comments@att.net**. *ER* will regularly publish reviews, scholarly essays, and critiques of written works and other media of those engaged in disciplined inquiry.

Reviews are solicited by the book review editor. Essay reviews critically link several books across a topic; short reviews cover a single book of broad interest for a line of work. In addition, reviews of contemporary films, music, and other media are also appreciated. Reviews typically range from 1,000–4,000 words; the length of the review is arranged in consultation with the book review editor. All reviews should be written in APA format and submitted electronically to the ER website at **http://35.8.171.42/aera/er/books/**. To nominate books/other media for review or to

suggest reviewers, please contact Kathy Nakagawa at **erbooks@asu.edu**.

Journal of Educational and Behavioral Statistics (*JEBS*) provides an outlet for papers that develop original statistical methods useful for the applied statistician working in educational or behavioral research. Typical papers will present new methods of analysis. In addition, critical reviews of current practice, tutorial presentations of less well-known methods, and novel applications of already known methods will be published. Papers discussing statistical techniques without specific educational or behavioral interest will have lower priority, as will papers consisting mainly of Monte Carlo calculations evaluating existing techniques or practices. Papers that present empirical results about teaching are generally not acceptable.

Send all manuscripts (five copies) to Howard Wainer, Editor, Journal of Educational and Behavioral Statistics, National Board of Medical Examiners, 3750 Market Street, Philadelphia, PA 19104; hwainer@nbme.org. Manuscripts must be typed double-spaced and should include an abstract of 100 to 120 words.

Review of Educational Research (RER) publishes critical, integrative reviews of literature bearing on education, including reviews and interpretations of substantive and methodological issues. The editors encourage the submission of research reviews relevant to education from any discipline, including anthropology, biology, psychology, economics, evaluation, history, humanities, political science, and sociology. *RER* does not publish original empirical research unless it extends or provides closure to a broader integrative review. *RER* will occasionally solicit carefully refereed analyses of current educational issues, studies, or books or of research from disciplines infrequently represented in its pages.

General Information for Contributors to AERA Journals

Specifications for Manuscripts

The preferred style guide for all AERA journals is the *Publication Manual of the American Psychological Association*, 5th ed., 2001 (available from Order Department, American Psychological Association, PO Box 2710, Hyattsville, MD 20784). *The Chicago Manual of Style*, 15th ed., 2003, is also acceptable for all AERA journals.

Manuscripts should be typed on $8^{1}/_{2} \times$ 11-inch white paper, upper and lower case, double-spaced in entirety, with 1-inch margins on all sides. The type size should be at least 10 pitch (CPI) or 12 point. Subheads should be at reasonable intervals to break the monotony of lengthy text. Words to be set in italics (contrary to the rules of the style manual) should be set in italics, not underlined; sentence structure should be used to create emphasis. Abbreviations and acronyms should be spelled out at first mention unless they are found as entries in their abbreviated form in the *Merriam-Webster's Collegiate Dictionary*, 11th ed., 2003 (e.g., IQ needs no explanation).

Pages should be numbered consecutively, beginning with the page after the title page. Mathematical symbols and Greek letters should be clearly marked to indicate italics, boldface, superscript, and subscript.

Requirements for Computer Disks

A 3.5-inch computer disk should be sent to the editor once an article has been accepted. (The disk may accompany the manuscript for book reviews.) The computer file must contain all revisions and must agree with the final version of the manuscript. We prefer a file in Microsoft Word for Windows, but can convert from RTF and WordPerfect. Tables and figures should be included on disk and hard copy.

It would be most helpful if you would use the following practices in typing your manuscript on disk:

- Continue to follow the APA manual to differentiate among subhead levels; the managing editor will convert these to the proper codes.
- Type only one space after a period or other punctuation.
- Begin each paragraph with a tab, not the space bar.
- In text, use hard returns only at the ends of paragraphs, heads, and subheads. Do not use hard returns in block quotations.
- Despite the instructions in the APA manual, do not use indents or margin changes in the References. Just type straight copy and use one hard return at the end of each entry.
- Type footnotes in as normal text at the end of the text section of the manuscript rather than as part of the footnote or endnote feature of a computer program.

Electronic Submission for *Educational Researcher*

For information pertaining to electronic submission of articles for *Educational Researcher* (*ER*), please refer to the section on *ER*, under Statements of Purpose for AERA Journals.

Author Identification

The complete title of the article and the name of the author(s) should be typed only on the first sheet to ensure anonymity in the review process. Subsequent pages should have no author names, but may carry a short title at the top. Information in text or references that would identify the author should be deleted from the manuscript (e.g., text citations of "my previous work," especially when accompanied by a self-citation; a preponderance of the author's own work in the reference list). These may be reinserted in the final draft. The first-named author or the coauthor who will be handling the correspondence with the editor, clearing galleys, and working with the association's publications department should submit a complete address and telephone number; fax numbers and e-mail addresses are also helpful.

Footnotes and References

Footnotes are explanations or amplifications of textual material. Because footnotes are distracting to readers and expensive to set, the information should be incorporated into the text whenever possible. When they must occur, they should be typed on a separate sheet (to be inserted at the end of the manuscript before tables and figures). Footnotes must be numbered consecutively throughout the article.

The accuracy and completeness of all references are the responsibility of the

author(s). A reference list should contain only those references that are cited in the text. Examples of references to a book, a chapter in a book, and a journal article follow:

Garner, R. (1987). *Metacognition and reading comprehension*. New York: Ablex.

Tatsuoka, M., & Silver, P. (1988). Quantitative research methods in educational administration. In N. J. Boyan (Ed.), *Handbook of research on educational administration* (pp. 677–701). New York: Longman.

Tyack, D. B., & Hansot, E. (1988). Silence and policy talk: Historical puzzles about gender and education. *Educational Researcher*, *17*(3), 33–41.

Reference notes referring to material that is not readily available to the public (e.g., reports of limited circulation, unpublished works, personal communications, papers presented at meetings, some technical reports, and works in progress) should include as much information as possible to make them retrievable.

Tables, Figures, and Illustrations

The purpose of tables and figures is to present data to the reader in a clear and unambiguous manner. The author should not describe the data in the text in such detail that illustration or text is redundant.

Figures and tables should be keyed to the text. Tables should each be typed on a separate sheet and attached at the end of the manuscript (after the references). Tables will be typeset. Figure captions should be typed on a separate sheet (and should not appear in full on the original figures). One high-quality, camera-ready version of each figure must be submitted with the manuscript that is to be typeset, and photocopies may be submitted with the additional copies of the manuscript.

Once an article has been accepted, all tables and figures should be included on disk with the manuscript and sent to the editor(s).

Review Process

Manuscripts will be acknowledged by the editor upon receipt. After a preliminary editorial review, articles will be sent to reviewers who have expertise in the subject of the article. The review process takes anywhere from 3 to 6 months, depending on the individual journal. Authors should expect to hear from editors within that time regarding the status of their manuscripts. AERA publications use the blind review system. The names of referees are published annually in the various journals.

Originality of Manuscript

Manuscripts are accepted for consideration with the understanding that they are original material and are not under consideration for publication elsewhere.

Copyright

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Comments

The Publications Committee welcomes comments and suggestions from authors. Please send these to the Publications Committee in care of the AERA central office.

Right of Reply

The right-of-reply policy encourages comments on articles recently published in an AERA publication. Such comments are subject to editorial review and decision. If the comment is accepted for publication, the editor shall inform the author of the original article. If the author submits a reply to the comment, the reply is also subject to editorial review and decision. The editor may allot a specific amount of journal space for the comment (ordinarily about 1,500 words) and for the reply (ordinarily about 750 words). The reply may appear in the same issue as the comment or in a later one.

Grievances

Authors who believe that their manuscripts were not reviewed in a careful or timely manner and in accordance with the American Educational Research Association's procedures should call the matter to the attention of the association's executive officer or president.