

# Publishing in education studies: working with academic journals

Mark Freeman  
University College London  
Co-editor, *History of Education*  
M.Freeman@ucl.ac.uk



- I: ENGLISH-LANGUAGE  
JOURNALS IN EDUCATION**
- II: THE CHANGING LANDSCAPE**
- III: PEER REVIEW AND HOW IT  
WORKS**

# **SECTION I:**

# **ENGLISH-LANGUAGE JOURNALS IN EDUCATION**

# The journal landscape

Usually one volume per year

From two to six (or more) issues per volume, including **special issues**

Large publishers with many hundreds of journals across a range of disciplines

– e.g. Taylor & Francis; Wiley; Oxford University Press

Some have relationship with learned societies

– e.g. *History of Education* = journal of UK History of Education Society

– e.g. *British Educational Research Journal* = journal of British Educational Research Association (BERA)

# Types of education journal (1)

## General education journals

- *British Education Research Journal*
- *British Journal of Educational Studies*
- *Oxford Review of Education*
- *London Review of Education*
- *American Educational Research Journal*
- *Harvard Educational Review*
- *Australian Educational Researcher*
- etc.....



# General education journal example: *British Journal of Educational Studies* (1952)

- 4 issues per year
- ‘publishes scholarly, research-based articles on education which draw particularly upon historical, philosophical and sociological analysis and sources’



# Types of education journal (2)

## Disciplinary specialism

- **history:** *History of Education* (UK), *Paedagogica Historica* (Europe), *History of Education Quarterly* (USA), *History of Education Review* (Australia/New Zealand)
- **sociology:** *Sociology of Education* (USA), *British Journal of Sociology of Education*
- **philosophy:** *Philosophy of Education* (USA), *British Journal of Philosophy of Education*
- **psychology:** *Educational Psychology* (international: Australia/S-E Asia); *British Journal of Educational Psychology*

# Disciplinary specialism example: *History of Education*

- journal of the History of Education Society (UK), first published 1972
- six issues per year
- articles of up to 10,000 words
- any aspect or period of the history of education, broadly defined





## Types of education journal (3)

Subject specialism, reflecting changing interests, e.g.:

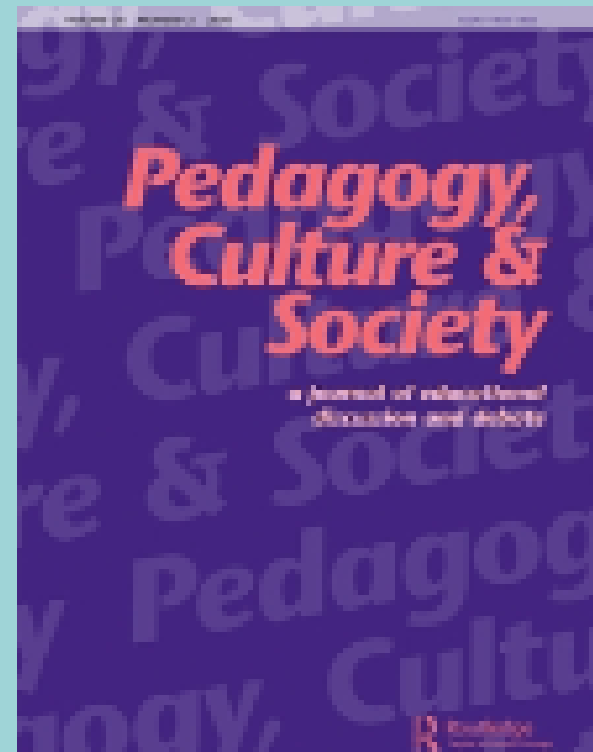
- **early years:** *International Journal of Early Years Education* (UK-based but international, 1993)
- **SEN:** *European Journal of Special Needs Education* (UK, 1986); *Journal of Special Education* (USA, 1966)
- **curriculum:** *Curriculum and Teaching* (Australia, 1986), *Journal of Curriculum Studies* (UK, 1968)

# Subject specialist journal example: *Pedagogy, Culture & Society* (1999)

Known as *Curriculum Studies*  
1993 to 1998

Published in UK by Taylor & Francis

International in scope



## **SECTION II:**

# **THE CHANGING LANDSCAPE**

# Open-access and ‘Plan S’

## Types of open-access

- gold open-access, i.e. freely available online; **OR**
- green open-access, i.e. author final version placed on institutional repository and embargoed for two years.

## Article processing charges and ‘transformative agreements’

### Plan S

- signatories include UKRI, many other European funders and some elsewhere in the world (Africa, USA, Australia);
- **all** ‘outputs’ must be published in a **fully open-access (i.e. not hybrid) journal, OR** placed in a green open-access repository as above but with **zero embargo**.

# SSCI and the impact factor

Clarivate (Thomson Reuters)

How is the impact factor calculated?

- *History of Education* impact factor for **2022** = (number of citations in **2022 in SSCI journals** to articles published in *History of Education* in 2021 and 2020) **DIVIDED BY** (number of articles published in *History of Education* in 2021 and 2020)
- citations to book reviews and editorials **do** count, but neither counts towards the number of articles published

Note vital importance of SSCI in some contexts, e.g. China



# Improving a journal's impact factor

## Self-citation

- leads to warning and can result in exclusion from the SSCI

'Gold' open-access publication

Special issues tend to be cited more

And position/review pieces

Timing of article publication

Cheating – citation rings, etc.

## **SECTION III:**

# **PEER REVIEW AND HOW IT WORKS**

# Choose the right journal!

## Look at earlier issues of the journal

- does your article fit its aims and scope?
- is your article similar in terms of length, references, etc.?
- e.g. history of education, sociology of education, philosophy of education, etc.
- or suitable for a general education journal, e.g. *British Journal of Educational Studies*?



# Context and coherence

**Don't just send a thesis chapter or MA thesis!**

**Articles need to be placed in context of literature**

- e.g. history journal: historical literature and/or other educational research
- e.g. sociology journal: sociology of education and wider sociological research

**General education journal?**

- is your article something that will be of interest to readers across the field of educational research?

# Writing and presentation

## Journal house style

- US or UK spellings? footnotes or Harvard referencing?
- how are journal articles, books and websites referenced?
- for historians, how should archival sources be referenced?

## English language editing?

- this can be good **and bad!**
- ensure that language editors are aware of the house style

and many others elsewhere, did feature the mythical hero. Arthur appeared in the 'Butleigh Revel', a pageant in 1906 directly inspired by the one at Sherborne the preceding year, and in the nearby Taunton pageant of 1928. There was a pageant entirely devoted to Arthurian legend at Tintagel in 1929.

<sup>80</sup>Douglas Gray, 'Guy of Warwick (*supp. fl. c. 930*)', *Oxford Dictionary of National Biography*.

<sup>81</sup>Pageant programme, Hampshire Record Office (HRO), 9A06/C1; *Royal Leamington Spa Courier and Warwickshire Standard*, 22 July 1927, 8.

<sup>82</sup>L.N. Parker, *The Warwick Pageant* (Warwick: Evans and Co., 1906). The 'bear and ragged staff' story was the subject of episode II.

<sup>83</sup>Dean, *All Dressed Up*.

# Peer review process, stage 1

**Article received by editors**

**Editors make initial decision**

- suitable for the journal?
- does it fit our aims and scope?
- is it original research?
- is it about education and is it history?
- is it likely to satisfy our reviewers?



# Peer review process, stage 2

## **Editors send article to two reviewers for anonymous peer review**

- reviewers don't know who author is; author doesn't know who reviewers are
- reviewers send reports and recommendations to the editors

## **Editors make a decision**

- reviews are sent to the author
- decisions: (1) reject; (2) revise and resubmit; (3) major revisions; (4) minor revisions; (5) accept

# Revise and resubmit

Authors are required to make significant changes

Many do not do so – and send article elsewhere

Have up to one year to resubmit

No guarantee that article will be published

- editors send resubmission back to original reviewers
- *further* revision may be required



# Major/minor revisions

Authors are required to make some changes

Most will do so – and article will usually be accepted

Have up to one year to resubmit

Editors *may* send resubmission back to original reviewers

– *further* revision may be required



# When making revisions

**Send a separate list of changes to the editors**

**Some authors highlight changes on their resubmission**

- **don't use 'track changes': this is very difficult to read!**

**Make the editor's job as easy as you can!**



# After acceptance

There *may* still be work to do –  
e.g. house style

Copyediting and author queries

Online publication (iFirst)

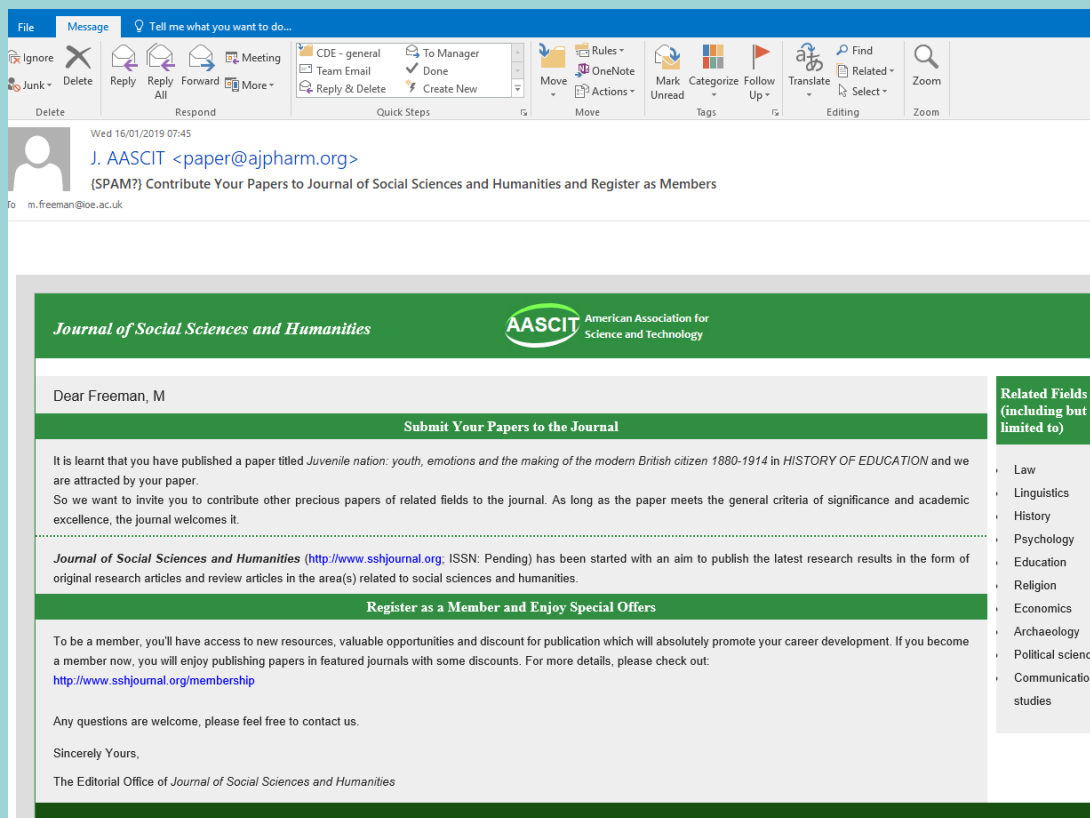
Online and hard-copy publication  
in an issue of the journal

Authors may be asked to review for the journal





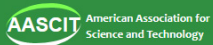
# A final warning: pay-to-publish journals



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**Related Fields (including but not limited to)**

- Law
- Linguistics
- History
- Psychology
- Education
- Religion
- Economics
- Archaeology
- Political science
- Communication studies