Publishing in the Journal of Technology and Teacher Education:
Advice from the Editors

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Abstract: The editors of leading educational technology journals are collaborating on ways to support the efforts of the next generation of researchers, working within the framework of the National Technology Leadership Coalition (http://www.NTLCoalition.org). The goal is to facilitate research that is needed to move the field forward and to influence decision makers about the affordances of technology. With this in mind, the editor and associate editors of the *Journal of Technology and Teacher Education* (JTATE) offer the following advice for those wishing to publish in this journal.

The Journal of Technology and Teacher Education

So you are interested in turning your SITE presentation into a journal article or you have received an awarded paper and have been invited to submit to the *Journal of Technology and Teacher Education* (JTATE). How do you go about doing this? Follow this advice and your chances of being accepted will improve. If you are new to publishing in the education field, we strongly urge you to read Niederhauser, Wetzel, & Lindstrom's (2004) article. It provides excellent advice on the publishing process.

JTATE is the Society for Information Technology and Teacher Education's (SITE) premier print journal, published by the Association for the Advancement of Computing in Education (AACE). It is a forum for the exchange of knowledge about the use of information technology in teacher education. The journal covers preservice and inservice teacher education. It accepts research articles using a variety of methodologies, including quantitative, qualitative, or mixed methods. JTATE is an international journal and welcomes submissions from authors within and outside of the United States. Currently, JTATE has a 15% acceptance rate. It is distributed to all SITE members as part of their membership.

If you are not familiar with JTATE, the first advice is to find a copy of the journal and read it. See the types of articles JTATE publishes. Become familiar with the format of the articles. Pay attention to the writing

style. This article is informal and is intended to be a friendly conversation between us, the editors, and you, the author. However, an informal article like this would not be accepted in JTATE so avoid first person and colloquial language. Another advantage to reading an issue or two of JTATE before submitting is that you will find references and texts that you can cite in your article. This will strengthen your research and provide you with a body of literature to draw from. Keep in mind our reviewers are familiar with the literature and will often expect to see key research cited in your article. If that key research is not present, they will not recommend acceptance of your article. So read the journal!

Focus on Teacher Education

As the name implies, JTATE is interested in teacher education, broadly defined to include preservice and inservice teacher education at universities and professional development opportunities offered at the school or district level. Now sometimes, presentations are accepted at SITE that are not directly connected to teacher education. These may be discussing a new technology being developed or research on K-12 students. If your presentation falls into this category then JTATE is not the right journal for your work. We recommend that you explore other avenues, such as *Computers in the Schools* or the *Journal of Research on Technology in Education*. If you are an award winner, you received an invitation to submit your work to JTATE. However, if your research is not related to teacher education, you are welcome to submit to any of the AACE publications, listed at http://www.aace.org/pubs/.

So what is meant by teacher education? You used teacher education students as your sample, so the article must be about teacher education and should fit the journal, right? Wrong! Just because the sample comprises teacher education students does not mean that the article fits with the journal. You need to look at the implications and see if they are related to teacher education. For example, you developed a new game for your social studies course. You want your inservice teachers to use it with their students so you have them try it out. You conducted attitude surveys and interviews with the teachers and use the information to redesign the game. Wonderful! However, this is about game design, not teacher education. Your goal was to improve the game, not to improve teacher education.

For the article to be appropriate for JTATE there must be implications for teacher education. What can the field learn from your research? What should we do differently or how can we improve what we do? The goal is to move the field forward and allow us to learn from each other. There is value in thinking about who is likely to be interested in reading your article and what they might hope to get out of it. The discussion of implications of any findings needs to address the needs of the reader. What is the take away idea that somebody might be able to apply in their own situation?

Length

Your SITE paper is between 6-8 pages in length. This is too short for JTATE. JTATE allows you up to 30 pages (including references and tables). Therefore, you have an opportunity to expand what you wrote for the SITE proceedings (and yes, you may submit the same work to JTATE since AACE and SITE hold the copyrights for both the conference proceedings and JTATE). This is a chance to delve deeper into the literature (be sure to look at back issues of JTATE to see what has been discussed previously). It is an opportunity to expand on your research results, adding in more data that was left out of the proceedings due to space limitations. It is also the chance to incorporate feedback from the audience from your SITE presentation. Receiving comments from your peers is a form of peer review. Take those comments seriously, give them some thought, and use them to strengthen your research. Incorporate those comments into the article if they are relevant.

In terms of length, JTATE also puts a limit on the number of references. There should be no more than 30 references cited in the article (we do allow slightly over 30, but not when we receive 70-80 citations in an article). Keep in mind that someone has to check all of those references to make sure they are accurate. We also have to check to make sure that every reference has been cited and that every citation has a reference. This takes time. If the article has too many references, this can negatively impact the reviewer's opinion. It is not necessary to cite every piece of research similar to your own. Choose the key ones that influenced your thinking, the ones written by key people in the field. Make sure references are from peer reviewed journals. Although references to websites and popular readings may be included, they should not be the main focus of your literature review.

Class Assignments

It is not unusual for graduate students to conduct action research and then be required to submit their work to a conference or journal. This is good experience for the students and helps them to build their vitas. SITE encourages such activities and reaches out to graduate students attending SITE, especially for the first time. As professors, we are pleased to mentor graduate students and help them begin their careers. However, we are also aware how discouraging it can be to submit your first article and have it rejected. Action research projects are good beginnings to research papers, but they are often introductory and do not tie to the bigger field or the related literature. Such projects are often rejected by JTATE, not because there is a problem with the methodology, but because the research or the review of literature is not robust enough. If your SITE presentation falls into this category, finding a different outlet for publication would be a good idea.

Status of Work

Conferences are great locations to present...and even publish in the proceedings...works in progress. These are great for conferences; but JTATE articles should report on finished work. That does not mean the entire project has to be finished, especially in the case of funded projects. But, the article cannot be a proposal for research unless it is knowledge generation through thoughtful theoretical review/synthesis/analysis. We need to see the data and the results of the research in order to consider it for publication.

Presentation of Data

So far, we have focused on advice for turning your SITE presentation into a journal article. Now we want to discuss some common errors we see in the articles submitted to JTATE. These are errors that often result in rejection of the article and yet could easily be avoided by taking the time to proofread and pay attention to details. Niederhauser, et. al., (2004) addressed many of these issues as did Maddux (2003), but they bear repeating.

First and foremost, pay careful attention to the presentation of the data. One of the major responsibilities of editors and reviewers is to determine that the research published has validity and reliability. This is determined by looking at the data presented and the conclusions drawn. If the data presented is not rigorous enough, then a conclusion cannot be made and will result in a rejection of the article.

If your article has qualitative data, then you need to show us the data and the data analysis, not just a summary of the data. It is not enough to say several participants thought XXXX and then provide a quote or two as evidence. We do not know if the quote is accurate representation of what the participants meant or not. It is possible to choose one quote that reflects your beliefs as opposed to what the participants' believed. Ferdig, Sprague, Maddux, & Albion (2007) provide useful information about writing up qualitative data.

If you used quantitative methods, be sure to present all relevant data. For example, with a t-test, we need both means, both standard deviations, the t value, the degrees of freedom, the p value, and a measure of effect size such as Cohen's d. Do not forget to include effect sizes for all significant and non-sig. findings. Too often we receive articles in which we are told which items are significant, but no data is presented. Be sure to check the APA manual for the proper sections of a research report. Also, do not report significant levels as .000. This is not possible as such a significant level means that there is absolutely no chance of error and we know that we cannot say that. Computer programs only report to three decimal places. The proper way to report this is $p<.001$. One other piece of advice, double-check your tables that present numbers. Make sure you did not transpose numerals or drop a decimal as this can have a major impact on how the reviewer interprets the findings.

APA Style

Second, follow APA style rigorously. This does not mean just in the way you cite articles or how to format the headers. You also need to make sure figures and tables are APA style. For example, APA style does not permit vertical lines in tables so do not put them in. Not following APA style can result in having an article rejected.

The APA 6th Edition (2010) emphasizes the use of a Digital Object Identifiers (DOI) in the reference section of a paper when it is available. A DOI is located on the front page of an electronic article near the copyright. A digital object identifier (DOI) is a unique alphanumeric string assigned by a registration agency (the International DOI Foundation) to identify content and provide a persistent link to its location on the Internet. The publisher assigns a DOI when the article is published and made available electronically (APA Style, 2010).

A DOI is added to the end of a reference for an article. The DOI number is placed after the lower case letters doi as demonstrated in the example below.

Smith, T. J. (2009). The haptics of interpersonal breakups. *Journal of Touch and Relationships, 55*, 55-98. doi: 12.45554/9938-3336.45.3.522

Not all articles contain a DOI; however, it is recommended that a DOI is referenced whenever possible. For further assistance with using DOIs please see the *Publication Manual of the American Psychological Association,* 6th ed.

Proofread

Above all else, proofread carefully. When the first sentence has a missing word, or when there are many mechanical errors, reviewers are suspicious that you have been careless about other things. It really sends a negative message to the reviewers and to the editors. If English is not your native language, try to find someone to help you with writing the article so that grammar errors are addressed prior to submission. We will work to publish an article if the methodology is sound and the research is of interest, but too many grammatical errors can distract from the message of the article.

JTATE's Review Process

So now you have followed our advice and you are ready to submit your article. How do you do this and what happens next? First, go to http://www.aace.org/publish. You will need to login with your SITE login (you should have one from submitting to the conference, but if you don't you can create one at no cost). Follow the instructions and upload the paper. Before doing so, be sure to remove all names and affiliations from the article so it can be prepared for blind-review. Do not include a cover page. For our international readers, there is no fee for submitting to JTATE.

Within a week of receiving the submission, the article will be assigned to one of the associate editors. He has four weeks in which to read the article and make a recommendation to either reject the article or send it out for full review. At this point, articles are usually rejected for not following the advice outlined in this article. The most common errors are not appropriate for the journal, weak methodology, and not following APA style.

If the associate editor recommends that the article goes out for full review, it is assigned to two reviewers. They have four weeks to read the article and provide a review. Once this is done, the editor makes the final decision. One of three choices is made: Reject, Accept with Revisions, or Accept. Because we do not have the option of Resubmit and Reconsider, we may reject an article, but encourage the author to rewrite it and submit it a second time for a full review so be sure to read the comments closely.

You can follow the process of the article at the same website where you submitted the paper. Do keep in mind that it may say the article is in review and then the article is received and then again in review. This means that the associate editor recommended that it go out for full review and it has been assigned to the reviewers. If you have questions you are welcome to contact the editor at jtate@aace.org.

Conclusions

We have provided some advice for submitting your SITE presentation to the Journal of Technology and Teacher Education. We hope you find this advice useful. Although we cannot promise that your article will be accepted if you follow this advice, we can guarantee that the article will be rejected if you do not. Pay attention to the author guidelines and this article and submit your work. By doing so, you will join the community of scholars. We welcome you and your research.

References

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