

# **Professional Journals**

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## **Journal of Research on Technology in Education (JRTE)**

### **Frequency of Publication**

The International Society for Technology in Education (ISTE) publishes the Journal of Research on Technology in Education (JRTE) quarterly; once in the winter, spring, summer and fall (International Society for Technology in Education, 2011).

### **Intended Audience**

The intended audience for the JRTE aligns with the membership of the ISTE organization. The multiple audience members include teachers, library media specialists, technology coordinators, teacher educators, pre-service teachers, administrators, and other decision makers in educational technology and technology education (International Society for Technology in Education, 2011). Compared to the other journals ISTE publishes, the JRTE is more international in nature and is according to the journal's website is "ISTE's journal on instructional uses of educational technology from around the globe" (International Society for Technology in Education, 2011). The journal reports on original research along with theoretical and conceptual issues relating to instructional uses of technology.

### **Professional Association Affiliation**

The Journal of Research on Technology in Education (formerly the Journal of Research on Computing in Education) has been associated with the International Society for Technology in Education since 1997.

### **Editorial Staff**

The Editor of the JRTE is Lynne Schrum from George Mason University. The Editorial Assistant is Lyndsie Galizio and the Associate Editor is Andra Brichacek.

Additionally, the JRTE has an Editorial Review Board, which consists of 87 members associated with colleges and universities from around the globe.

### **Subscription Cost**

The JRTE has two levels of subscription costs. One of the benefits of membership is over a \$100 discount on an annual subscription to the journal. Annually, ISTE members pay \$54 (USD) compared to the \$155 (USD) for non-members.

### **Guidelines for Publication**

The ISTE website for the JRTE clearly outlines the submission guidelines for potential authors. The website indicates,

*“The Journal of Research on Technology in Education (JRTE) publishes articles that report on original research, system or project descriptions and evaluations, syntheses of the literature, assessments of the state of the art, and theoretical or conceptual positions that relate to the field of educational technology in teaching and learning. We encourage submission of manuscripts that pertain to instructional uses of technology, including the planning, management, operation, and evaluation of educational technology. Please note that for original research, we normally expect to see an explanation of the research questions, description of the methods employed, analysis used, and recommendations for implementation and further research. JRTE’s acceptance rate is approximately 15%.*

**Length.** Manuscripts should be between 4,000 and 8,000 words, including an abstract of approximately 100 words, a listing of four or five keywords useful in indexing the manuscript, an e-mail address and brief biographical statement for each author, and a list of references. The first page of the article should contain the title, word count, contributor statements, and contact information for all authors (all of which are included in the word count). The second page should begin with the title, abstract, and keywords. For the purposes of blind review, the contributors' names should not appear elsewhere in the article. All references to authors should be replaced with the word *Author* throughout the manuscript.

**Style.** ISTE uses the American Psychological Association’s Publication Manual (6th ed.) style guide. Please be aware that articles without appropriate style usage in text and references will be returned to the author without review. For more information about APA style, please visit our ISTE Journals Style Wiki.

**Format.** Please submit manuscripts as e-mail attachments in rich text format (RTF). Save all graphics files in the article file as well as separately in their original file formats and attach them to the same message. If you usually include graphics by pressing Print Screen and placing screenshots directly into your word processor document, please place any screenshots into a graphics program and save each in a graphic file format (e.g., BMP, TIFF, PICT, EPS, etc.).

**Review.** If we deem your manuscript appropriate for the journal, we will send it to at least two members of the Editorial Review Board for critical review, comment, and recommendation. We will ask the reviewers to make a judgment concerning the quality and appropriateness of the manuscript for publication in *JRTE*. (See the review form they use.) On the basis of the reviewers' recommendations, the *JRTE* Editor will decide to publish the manuscript as submitted, to publish the manuscript with suggested revisions, to request a significant revision and resubmission, or to reject the manuscript for publication. In all cases, the editor will notify the author of the decision, and in the event the manuscript is rejected, the editor will forward a summary of the reasons for that decision. We will make every attempt to complete the review process within 4-6 months following receipt of the manuscript. Contact Dr. Lynne Schrum at jrte@iste.org with questions regarding submissions.

Send submissions to Andra Brichacek at jrte@iste.org." (International Society for Technology in Education, 2011)

### **Acceptance and Publication Rate**

As indicated on the journal's website, the acceptance rate is about 15%. (International Society for Technology in Education, 2011)

### **Summary of Topics in Typical Journal**

The journal reports on original research along with theoretical and conceptual issues relating to instructional uses of technology. The research articles in the *JRTE* share information that has been conducted in the classroom where technology is used to teach concepts and skills. In the most recent issue, Swan and Hofer discuss findings from research conducted with high school teachers and their implementation of podcasting to teach economics (2011). Their differentiation between technological pedagogical

knowledge (TPK) and technological content knowledge (TCK) is especially interesting to practicing educators as it outlines a clear need to connect content and skills to the most appropriate technology or medium. Other articles share findings from studies that surround the use of blogging to reflect on audio podcasts about the Holocaust that use the voice of the survivors to motivate student learning (Stevens & Brown, 2011).

Additional research articles make theoretical connections as in the article about Moore's Theory of Transactional Distance (Falloon, 2011). Many of the articles are applicable to both researchers and practioners in the field of education. The JRTE articles also address teacher perceptions of technological uses in preservice training and in current teacher professional development programs (Abbitt, 2011).

## References

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- Falloon, G.. (2011, Summer). Making the connection: Moore's theory of transactional distance and its relevance to the use of a virtual classroom in postgraduate online teacher education. *Journal of Research on Technology in Education*, 43(3), 187-209.
- International Society for Technology in Education*. (2011). Retrieved October 22, 2011, from <http://www.iste.org/learn/publications/journals/jrte.aspx>
- International Society for Technology in Education*. (2011). Retrieved October 22, 2011, from <http://www.iste.org/learn/publications/submission-information/journals-submission-information/jrte-submission-guidelines.aspx>
- Stevens, E., & Brown, R.. (2011, Fall). Lessons learned from the holocaust: Blogging to teach critical multicultural . *Journal of Research on Technology in Education*, 44(1), 31-51.
- Swan, K., & Hofer, M.. (2011, Fall). In search of technological pedagogical content knowledge: Teachers' initial foray into podcasting in economics. *Journal of Research on Technology in Education*, 44(1), 75-98.