

# **Revista de Educación 2011 Annual Report**

Each year the *Revista de Educación* reports on its editorial activity over the previous year. The first issue of 2012 included the biographical index from 2011, and this second issue includes a complete listing of the external reviewers who evaluated articles during this period, as well as this Annual Report, which gives the most significant statistics on the articles received and published, relevant information on the editorial process, and the main initiatives taken during 2011 to improve the *Revista* and its distribution.

## **Articles Received and Published in 2011**

### **Received Articles by Sections**

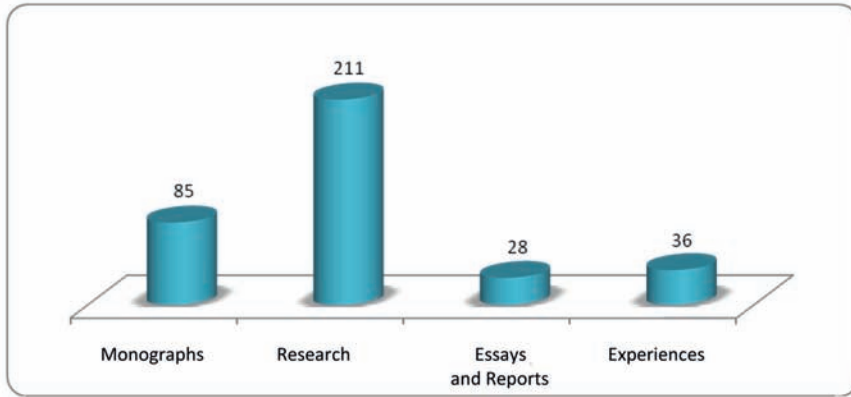
During 2011 the editorial office received a total of 360 articles. Chart I shows their distribution by sections. As we can see, in all sections except Monographs (which prints the best of the submissions received in response to calls for papers on given topics), volume rose with respect to 2010 (especially in research), continuing the upward trend of recent years. Demand for publication increased considerably. Submission numbers went up 15%, from 313 articles received in 2010 to 360.

By sections, original research (211) accounted for more than half (58.6%) of the articles received; essays (28) made up 7.7%, and papers reporting innovative experiences (36), 10%. Lastly, the articles in the Monographs section (85) accounted for 23.6% of the total number of submissions in 2011; because this section is topical in nature, it includes research papers as well as essays and innovations.

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CHART I. Articles received in 2011 by sections

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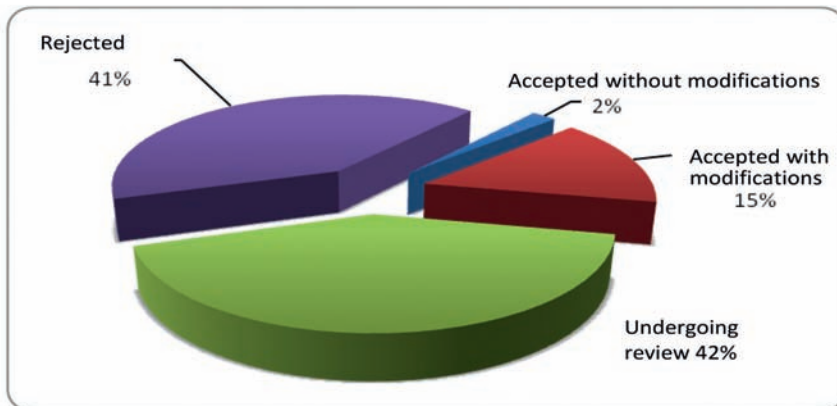
### Result of External Review: Articles Accepted and Rejected in 2011

Of the total number of articles submitted to the editors, 2% were accepted for publication with little or no modifications, and 15% were accepted after the improvements required by external reviewers were made; 41% were rejected, and 42% are currently undergoing external review (Chart II).

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CHART II. Status of articles received in 2011

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The percentage of rejected articles rose from the year before (from 37% to 41%), and the percentage of articles accepted with improvements also rose (from 9% to 15%); on the other hand, the percentage of papers published with little or no modifications fell (from 4% to 2%), as did the

number of articles undergoing review (from 50% to 42%). This evolution is largely due to tougher acceptance criteria, as approved by the Editorial Board and reflected in the *Revista's* new guidelines.

### Published Articles

In 2011 the *Revista* published a total of 147 articles- 97 in its on-line and conventional editions (eight more than in 2010) and 50 in the At Press section (articles that could not have seen the light in full conventional publication until mid- or late 2012). This surge in productivity is explained by not only the increase in demand, but also the possibilities of early publication afforded by the existence of the At Press section (articles reviewed and accepted, but pending style correction and final layout), which are assigned a DOI (*Digital Object Identifier*). This section enables knowledge to be shared with the necessary speed, while protecting authors' intellectual property and making it possible for authors' work to have a greater impact.

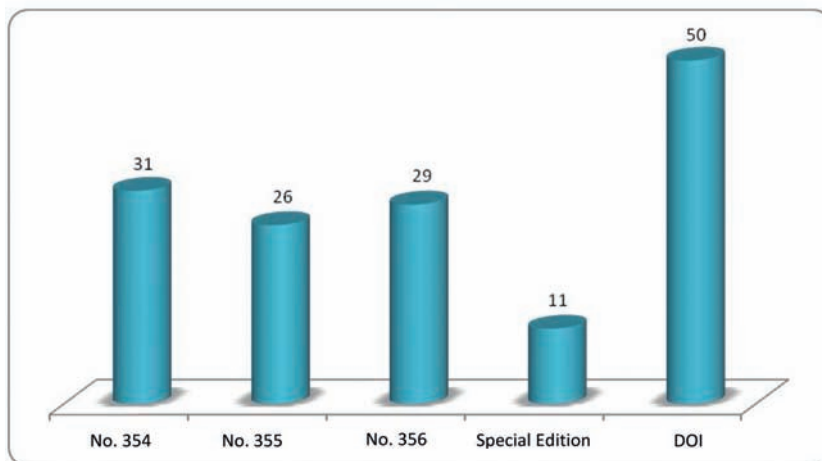
As a result of this editorial policy, we may say that the *Revista de Educación* still shows the highest productivity of any of the scientific publications indexed in domestic databases (RESH, INRECS, DICE) or international databases (inter alia, JCR and SCOPUS). It also maintains publishing times that accommodate research and innovation dissemination needs and due recognition for authors' work by Spain's reviewing agencies (ANECA, CNEAI, ANEP). As a publication of the Ministry of Education, Culture and Sport, the *Revista* may be said to render an exemplary service for the Spanish system of science and technology.

Chart III shows the distribution of the articles published in 2011 in the different issues of the *Revista* and in the digital at-press section (with DOI).

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CHART III. Number of articles published in 2011

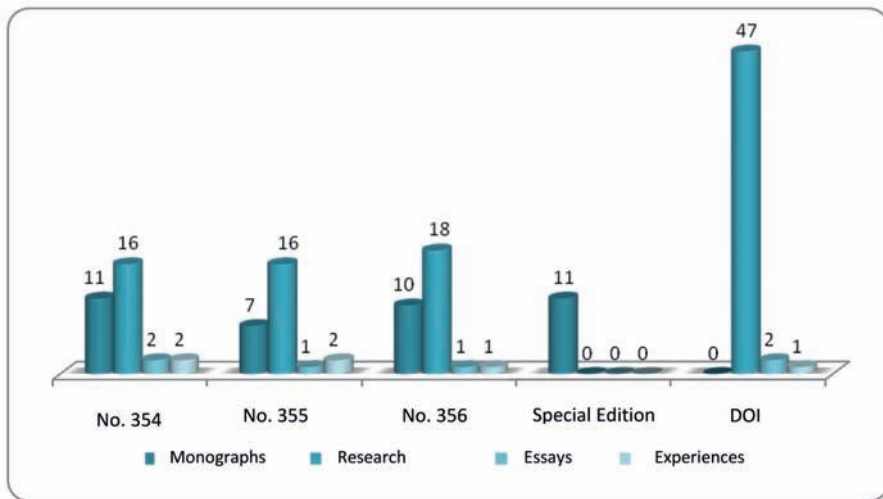
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### *Nature of the Articles Published in the Different Sections*

The nature of the articles published clearly reflects the fact that the *Revista de Educación* is a scientific journal (Chart IV). Research makes up the largest percentage of the papers published in the three regular issues (16, 16 and 18 articles, respectively). Then there are the 26 papers published in the Monographs section, and in the At Press section, most of which are also original research. We ask readers to recall that our editorial policy is to limit the essays and innovative experiences included in each issue to two.

CHART IV. Number of published articles by section



### *Topics of the Monographs Section in 2011*

The Monographs section of the three regular issues and the entire special edition are comprised of submissions made in response to calls for papers posted on our web page. Calls for papers are issued on the basis of proposals evaluated and accepted by the Editorial Board according to criteria stated in the rules for each call for papers. Table I shows the topics addressed during 2011 and the guest editors who proposed the topics and ultimately coordinated the editorial process.

**TABLE I.** Topics featured in the Monographs section (2011)

Issue 354	<i>Practical Training of University Students: Rethinking Practicum</i> Guest editors: Manuela Raposo Rivas (University of Vigo) and Miguel Ángel Zabalza Beraza (University of Santiago de Compostela)
Issue 355	<i>Strategic Management of Higher Education: Challenges and Opportunities</i> Guest editors: Francesc Solé Parellada and Xavier Llinàs-Audet (UNESCO Chair of University Management. Catalunya Polytechnic University)
Issue 356	<i>School Improvement: Educational and Organizational Perspectives</i> Guest editor: Fernando Marhuenda Fluixá (University of Valencia)
Special Edition	<i>Education, Values and Democracy</i> Guest editor: Miquel Martínez Martín (University of Barcelona)

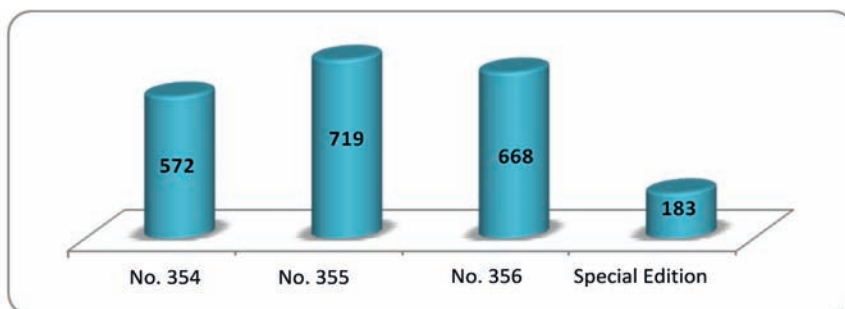
### Editorial Process: Management, Review, and Publication of Papers

This section refers to the final publication of articles (both on line and on paper). Nevertheless, when assessing publication times, account should be taken of the early publication of 50 papers that were published with a DOI in the digital section and therefore have been disseminated and qualify fully for referencing and for attribution to their authors.

#### *Average Time Between Article Reception and Publication in Print*

In the first two regular issues, the time from article reception (pursuant to the rules) to final publication was longer than it was the year before, due to the considerable increase in articles received (15% more than in 2010, which was in turn 43% more than in 2009). Even so, in the next two issues of 2011 the printing interval was shortened with respect to 2010: 171 days were pared off for the third regular issue, and 118 days for the special edition.

**CHART V.** Average time (days) between reception and publication in print

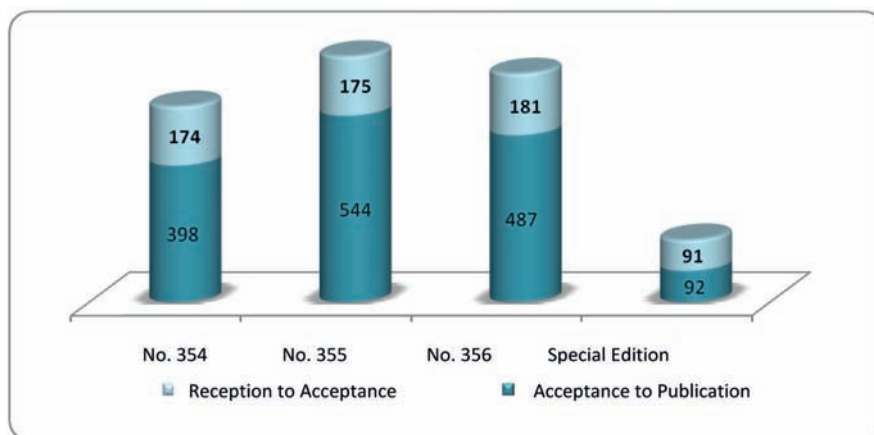


### *Average Time from Reception to Acceptance to Publication in Print*

Since last year, the interval between article reception and acceptance was shortened for every issue. However, the interval between acceptance and publication followed the same trend as the average time between reception and publication; that is, in the first two issues, it increased, and the next two, it decreased.

At all events, in any interpretation of these figures, please bear in mind that original manuscripts undergo a review and improvement process whose length may vary, a complex process that must be conducted with the necessary safeguards (Each article is evaluated by at least two external reviewers in an auditable double-blind procedure). How long this process takes depends on three participants: the journal, the external reviewers (two or three in number) and the authors themselves. The journal is responsible for keeping the management end of the process and its external reviewers' work moving along swiftly, but it is the authors' responsibility to control and reduce the often excessive time it takes them to make the improvements requested in the reviewers' reports (Chart vi).

CHART VI. Average time (days) from reception to acceptance to publication in print



### *Average Time from Acceptance to Final Publication by Section*

The average time that elapses between final acceptance and the publication of an article in print can be seen, by sections, in Chart vii.

As we have been saying, this interval was shortened in the last two issues of 2011, but it is always longer than desirable for authors. Hitherto one of the factors in this interval's length has been the tension between the number of papers prepared for publication and the logical limitations on space in each issue's mock-up. Fewer experiences (36) and essays (28) are

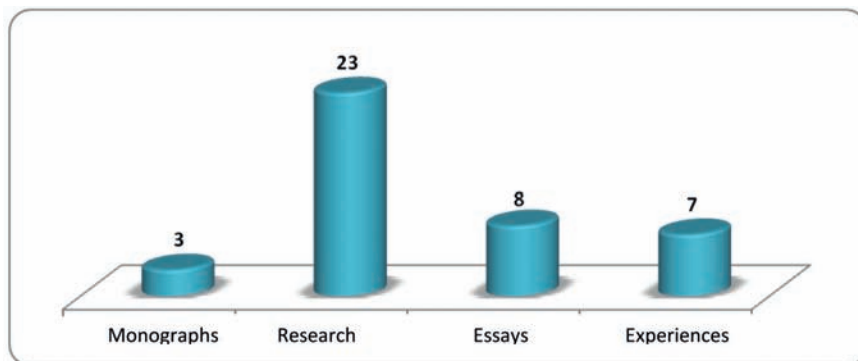
received than research papers (211) (Chart I), and therefore the waiting time until publication in print is also usually shorter for experiences and essays than for research.

For the logical reasons explained, in the Monographs section and the year's special edition (subject to calls for papers with their own deadlines, and coordinated by outside guest editors), the average interval between acceptance and publication in print is about three months.

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**CHART VII.** Average time (months) from acceptance to final publication by section

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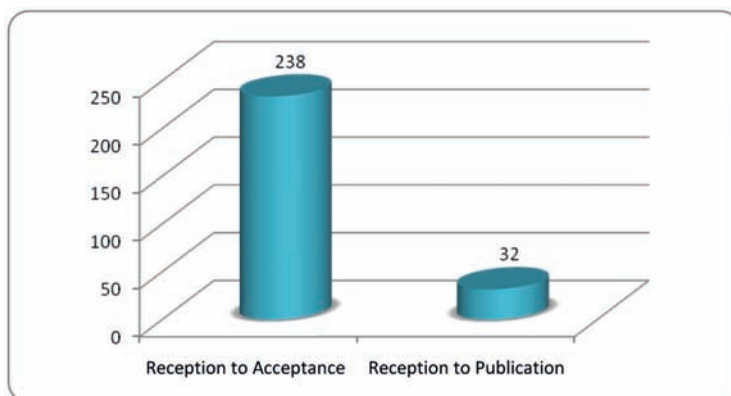
*Average Time from Reception to Acceptance to Publication with a DOI*

For articles assigned a DOI in the At Press section, the process moves more quickly, so the time between final article acceptance and publication with a DOI is 30 days.

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**CHART VIII.** Average time (days) from reception to acceptance to publication in articles assigned a DOI

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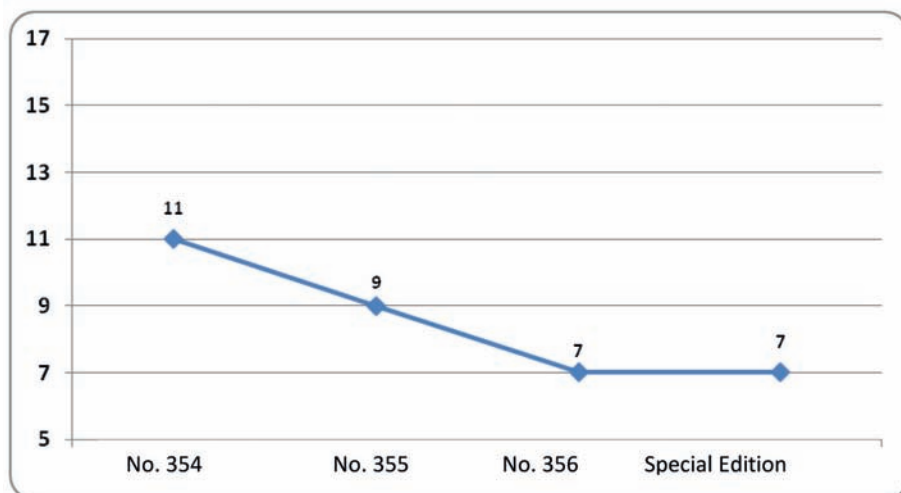


## Dissemination of Important Work in the Field of Education

### *Reviews*

During 2011 the *Revista* published 34 reviews of works published between 2010 and 2011 and regarded as significant, in terms of subject matter and publisher's prestige (Chart IX). The reviews were either commissioned by the editors according to the *Revista's* review guidelines, or they were submitted to the editors spontaneously. This is the same number of reviews as in 2010.

CHART IX. Number of reviews published in 2011

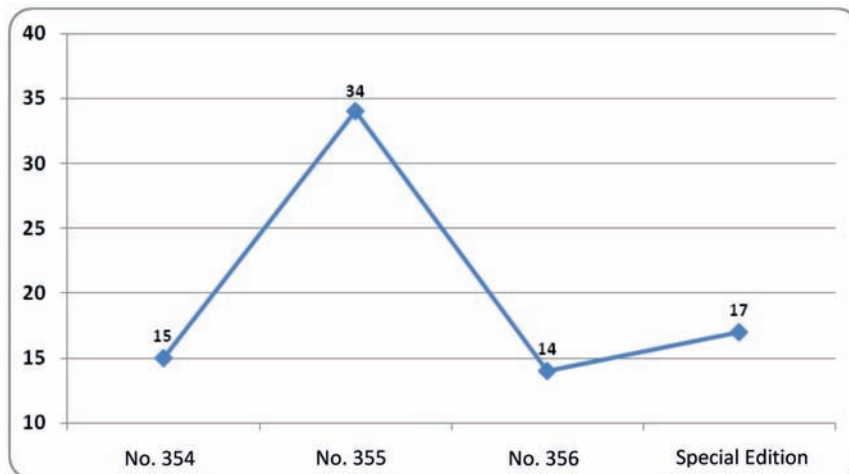


### *Bibliographic References*

In each of the four issues of 2011, a list of bibliographic references was published, drawn from a selection of the books that different Spanish and foreign publishers had sent to the editors. Chart X illustrates the distribution, by issues, of the 80 references published in 2011 (10 more than in 2010).



CHART X. Books received



Both the reviews and the references were published in chronological order of reception by the editors.

## Editorial Strategy and Results

In 2011 the process begun in late 2005 continued, seeking to align the *Revista de Educación* with the most demanding of quality indicators for scientific journals and to boost the *Revista's* impact factor, especially in prestigious international databases.

In 2011 the *Revista* was indexed in the SCOPUS database, and it climbed higher within the first quartile of domestic databases (RESH, DICE and INRECS). Moreover, the Spanish Foundation for Science and Technology (Fundación Española para la Ciencia y la Tecnología, or FECYT) granted the *Revista de Educación* its "Excellent Journal" certificate for the period from 20 May 2011 to 20 May 2013.

We would remind readers that in January 2008 the *Revista* was evaluated and included by Thomson-Reuters in the Social Sciences Citation Index (SSCI). On 29 June 2011 the 2010 Journal Citation Report (JCR)<sup>1</sup> was published, in which the *Revista de Educación* was assigned

<sup>(1)</sup> Impact indices are calculated on the basis of the two years subsequent to inclusion in the index. Therefore, the *Revista de Educación* is included in the 2010 JCR on the basis of data from 2008 and 2009.

an **impact factor of 0.622**. That situates it in the second tercile, making it, according to the JCR, the highest-impact journal in Spanish in the education area. Such standing is rendered more significant by the low percentage of self-citation in the *Revista* (For more information, see [www.accesowok.fecyt.es/jcr/](http://www.accesowok.fecyt.es/jcr/)).

Moreover, this year, two of the strategic decisions taken by the Editorial Board in 2010 bore fruit: the opening of a digital At Press section with DOI assignment, which has made for some extraordinary progress in the promptness of publication of accepted manuscripts, and a more demanding approach to manuscript acceptance. Editorial strategy moving in this same direction has also led to the incorporation of guest editors, authors and manuscripts with a high potential or actual impact index, and it has favoured the *Revista's* inclusion in new databases.

In 2011 the *Revista de Educación* continued to bring in new specialized reviewers who are committed to assessing originals in different areas and lines of education research. There were 137 specialist reviewers in 2011, and there were more contributors than in 2010, a total of 237 on the date of publication of this report.

## **Distribution of the *Revista de Educación***

The *Revista de Educación* is distributed via subscriptions (individual and institutional), sales through the Sub-Directorate General of Documentation and Publications, and exchanges with other prestigious national and international educational journals (63 Spanish journals, 15 European and North-American journals, 36 Latin-American journals), which contribute to the content of the Ministry of Education, Culture and Sport's library.

Equally, advertising is included in professional journals and school newspapers with a view to distributing the published papers not only via scientific channels, but also among the members of the school community.

The work done in 2011, the subject of this annual report, gives us grounds for expecting major achievements from the *Revista de Educación* in terms of compliance with quality indicators as a scientific publication and, in short, in improving its impact factor as a result of the quality of the work of its authors, who attract a larger readership each year.