

Annual Report (2009) Education Journal

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Editor in Chief

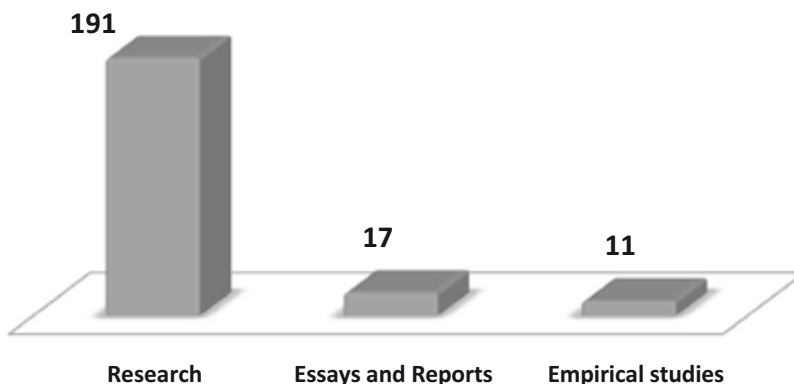
As our readers are well aware, in the first three issues of the year, the Education Journal reports on its editorial activity over the previous year. The first number (351) of the current year (2010) included the bibliographical index from 2009, incorporating a list of external readers who have evaluated articles during that period. The present annual report covers the most significant statistics about articles received and published, relevant information about the editorial process, and the main initiatives adopted during 2009 regarding the improvement and dissemination of the journal.

Articles received and published in 2009

Articles received

During 2009 the editorial office received 219 articles; Figure I shows numerical distribution according to article type. In 2009 the number of received articles increased with respect to the previous year, as follows: it grew 30% in research; it rose slightly in essays and reports, and it remained the same for empirical studies. It includes the monographs within two ordinary editions (numbers 352-353), and those that will be published in the special during 2010.

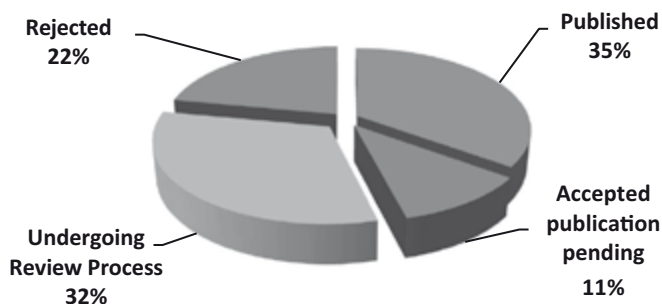
FIGURE I. Breakdown of articles received, 2009



Result of the peer review: Articles accepted and rejected in 2009

The number of received articles increased by 27% with respect to the previous year. Out of the 219 articles received and revised in 2009, 35% (76) were published within that year, 22% (49) were rejected, 11% (24) were accepted (publication in future issues is pending) and, finally, 32% (70) are still subject to the external evaluation process, since the articles were received during the second semester of 2009 (Figure II). In addition to publication space constrictions in the editions of 2009, those articles that have been accepted - but whose publication is still pending - have also normally been through a longer process of correction and improvement, compared to those which have already been published.

FIGURE II. Status of articles received in 2009



Out of the number of proposals definitely accepted or under evaluation (173), most of these submissions address research works or studies, which is in tune with the type of papers received and with the true spirit of the Education Journal (Figure III).

FIGURE III. Statics of articles accepted in 2009

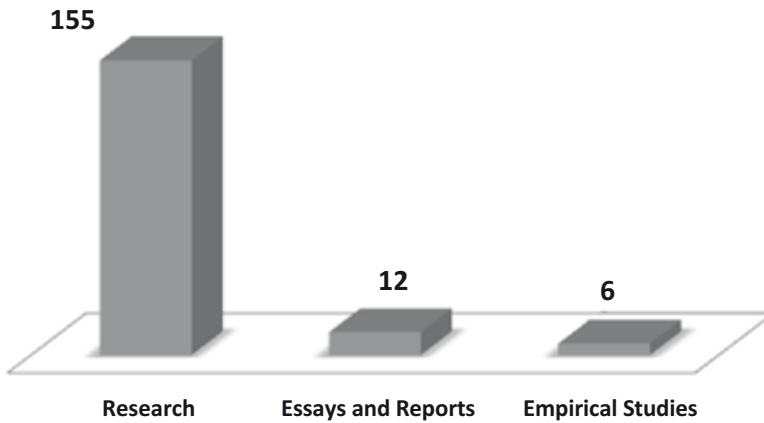


Figure IV illustrates that 74% of the accepted articles have been only provisionally taken, and that their final acceptance remains dependent on the incorporation of suggestions or amendments proposed in the reports prepared by external reviewers.

FIGURE IV. Percentage of articles accepted with and without modifications



Published articles

The Education Journal publications include both those articles spontaneously received, and those expressly requested by the journal, either via the advice of a coordinator or editor invited for that particular purpose, or via a «call for papers». All papers are submitted to external review.

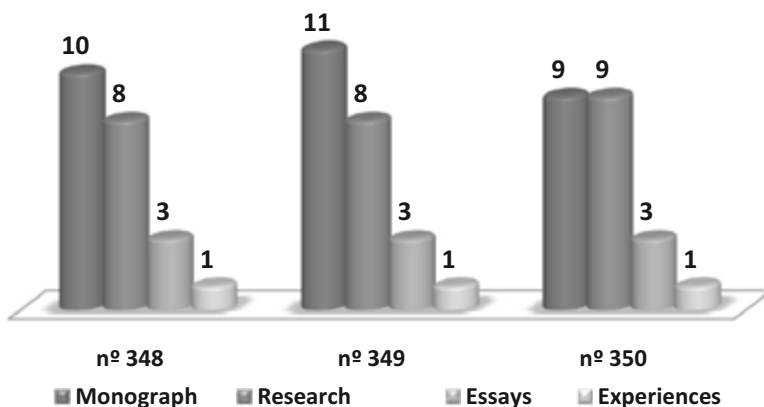
During 2009 a total of 78 articles were published spread throughout the three ordinary editions, and the special edition. Table I shows the number of published articles according to the journal number and the typology of the work.

TABLE I. Articles published in 2009

Edition	By express request or 'call for papers': monograph section and special edition	Sent by authors			Total
		Research and studies	Essays and reports	Educational experiences (innovation)	
348	10	8	3	1	22
349	11	8	3	1	23
350	9	9	3	1	22
Special Edition	11	No sections			11
Total	41	25	9	3	78

Figure V shows that the greatest number of articles published in ordinary editions corresponds to the area of research and studies.

FIGURE V. Number of articles published in ordinary editions according to type 2009



As it is customary, those articles received on request or via a call for papers are published in the monographs section of the ordinary editions, and in the special edition for 2009. The subjects of interest detailed in Table II were addressed during 2009 and were coordinated by different specialists (invited editors).

TABLE II. Areas addressed - monographs (2009)

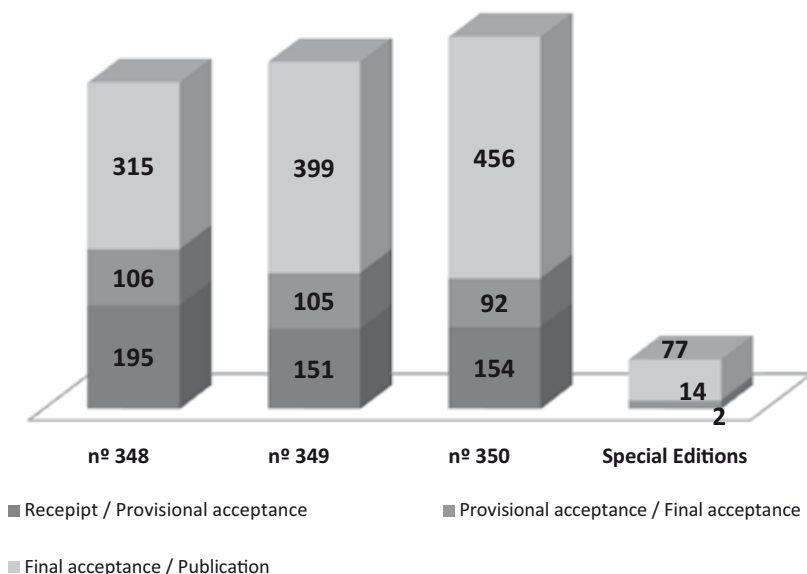
Edition 348	<i>The added value in education.</i> Invited editors: Rosario Martínez Arias and María Castro Morera (Universidad Complutense de Madrid).
Edition 349	<i>Education in view of the inclusion of students with specific support needs.</i> Invited editor: Miguel Angel Verdugo (Universidad de Salamanca).
Edition 350	<i>The training of Secondary Education teachers.</i> Invited editor: José Manuel Esteve (Universidad de Málaga).
Special Edition	<i>Educating in sustainable development</i> Invited editors: María Novo and María Angeles Murga-Menoyo (Universidad Nacional de Educación a Distancia. UNED).

Editorial Process: management, revision and publication of papers

Even though there was a 25% increase in the team of external reviewers for the Education Journal (66), the time invested from the beginning to the end of the editorial process increased compared to previous years, due to the notable growth in the number of articles received.

In the first 2009 edition (348), the time invested from the beginning to the end of the editorial process lasted a period of one year and eight months, the second issue (349) lasted one year and nine months, and in the third issue (350), the editorial process duration was one year and ten months. Finally, the special edition took three months (Figure VI).

FIGURE VI. Average time (days) between receipt, acceptance and publication



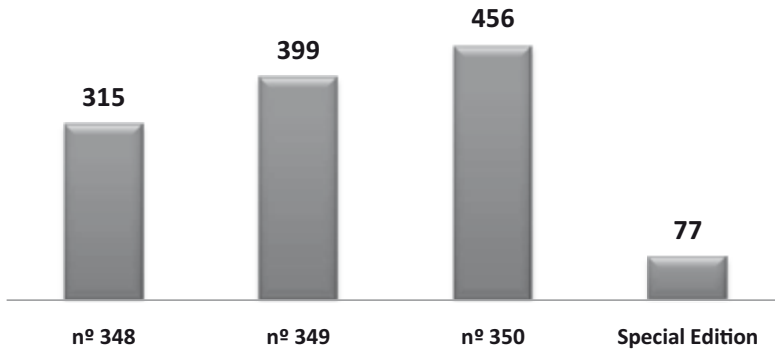
The high volume of papers published by the Education Journal until now (an average of 22 articles per issue, an output well above that of Spanish scientific publications in our area) leads to the publication of articles in issues somewhat after their final acceptance. The aim of the Education Journal is to maintain a high volume of quality papers, always published within the framework of a thorough and meticulous process of revision, in which the evolution of this factor is also valued very positively without diminishing its quality.

In order to reduce the time invested in the publication process, a number of measures will be undertaken in 2010. Some of these measures are the increase in the number of articles in each of the Education Journal issues, and the implementation of an «in press» publishing procedure with a DOI (Digital Object Identifier) allocated to each paper on the web page (so that it speeds up the process of dissemination of the content in the papers while maintaining its relevance).

Certainly, in the period of publication of an article, the external review process continues to have decisive importance. Bearing in mind that it consists of a complex process which must be carried out with the required assurance (each article is assessed by at least two external reviewers, following the «double-blind» method), there are three factors which intervene to affect the duration: the Education Journal, the external reviewers (2 or 3) and the authors themselves. The Education Journal is responsible of making the process more dynamic regarding the management and the work of external reviewers, but it is the authors'

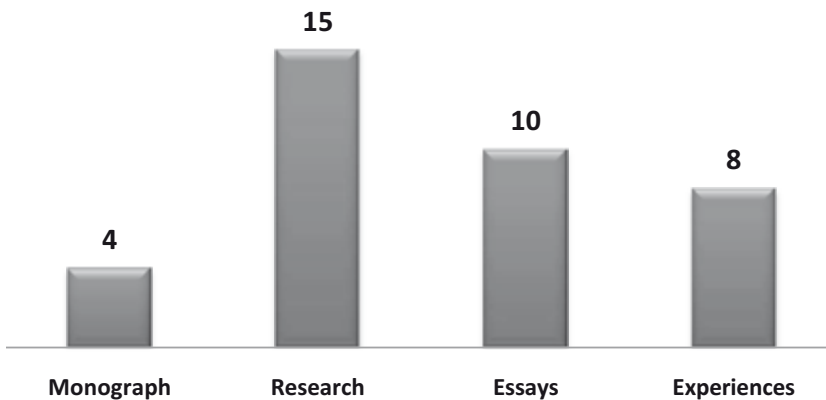
responsibility to monitor and reduce the time (sometimes excessive) that they invest in implementing the requested improvements in the reports (Figure VII).

FIGURE VII. Average time(days) between final acceptance and publication



In this regard, it must be pointed out that the average total time invested by reviewers in 2009 exceeded the time established by the Education Journal. However, this situation was influenced by the fact that 28 articles were evaluated by three reviewers (to clear the conflict originated after the first two appraisals), that 18 papers underwent three rounds of revision, and that another two underwent four rounds of revision until final acceptance. The time invested in the afore-mentioned 31 papers increased the average time for external revision. Finally, it must be mentioned that the average time between final acceptance and publication varies according to the areas (Figure VIII).

FIGURE VIII. Average time (months) between final acceptance and publication by areas

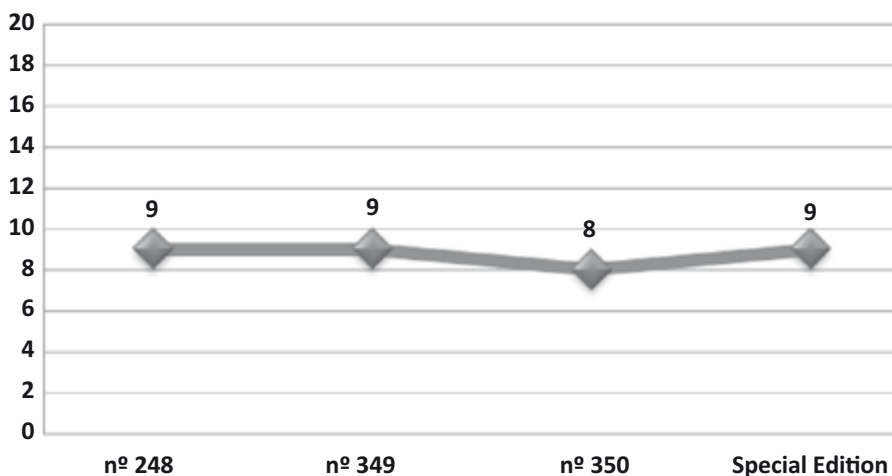


At the end of 2009, the timescale from acceptance to publication was four months in the «monograph section», fifteen months in the «research section», ten months in the «essay or technical reports section» and eight months for «innovative experiences». These differences derive from the importance given to each of the sections in the Education Journal, whose main aspiration is to publish papers that transmit original results based on research. Given its repercussion, the rules of the Education Journal duly warn potential authors of essays, reports and empirical studies of its ethos. With respect to last year, the timescale of monographs remained the same, research and empirical experiences rose slightly, but the timescale for essays decreased.

Dissemination of relevant publications within the scope of education

During 2009, 35 reviews of papers (considered of high interest according to the subject and the prestige of the publishing house, and that had been edited between 2008 and 2009) were published (Figure IX).

FIGURE IX. Number of reviews published in 2009



Those reviews received and ordered by the Education Journal, according to the rules, are included in the above statistics.

Equally, a bibliographical reference of a selection of publications sent to our editorial office by Spanish and foreign publishing houses (selected according to criteria of editorial quality) is published in each of the issues; this amounted to 49 in 2009.

Both the reviews and the references were published by chronological order, according to when they were received in the editorial office.

Monitoring of the editorial strategy initiated in 2005

In 2008, the Education Journal was examined by the Institute of Scientific Information (ISI-Thomson) and included in the Social Sciences Citation Index (SSCI). During 2009 the process of alignment of the Education Journal with the most demanding quality indicators for scientific journals in Social Sciences continued.

In 2009 a number of measures were taken, with the aim of improving the rate of impact of the Education Journal, especially internationally. These measures have mainly implied working towards the incorporation of a homologated 'call for papers' system for the design, selection and coordination of relevant monographs, which replaces the 'request process' traditionally used to date by the Education Journal. The authors put forward proposals that, having been evaluated and accepted by Associated Editors, are placed in the electronic version of the Education Journal. Once the call for papers has expired, the received manuscripts go through the routine external evaluation; the invited editors at this point have an important role for coordination and revision. Similarly, work continues with regard to bringing in authors whose papers have a high impact rate in the scientific community, and vis-à-vis the inclusion in new databases and catalogues.

In 2009 the Education Journal was included in the SCOPUS database (Elsevier B.V).

Dissemination of the Education Journal

The Education Journal is disseminated via subscription (individual and institutional), via sales through the General Sub-direction of Documentation and Publications of the Ministry of

Education, and via exchange with other national and international prestigious educational journals, which access the content of the library of the Ministry of Education.

The present print run of the Education Journal is 800 copies¹ and 950 CDs, distributed among subscriptions, dispatches to educational institutions and exchanges with national and international prestigious journals (63 with Spanish journals, 15 with Europe and North American journals, and 36 with Latin American journals).

Equally, publicity is included in professional journals and school newspapers in order to circulate the published papers, not only via scientific channels, but also among the members of the educational community.

Work performed during 2009, the subject of this annual report, points to important achievements for the Education Journal regarding the accomplishment of publishing standards, topic coverage, national and international representation and, in a nutshell, the impact of the work performed by the authors who publish in the journal.

⁽¹⁾ The print run decreased, with regard to 2008, due to both the increase in readers, of the electronic version and the environmental policy undertaken by the central government.