

# **Revista de Educación 2006 Annual Report**

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*Editor*

Henceforth, in the first number of each year, the journal shall include an editorial providing the previous year's annual report, with the most significant statistics about content published, relevant information about the editorial process, impact rates and main initiatives adopted towards its improvement and dissemination.

The 2006 annual report covers some particular items that will not be repeated in subsequent publications. They are exceptionally published in the second number of 2006 and not in the first, as a result of the extensive updating and adjustment of the database, and the criteria for scientific journals, which have been recently established. Additionally, it has been considered of interest to open this annual report with a brief history of the journal, which will allow readers to understand its evolution and, more importantly, the crucial role that it has played in the dissemination of knowledge in connection with education in the last six decades, especially in Spain and Latin America.

## **Historical Outline**

*Revista Nacional de Educación*, which commenced publication in 1940 (8 March 1940 Order; 24 March 1940 Official Spanish State Bulletin), is the antecedent of the present journal, dealing during this first period with cultural and educational topics, as well as more political articles. It was published monthly and it was distributed at no cost to all the national primary schools; however, readers could also buy it or subscribe to it.

In January 1952 it became *Revista de Educación*<sup>1</sup>, still conceived as a tool to disseminate the Spanish educational policy. Its editorial direction has changed since then but its publication has not stopped, except from June to October 1961 and from June to December 1968. This fact has made the Journal an important witness of both the international and national educational and research reality in this field in the last 60 years.

The launching of *Revista de Educación*, led to a significant change in the direction of this publication: a more scientific stance was adopted, it focused on the contribution of education to development and social change in general, and on education-related problems within Spain, particularly in the 1950s. It was put forward as a communication vehicle between researchers, teachers and administrators and it opened itself to contributions from overseas. The Department of Publications of the Ministry of Education and Science has published it since its inception and it presently depends on the General Secretariat of Education.

A notable increase of education-related publications between 1950 and 1969<sup>2</sup> in our country required a new alteration in the trajectory of the Journal, which in 1961 increased its number of pages to make room for research studies and investigation projects, acquiring from this point an academic and scientific slant. In 1969 the Journal set itself a new objective: to make a contribution to the debate on an educational reform which was taking place then and that would conclude with the 1970 General Law of Education. This new period established the following as primary goals: to generate a convergence point for education specialists, to disseminate national and international unpublished research work, and to present a range of different angles regarding educational problems. The Journal has been published quarterly since 1978, including an annual additional volume. In 1984, the Educational Research and Documentation Centre (*Centro de Investigación y Documentación Educativa - CIDE*) accepted responsibility for this publication and further reinforced its academic and research intent. Its frequency and editorial perspective have been maintained to date, apart from some sporadic changes. It has been located in the Institute of Evaluation (Ministry of Education) since 1995.

At the end of 2005 a new period commenced. While maintaining the identity prestige and richness of the Journal, the primary goal has been to address self-evaluation and an external self-evaluation in order to take the necessary measures to reach

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<sup>1)</sup> Joaquín Ruiz Jiménez was Minister for Education.

<sup>2)</sup> In parallel with *Revista de Educación* other pedagogical publications were launched: *Spanish Journal of Pedagogy* (1943), *Bordón* (1949), *Primary Instruction Annals* (1949), *Bulletin of the National Committee against Illiteracy* (1954), *Middle Education Journal* (1956), *School life* (1958), *Guidance Notebooks* (1957), *Pedagogical Perspectives* (1958) and *Educators* (1959).

quality and impact rates that permit a greater international recognition of papers published therein. In this report, a list of the initial measures adopted is included.

The trajectory of *Revista de Educación* has been reflected in numerous publications, such as an extraordinary 300th publication celebratory number in 1996 that included an index of all the papers, with a brief history written by one of its directors, Alejandro Tiana Ferrer (pp.5-8). Furthermore, in 2000 a CD-ROM (MEC, 2000) with the indexes from 1996 was published. Both publications include comprehensive details regarding each article (author/s, title in Spanish, publication date, number of journal, article pages and descriptors). Also, printed copies from 1968 are conserved in the Journal archives, whose study allows specialists to follow up the most notable changes to date.

## **Revista de Educación Today. Adjustment to the Quality Indicators of Scientific Magazines in Social Sciences**

In the past few years the various Spanish and international organizations responsible for the promotion and dissemination of scientific knowledge have gradually established more demanding indicators to facilitate and guarantee the existence of evaluation, selection and internationalization guidelines for leading-edge research in each sector and knowledge area.

A background principle is the firm belief that it is the rigour and the smoothness of this investigatory and innovative process which must make an impact on human and economic development, as well as on the knowledge cycle itself. This then also establishes mechanisms towards the acknowledgement of merits from researchers and institutions, who increasingly contribute to this end, while constantly improving. In the case of journals within the field of social sciences, this has meant -and still means- a challenge that needs to be addressed.

It is within this scenario that *Revista de Educación* has undertaken a profound innovation and improvement process from the end of 2005. Its long trajectory, its public nature, its rigorous editorial process, the prestige of the directorial, editorial and advising Council members and its external reviewers, together with the availability of a free-of-charge electronic version make this journal a first-class public service in support of the promotion and dissemination of scientific knowledge within this

sector. The Ministry of Education and Science is presently doubling its efforts to bring the Journal up to the standard of the editorial and scientific quality strictest indicators and to include it in the most prestigious international databases in the field of social sciences, in which the journal is not yet included. Of particular interest is inclusion in the *Social Sciences Citation Index* (SSCI).

The following pages describe the present situation of the Journal, a review of the content published and the most significant improvements undertaken during 2006.

## **Format and Accessibility: *Revista de Educación* (Electronically and in Print)**

In 2006 the journal started to be published in both printed and electronic format, adjusting itself to the corresponding quality criteria, whilst keeping the same acknowledgement guarantee for authors. The printed version was maintained, with complete articles of the monographic section and a summary (Spanish and English) of the articles in the remaining sections, including, however, a comprehensive CD-ROM with a complete version. The electronic journal includes a complete version of all the articles. Prior to 2006, there was only a web page that offered users access to the abstracts of articles and the contact details of the Journal<sup>3</sup>. At the end of 2006, publication commenced of overseas articles in the original language, in addition to Spanish.

Among other advantages, the electronic format makes consulting the Journal database possible. An internal search engine has been installed for that purpose. Numbers 335 to 342 can be consulted in their entirety, as well as the special supplements published in 2005 and 2006. All the available articles are gradually being included in PDF format, and the digitalization of the remaining ones dating from 1952 is planned for the near future. The bibliographic indexes, the Memoirs and the list of reviewers are also available, within a specific section.

The web page contains the electronic journal and additional information (links to other education-related publications, public presentations of Journal numbers and

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<sup>3</sup> Prior to 2006, there was only a web page that offered users access to the abstracts of the articles and the contact details of the Journal.

other relevant information). As is required, the printed and electronic versions are identical and include, apart from articles and reviews, the remaining elements in a scientific journal: organigram of the different bodies, publishing norms, use of peer reviews (stating the criteria for external evaluation), database where it figures, dissemination of recent relevant educational publications, contact addresses, etc.

Finally, the printed and electronic layouts have undergone a face-lift in order to improve the inclusion of information, its versatile use for readers and its appearance. The cover, which adopts a light chromatic change in the three ordinary numbers, now stands out more easily from the additional annual publication.

## Sections

The different, but complementary, sections answer the different objectives of this publication: a) mainly, to disseminate the results of unpublished research work; b) to make known systematised reflections and original, rigorous, relevant and up-to-date documents (essays and reports), derived from experts and prestigious institutions within the sector; c) to make innovative educational experiences visible; and d) to provide a selection of the latest best books published. These papers are grouped under the following set sections:

- *Monographic section*: this is the only section in which articles are published by request about an educational topic of interest, around which there is a consolidated research tendency. It is managed by an external expert on the matter, of recognized prestige.
- *Investigations and Studies*: this includes not only basic and applied research work, but also revision and thorough analysis of the state of the question in a specific investigation line.
- *Essays and Reports*
- *Educational Experiences (Innovation)*
- *Reviews and Received Books*

Likewise, the first number of the year includes, as customary, a bibliographical index from the previous year -now more adjusted to internationally validated bibliometric criteria- the annual report and a list of the external reviewers who have collaborated during this period.

## Published in 2006

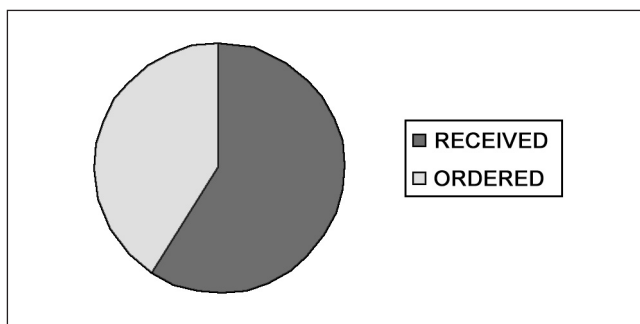
During 2006 a total of 153 articles were published, a slightly higher amount to the usual average (Table I). Of these articles, more than 17% came from overseas authors (a total of 27, 17 by request and 10 spontaneously received).

**TABLE I.** Origin and Nature of the Articles (2006)

By request (Monographic section and additional supplement)	Spontaneously received			
	Investigations and studies section	Essay/Reports section	Educational Experiences (Innovation) section	
Number 339: 11	20	7	2	40
Number 340: 10	24	6	2	42
Number 341: 11	22	5	2	40
Extra: 31		(no sections)		31
<b>63</b>	<b>66</b>	<b>18</b>	<b>6</b>	<b>Total: 153</b>

Overall, the proportion of received articles is considerably higher than the ones requested, both for the monographic section and for the additional supplement (Graphic I).

**GRAPHIC I.** Proportion of Requested Articles (Monographic and Extraordinary Supplement) and Received, Published in 2006



Also, the proportion of researches and studies was superior to articles of other types, as shall be justified subsequently.

On the other hand, throughout 2006, 30% of the received articles have been accepted and published. Note that these are provisional data, as the articles that arrived in the latter months of the year are still in the evaluation or editorial process and will be published, as and when, in 2007.

Likewise, 57 book reviews have been published, most of which made by request to specialized professionals. In the future, the number of reviews will be reduced in favour of a more selective process of papers.

The topics that are the target for the Monographic section and the 2006 additional supplement were selected according to their educational and scientific relevance, among those topics not previously addressed in the journal (Table II).

**TABLE II.** Topics Covered as a Monography (2006)

<b>Number 339</b>	Counselling and Community Support Towards the Improvement in Education. Coordinator: Juan M. Escudero Muñoz
<b>Number 340</b>	The Teaching Task: Attract, Train, Retain and Develop Good Teaching Staff. Coordinators: Juan M. Moreno and Carlos Marcelo
<b>Number 341</b>	Basic Professional Qualifications: Competences for the Inclusion of Youngsters in the Social and Workplace Scenarios. Coordinator: Fernando Marhuenda.
<b>EXTRAORDINARY</b>	PISA. Programme for the International Evaluation of Students. Coordinator: Consuelo Vélaz de Medrano Ureta

In this period, a new procedure to select topics, as well as coordinators, for the Monographic section and the additional number has started to be examined. This revised procedure allows the free submission of proposals within the framework of consolidated research lines, and their evaluation and selection by the Journal according to quality criteria and scientific relevance (guaranteeing that at least two-thirds of the section consist of papers written as a result of original research or investigations). This new procedure will be implemented in 2007.

### **The Dissemination of Unpublished and Quality Educational Research as a Priority**

The editorial line of the Journal takes the dissemination of original quality investigations as its primary goal, which means that the research and study sections take up the greatest part of the content published in all the numbers, except in the case of the annual additional supplement, as it has a more open format generally dictated by the contemporaneity and nature of the topic addressed. For example, the 2006 additional supplement was devoted to the *PISA Study of Evaluation of Students' Performance*. As there is no doubt about the relevance and impact of the PISA results on educational policy, in the heart of the school community and on national and international opinion, the theme of this indispensable issue -now a key reference publication in the

area- recommended combining the participation of the best experts and national and international coordinators who have designed, managed, analysed or taken part in PISA, and their contributions pointed to unpublished highly valuable accumulated experience and knowledge.

Our expectation is that 75% of the content published in each additional issue will be original research papers; the percentage has been approximately 60% during 2006 (Table III).

TABLE III. Original Research Papers

Issue	Number of published articles	Percentage of papers
339	40	50% (20 articles)
340	42	62% (25 articles)
341	40	62.5% (25 articles)

Whilst the publication of 153 articles in a year implies an unprecedented volume for most prestigious Spanish scientific journals (with an average of seven articles per issue) and international educational ones, the fact that over 60% are original papers can be considered a very high proportion. This proportion remains in the first two 2007 issues (342 and 343), in which also around 60% of the articles are also research work and studies. An increase is expected in the future after implementing the new design and request procedures for the Monographic sections.

### **Editorial Process: Adjustment of Criteria and Procedures**

During the past year the Journal situation has been judged according to the evaluation criteria of scientific publications used by the National Evaluation Commission of the Research Activity, the Index of Spanish Journals in Social Sciences (University of Granada) and the Institute for Scientific Information (ISI). From this still on-going revision, improvement measures are being adopted which allow us to state that the Journal currently meets the main indicators established. We proceed to enumerate some of the indicators that justify this statement:



### ■ *Structure of the Organ of the Journal*

The Editorial Committee has been renewed and enlarged (a permanent collaboration with its members is maintained and it calls a meeting once a year), actions likewise applied to the Counselling Committee (with whose members a permanent collaboration is also maintained, especially regarding external evaluation and dissemination), including national and international education specialists of high-level prestige.

### ■ *Punctuality*

While maintaining the regular quarterly publications, the punctuality of the Journal has been improved, although the volume numbers have always been published within the foreseen period. By the end of 2006 the Journal was being published in the first month of each quarter; additionally, structural measures have been adopted to maintain this timetable in the future.

### ■ *Peer Review: the Challenge of Combining Rigour and Efficiency for the External Evaluation*

The articles in all sections undertake, without exception, an external evaluation according to the 'double-blind' procedure (where each article is allocated and assessed anonymously, two external reviewers take part and there is a third reviewer available in case of discrepancy). In this process the reviewers use general rigorous, validated and public evaluation criteria (published in the Journal), the authors receive the reports from the reviewers and it is the reviewers themselves who assess the new versions until they reach final approval.

Both the publication norms and the procedure and external evaluation criteria have been readjusted to the criteria established by the National Commission of Research Activities (CNEAD)<sup>4</sup>, the Spanish Foundation of Science and Technology (FECYT) and the Institute for Scientific Information (ISI-Thomson).

Based on this, the database has been revised and improved. The database includes within it - apart from authors, articles, reviewers, style correctors and translators - the register of the complete editorial process, which is nowadays a valuable follow-up

<sup>4</sup> The Journal fulfils the quality criteria established for scientific Journals by the CNEAI (RD of 7<sup>th</sup> November 2005; Appendix 1; BOE, 266). For this reason the articles published in *Revista de Educación* are recognized for the purpose of the evaluation of research activities.

internal and external evaluation information tool. A specific electronic tool validated by the Spanish Foundation of Science and Technology (FECYT) is expected to be available in the near future.

Among the measures that may simultaneously guarantee the rigour and efficiency of the process, the reduction to 15 days of the time elapsed between the register of entry of an article until the beginning of the external evaluation should be mentioned. A maximum period of 15 days to finish the first review is established (and the same deadline, when relevant, for subsequent reviews). Likewise, the bank of external reviewers according to knowledge areas (adding 80 new and recognised experts), and the number of correctors and translators has been renewed and increased. As a result, the editorial process has been reduced to six months.

### ■ *Impact Rate*

The number of measures adopted in this period will certainly improve the impact rate of the Journal, especially within an international scope, which at this time already places it among the first five Spanish scientific journals in Social Sciences (INRECS, 2005).

Likewise, a previous requirement has been checked, which is the increasing presence of *Revista de Educación* prestigious national and international databases. At present, it figures in the following means of bibliographical documentation:

- *Spanish databases*: DURSI, PSEDISOC Y RISO (ISOC), DOCE, PSICODOC, DIALNET.
- *Foreign databases*: LATINDEX (Latin American); IRESIE (Mexico); ICIST (Canada); HEDBIB (UNESCO-Higher Education Bibliography); SWETSNET (Netherlands).
- *National Catalogues*: CSIC, REBIUN (Spanish University Libraries), Periodic Publications in Libraries from the Centre for Research and Educational Documentation, Set of Periodic Publications in Spanish Libraries (Ministry of Education and Science).
- *International Catalogues*: *Colectif National Français*, Online Computer Library Center (USA), Centre for Documental and Electronic Resources of the Organization of Ibero-American Status, The British Library Current Serials Received.

As we indicated at the beginning, there has been a focus on working in the improvement of the impact rates towards the objective of including our Journal in

other prestigious international bases that improve the dissemination of the published papers and therefore the potencial of Journal as a means of scientific communication.

## Dissemination

*Revista de Educación* is disseminated via subscriptions (individual or organizational), on sale at the Service of Publications of the Ministry of Education and Science, and is also disseminated via exchange for other national and international prestigious educational journals, the latter of which then become part of the library resources of the Ministry of Education and Science.

- PRINT RUN: 2.000 copies
- SUBSCRIPTIONS: 383 copies
- FREE-OF-CHARGE DISTRIBUTION TO INSTITUTIONS: 500 copies
- EXCHANGE FOR NATIONAL AND INTERNATIONAL PRESTIGIOUS JOURNALS: 125 copies (65 with Spanish journals, 15 with North American and European journals, 45 with Latin American journals).

SALE PRICE TO THE PUBLIC: 12.14 Euros

THE ELECTRONIC VERSION IS AVAILABLE FREE OF CHARGE

Likewise, publicity is included in professional magazines and school newspapers, with a view to disseminate it within the educational community.

The new stage initiated in 2006, which forms the target of this annual report, points to important achievements for *Revista de Educación* regarding the accomplishment of publishing standards, topic coverage, national and international representation and, in a nutshell, the impact of the work done by the authors who publish in it.