

A COMPLETE LIST OF EDUCATIONAL JOURNALS PUBLISHED BY TAYLOR AND FRANCIS

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Abstract. In this paper 178 educational primary research journals are listed with their scopes, peer-review rules and their place in the world system of abstracting, indexing and evaluation. It is supposed the information to be of benefit for the Bulgarian researchers in the field of education.

Keywords: educational academic journals, peer-review, abstracting & indexing

For a long period of time Bulgaria has been separated from the other world by the Iron curtain. Under the name 'Peoples Republic of Bulgaria' and as a part of the Soviet communist block, Bulgaria was a close society. The American sociologist Edward Shils was the first who distinguished between centre and periphery in the world-wide scientific community (Shils, 1975). The Soviet Union and the Eastern communist block including Bulgaria were in the periphery of the world science especially in the fields of social sciences and education. The school was under pressure to work on constituting the New Man – a harmonic combination of rich spirituality, including a grand passion to the Communist Party and the Soviet Union, moral purity, and physical perfection (Gerovitch, 2007).

Today, after wiping out the block separation of the world and in the condition of world globalisation, the situation has been dramatically changed. The boundaries between the centre and periphery in the world scientific community are in a process of erasing. Bulgaria is a member of the European Union. The common both educational

and science areas are in a process of establishment. However the Bulgarian educational community has not been prepared yet to meet these challenges.

Science advances as a sustainable process. The academic journals mark the new scientific results. The system of scholarly journals is developed in two levels: the first level includes the primary research journals; the secondary journals where the papers of the primary research journals are indexed and abstracted build the second level. The world system of indexing, abstracting and evaluation consists of about 75 000 primary research journals covered all scientific areas; about 10 % of them are under the control of the Thomson Scientific, f. Institute for Scientific Information. The journals that do not belong to that system are to be considered as marginal editions and the publication in those journals is not recommended because they do not secure a sufficient publicity of their articles (Dumleavy, 2003).

There are two professions in education: *teachers* who do it and *researchers* who studied it. In Bulgaria this fact has not been rationalized yet in full extent. The Bulgarian educators used to present their scientific contributions either in marginal journals or in books/book collections published usually by themselves or by unknown publishers. Disadvantage of these editions is in the lack of audience that can critically evaluate and accept the authors' ideas and results. At the same time there exists a great number of educational journals, all included in the world system of indexing, abstracting and evaluation. Bulgarian names seldom appear in those esteem editions. As a matter of fact these primary research journals seem to be unknown for the Bulgarian educational community. Our specialists are not acquainted with the rules of publishing in such periodicals. This situation cannot be tolerated anymore.

A special feature of the contemporary book and journal publishing is its concentration in giant associations unifying most of the well-established old publishers. One of them is Taylor and Francis. Building on two centuries' experience, Taylor & Francis has grown rapidly over the last two decades to become a leading international academic publisher. With offices in London, Brighton, Basingstoke and Abingdon in the UK, New York and Philadelphia in the USA and Singapore and Melbourne in the Pacific Rim, the Taylor & Francis Group publishes more than 1000 journals and around 1,800 new books each year. Routledge is one of the members of Taylor and Francis' Group. Founded in 1836, Routledge publishes some 600 journals and around 2000 books each year. Such a concentration of a publishing activity allows a rigorous unified scheme of peer-review of the submitted manuscripts to be

applied. This guarantees a high level of quality of the modern book & journal industry.

A selected list of academic journals in the field of education, published by Taylor and Francis, is given in the present paper. The basic information about those journals is extracted from the official journals' web sites. Hopefully, this information would be of benefit for the Bulgarian researchers in the field of education. Thus a window is open for them where they could see one enticing universe. Then, a longing for own contributions in the world of social science is supposed to be grown.

Some of the Taylor & Francis' journals are with a scientific level above the middle one because they are under the control of Thomson Scientific. The current (2006) Impact Factors of these (Routledge) journals are presented in Table 1.

Table 1. The Impact Factor (2006) of some of Routledge's educational journals

<i>Title</i>	ISSN	IF
<i>Journal of Geography in Higher Education</i>	0309-8265	1.321
<i>Sport Education and Society</i>	1357-3322	1.081
<i>Oxford Review of Education</i>	0305-4985	0.857
<i>British Educational Research Journal</i>	0141-1926	0.852
<i>Gender Education</i>	0954-0253	0.767
<i>British Journal of Sociology of Education</i>	0142-5692	0.632
<i>Journal of Education Policy</i>	0268-0939	0.592
<i>Studies in Higher Education</i>	0307-5079	0.538
<i>International Journal of Science Education</i>	0950-0693	0.415
<i>Educational Research</i>	0013-1881	0.302
<i>Interactive Learning Environments</i>	1049-4820	0.300
<i>Comparative Education</i>	0305-0068	0.286
<i>Journal of Moral Education</i>	0305-7240	0.274
<i>Educational Review</i>	0013-1919	0.267
<i>Educational Studies</i>	0305-5698	0.267
<i>Teaching in Higher Education</i>	1356-2517	0.242
<i>Journal of Curriculum Studies</i>	0022-0272	0.211
<i>Innovations in Education and Teaching International</i>	1470-3297	0.103

Source: Journal Citations Reports: Social Science Edition (2006)

1. *Accounting Education. An International Journal* ISSN 0693-9284 (Routledge) Volume 17 (2008) in 4 issues:

Accounting Education: An International journal is a peer-reviewed quarterly international journal devoted to publishing research-based papers and other information on key aspects of accounting education and training of relevance to practitioners, academics, trainers, students and professional bodies. It is a forum for the exchange of ideas, experiences, opinions and research results relating to the preparation of students for careers in public accounting, managerial accounting, financial management, corporate accounting, controllership, treasury management, financial analysis, internal auditing, and accounting in government and other non-commercial organizations, as well as continuing professional development on the part of accounting practitioners.

The coverage includes aspects of accounting education and training policy, curricula issues, computing matters, and accounting research as it impinges on educational or training issues.

All main articles, teaching resources and notes in this journal have undergone rigorous peer review based on initial screening by the Editor followed by double-blind refereeing involving two anonymous referees and an Associate Editor.

Abstracting/Indexing: in Emerald Abstracts (Emerald Management Reviews), OCLC ArticleFirst Database, OCLC FirstSearch Electronic Collections Online, EBSCO (Business Source Corporate, Business Source Elite, Business Source Premier, Professional Development Collection, TOC Premier), British Education Index, Educational Research Abstracts.

2. *Action Learning: Research & Practice* ISSN 1476-7333 (Routledge) Volume 5 (2008) in 2 issues:

Action Learning: Research & Practice will publish articles which advance knowledge and assist the development of practice through the processes of action learning. Articles should aim to create theory, grounded in empirical observation of data and experience, that widens understanding of action learning and research in professional and organisational settings. Papers should encourage practitioners to gain

new insights into their work and help them improve their effectiveness and contribution to their clients and the wider community.

Action learning is grounded in the approach pioneered by Reg Revans which holds that there can be no learning without action and no knowing without the effort to practise and implement what is claimed as knowledge. Because action learning promotes the creative integration of thinking & doing, theory & practice, academic & practitioner, contributors are asked to strive to hold these often-diverse perspectives together. An important question in assessing papers will be: “Is this likely to help people in the further development of their practice in working with people, organisations and communities?”

Articles, which cross the conventional boundaries of professions, organisations and communities, are particularly welcome. The editors will also welcome responses from readers to all these contributions, and publish alternative views in the spirit of debate and discussion.

Action Learning: Research & Practice will address a wide audience spanning many worlds of professional practice. The editors place particular value upon writing which is clear, direct, accessible, and well organised.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and refereeing by at least two anonymous referees.

Abstracting/Indexing: ASCI, Australian Education Index (AEI), [Contents Pages in Education](#) and [Educational Research Abstracts online \(ERA\)](#).

3. *ALT-J: Research in Learning Technology* ISSN 0968-7769 (Routledge) Volume 16 (2008) in 3 issues:

The Association for Learning Technology Journal (ALT-J) aims to promote good practice in the use of learning technologies in education and industry and facilitate collaboration between practitioners, researchers, and policy makers.

Typical subjects for submission include: theoretical debate on and analysis of the relationship between learning, teaching, design and technology; evaluative studies of technology use in the teaching and learning process; studies of the impact of technologies on roles within the educational context; assessment of the potential of technological advances in education; analyses of policy and strategy at institutional, national and international levels; survey papers (which must be timely, up to date and well structured).

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI); British Education Index; [Contents Pages in Education](#); [Educational Research Abstracts Online \(ERA\)](#) National Database for Research into International Education (NDRI) and PsycINFO.

4. *American Journal of Distance Education* ISSN 0892-3647 (Routledge) Volume 22 (2008) in 4 issues:

AJDE is the internationally recognized journal of research and scholarship in the field of American distance education. Distance education describes teaching-- - learning relationships where the actors are geographically separated and communication between them is through technologies such as audio and video broadcasts, teleconferences and recordings, printed study guides, and multimedia systems. The principal technology of current research interest is the World Wide Web, and sub-fields of distance education therefore include online learning, e-learning, distributed learning, asynchronous learning, and blended learning.

AJDE encourages the submission of articles about methods and techniques of teaching at a distance, about learning, and about management and administration, but also encourages authors to write about policies, theories, and values that drive distance education. Articles should be based on research, although all methods and approaches to research are welcome. Authors are advised to ensure that their work is appropriately grounded in a review of existing literature. Submissions are accepted with the understanding that they will be subject to review and editorial revision and that they neither have been nor will be published elsewhere.

5. *Applied Environmental Education & Communication* ISSN 1533-015 (Routledge) Volume 7 (2008) in 4 issues:

Applied Environmental Education and Communication is a scholarly journal for both academics and practitioners. The journal presents the latest developments in the fields of environmental social marketing, environmental journalism, environmental education, sustainability education, environmental interpretation, and environmental health communication. It also examines environmental initiatives in governmental and corporate public awareness, public relations and outreach,

behavioral science, interpersonal and mass media, and worldwide education and communication campaigns. The journal seeks to advance a synergistic relationship between research and practical information to help readers solve real environmental problems.

Applied Environmental Education and Communication provides practitioners with specific recommendations based on experience and research. Authors are encouraged to report what did not work as well as what did and make suggestions for future strategies. This multidisciplinary journal is written in a straightforward style with a minimum of technical jargon.

Abstracting/Indexing: CSA - ASFA-3: Water Pollution & Environmental Quality Abstracts; CSA - Human Population & the Environment Abstracts; CSA - Pollution Abstracts; Communication Abstracts; ERA - Educational Research Abstracts, Online; and Water Pollution & Environmental Quality Abstracts.

6. *Applied Measurements in Education* ISSN 0895-7347 (Routledge) Volume 21 (2008) in 4 issues:

Because interaction between the domains of research and application is critical to the evaluation and improvement of new educational measurement practices, *Applied Measurement in Education*' prime objective is to improve communication between academicians and practitioners. To help bridge the gap between theory and practice, articles in this journal describe original research studies, innovative strategies for solving educational measurement problems, and integrative reviews of current approaches to contemporary measurement issues.

Abstracting/Indexing: sycINFO/Psychological Abstracts; Contents Pages in Education; ISA; ISI: Current Contents/Social & Behavioral Sciences, Social Sciences Citation Index, Social SciSearch, Journal Citation Reports Social Science; Education Index; Education Abstracts; EBSCOhost Products; Cabell' Directories; Scopus.

7. *Asia Pacific Journal of Education* ISSN 0218-8791 (Routledge) Volume 28 (2008) in 3 issues:

Asia Pacific Journal of Education focuses on major shifts in educational policy and governance, curriculum and pedagogy, and on the everyday lives and practices of students and teachers in the Asia-Pacific Rim. New empirical and theoretical work, as well as critical and exploratory essays that focus on the impacts

of modernity, postcolonialism and globalisation on education systems will be featured.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index, Australian Public Affairs Information Service (APAIS), [Contents Pages in Education](#), EBSCO online, [Educational Research Abstracts online \(ERA\)](#), PsycINFO.

8. *Asia-Pacific Journal of Teacher Education* ISSN 1359-866X (Routledge) Volume 36 (2008) in 4 issues:

This journal promotes critical analysis of pedagogy across early childhood, primary, secondary and post compulsory education, focusing on: the pre-service and continuing education of teachers; new ideas and innovative practices; the professional development of teachers; teaching as work; social and policy contexts of teacher education; new technology.

Abstracting/Indexing: Academic Search, Australian Education Index, [Contents Pages in Education](#), EBSCO Online, EBSCO CD Rom Database, Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#), ERIC, Language and Linguistics Behaviour Abstracts, MLA International Bibliography, PsycINFO and [Research into Higher Education Abstracts](#).

9. *Assessment & Evaluation in Higher Education* ISSN 0260-2938 (Routledge) Volume 33 (2008) in 6 issues:

Assessment & Evaluation in Higher Education is an established international peer-reviewed journal, which publishes papers and reports on all aspects of assessment and evaluation within higher education. Its purpose is to advance understanding of assessment and evaluation practices and processes, particularly the contribution that these make to student learning and to course, staff and institutional development. *Assessment & Evaluation in Higher Education* welcomes research-based, reflective or theoretical studies, which help to illuminate the practice of assessment and evaluation in higher education. The journal is aimed at all higher education practitioners, irrespective of discipline. It sets out to provide readily accessible, up-to-date information about significant developments within the field,

with a view to the sharing and extension of evaluated, innovative practice and the development of ideas. Suggestions for special issues are welcomed.

All papers submitted to *Assessment and Evaluation in Higher Education* undergo a rigorous peer review process, beginning with an initial screening by the editor prior to anonymous scrutiny by at least two independent expert referees. Following structured comments from referees, decisions are conveyed to authors together with feedback about the paper.

Abstracting/Indexing: Academic Search; [British Education Index](#); [Contents Pages in Education](#); EBSCO Online; EBSCO CD Rom Database; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); ERIC; Higher Education Abstracts; Psychological Abstracts; psycINFO; Research into Higher Education Abstracts and UNESCO Databases.

10. *Assessment in Education: Principles, Policy & Practice* ISSN 0969-594X (Routledge) Volume 15 (2008) in 3 issues:

Recent decades have witnessed significant developments in the field of educational assessment. New approaches to the assessment of student achievement have been complemented by the increasing prominence of educational assessment as a policy issue. In particular, there has been a growth of interest in modes of assessment that promote, as well as measure, standards and quality. These have profound implications for individual learners, institutions and the educational system itself.

Assessment in Education provides a focus for scholarly output in the field of assessment. The journal is explicitly international in focus and encourages contributions from a wide range of assessment systems and cultures. The intention is to explore both commonalities and differences in policy and practice.

Abstracting/Indexing: [British Education Index](#); [Contents Pages in Education](#); Education Journal; [Educational Research Abstracts online \(ERA\)](#); ERIC; PsycINFO and [Research into Higher Education Abstracts](#).

11. *Australasian Journal of Special Education* ISSN 1030-0112 (Routledge) Volume 32 (2008) in 2 issues:

The Australian Association for Special Education Inc (AASE) aims to enhance access for students with special education needs to quality educational programs,

promote professional standards of a high order and to support research that informs the delivery of special education in the Australian context. To further these aims, *The Australasian Journal of Special Education* publishes articles for a readership professionally engaged or interested in the education of students with special needs or the education of those who will work these students.

Articles may be original qualitative or quantitative research papers, literature reviews, or conceptual articles relevant to any aspect of special education practice and policy. All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymity refereeing by at least two anonymous referees.

12. *Australian Journal of Learning Difficulties* (f. *Australian Journal of Learning Disabilities*) ISSN 1940-4158 (Routledge) Volume 13 (2008) in 2 issues:

The *Australian Journal of Learning Difficulties*, formerly the Australian Journal of Learning Disabilities, provides a forum for both theoretical and empirical articles on topics related to the assessment and teaching of students with learning disabilities and learning difficulties. Papers reporting intervention studies focused on effective instruction in basic skills are particularly welcome. The journal is subject to a peer review process.

Abstracting/Indexing: [Australian Education Index](#), [Contents Pages in Education](#) and Educational Research Abstracts Online.

13. *British Educational Research Journal* ISSN 0141-1926 (Routledge) Volume 34 (2008) in 6 issues:

The *British Educational Research Journal* is an international medium for the publication of articles of interest to researchers in education and has rapidly become a major focal point for the publication of educational research from throughout the world. The journal is interdisciplinary in approach, and includes reports of case studies, experiments and surveys, discussions of conceptual and methodological issues and of underlying assumptions in educational research, accounts of research in progress, and book reviews.

Abstracting/Indexing: Academic Search; [British Education Index](#); [Contents Pages in Education](#); Current Contents Social and Behavioral Sciences; EBSCO Online; EBSCO CD Rom Database; Education Journal; Educational Administration

Abstracts; [Educational Research Abstracts online \(ERA\)](#); e-psyche; ERIC; FRANCIS; IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); IBZ (International Bibliography of Periodical Literature in the Fields of Art + Humanities + Social Sciences); Language and Linguistics Behaviour Abstracts; PsycINFO; [Research into Higher Education Abstracts](#); Social Sciences Citation Index (SSCI); International Bibliography of the Social Sciences (IBSS) and Sociological Abstracts.

14. *British Journal of Religious Education* ISSN 0141-6200 (Routledge) Volume 30 (2008) in 3 issues:

The *British Journal of Religious Education (BJRE)* is an international peer-reviewed journal which has a pedigree stretching back to 1934 when it began life as *Religion in Education*. In 1961 the title was changed to *Learning for Living*, and the present title was adopted in 1978. It is the leading journal in Britain for the dissemination of international research in religion and education and for the scholarly discussion of issues concerning religion and education internationally.

BJRE aims to promote and report research and scholarship in religious education and related fields such as values education, spiritual education and intercultural education insofar as they relate to the discussion of religion or religious traditions and movements. Contributions relating to the following are especially welcome: research and scholarship on religious education as understood in the UK publicly funded school sector; international research and scholarship relating to religious education in the schools of plural societies; religious education in faith based schools; religious perspectives on education; childhood and religion in community and school settings.

Contributions are welcome from researchers and scholars of any faith or none in all sectors of education (including higher education, schools, educational administration and inspection). Submissions from graduate students are welcome.

All articles in this journal have undergone rigorous peer review based on initial editor screening and anonymized refereeing by two anonymous referees from a panel of international scholars and researchers.

Abstracting/Indexing: Academic Search; ATLA Religion Database; Australian Education Index; British Education Index; Contents Pages in Education;

Educational Research Abstracts online (ERA); IBR/IBZ; and Religious and Theological Abstracts.

15. *British Journal of Sociology of Education* ISSN 0142-5692 (Routledge) Volume 28 (2008) in 6 issues:

British Journal of Sociology of Education publishes academic articles from throughout the world which contribute to both theory and empirical research in the sociology of education. The journal attempts to reflect the variety of perspectives current in the field. In order to ensure that all articles are of the highest quality, all contributions are submitted to at least two referees before acceptance for publication. Apart from the main articles each issue will normally contain a review essay, an extended review and a review symposium on a major book or collection of books.

All articles submitted to the journal undergo rigorous peer review. This involves anonymised refereeing by two anonymous referees and where there is a split decision by a third referee. The journal has an extensive editorial board of referees that have standing both nationally and internationally.

Abstracting/Indexing: Academic Search; ASSIA; Belief, Culture and Learning Information Gateway; the [British Education Index](#); CommunityWISE; [Contents Pages in Education](#); Current Contents Social and Behavioural Sciences; EBSCOhost EJS; EBSCO Online; EBSCO CD Rom Database; [Educational Research Abstracts online \(ERA\)](#); ERIC; FRANCIS; IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); ISI Social Sciences Citation Index; IBZ (International Bibliography of Periodical Literature on the Humanities and Social Sciences); psycINFO; [Research into Higher Education Abstracts](#); Sociological Abstracts; International Bibliography of the Social Sciences (IBSS) and [Sociology of Education Abstracts](#).

16. *BSHM Bulletin: Journal of the British Society for the History of Mathematics* ISSN 1749-8430 (Taylor and Francis) Volume 23 (2008) in 3 issues:

BSHM Bulletin is the journal of the British Society for the History of Mathematics (BSHM), whose aims are to promote research into the history of mathematics and to encourage its use at all levels of mathematics education. *BSHM Bulletin* publishes articles, reports, and book reviews on a range of historical topics.

Articles on local mathematical history, the use of history of mathematics in education, and those reflecting individual interests and research are particularly encouraged.

Abstracting/Indexing: ABC CLIO: Historical Abstracts; British Education Index; British Humanities Index; British Library Inside; Educational Research Abstracts; Isis Current Bibliography of the History of Science; MathSciNet/Mathematical Reviews; New Jour; RLG History of Science, Technology and Medicine Database; ZDM - International Reviews on Mathematical Education, Zentralblatt MATH and Zetoc.

17. *Cambridge Journal of Education* ISSN 0305-764X (Routledge) Volume 38 (2008) in 4 issues:

Cambridge Journal of Education, an international English language journal, publishes original refereed articles on all aspects of education with a particular emphasis on work that contributes to shared understanding among academic researchers, theorists, practising teachers, policy-makers and educational administrators. Its readers include members of each of these groups - evidence of its success in bringing together those who determine the content, organisation, and practice of education.

Cambridge Journal of Education enjoys a wide international readership and encourages contributors from different educational systems and cultures to submit work for publication. The Editors also welcome suggestions for special issues on particular topics; pieces which engage in or stimulate discussion; and responses to issues raised by contributors. Articles should normally be of 6000 words maximum length, though much shorter pieces are also welcome. All articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Academic Search; [British Education Index](#); [Contents pages in Education](#); EBSCO Online; EBSCO CD Rom Database; Education Journal; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); ERIC; MLA International Bibliography; Psychological Abstracts; [Research into Higher Education Abstracts](#) and Sociological Abstracts.

18. *Changing English: Studies in Culture and Education* ISSN 1358-684X (Routledge) Volume 15 (2008) in 3 issues:

Changing English is an established journal for English teachers in primary, secondary and tertiary education. The journal aims to encourage international dialogue between teachers and researchers and to support teachers and schools on issues surrounding literacy and language. In particular, *Changing English* considers the future of English as a subject in the context of its history and the scope for development and change.

Recent years have seen new arguments and new contents offered for English in many countries, at a time when governments have given issues in English teaching a new prominence and where students' linguistic and cultural backgrounds are diverse. *Changing English* provides a forum for necessary debate and for evaluation of new perspectives.

The editors encourage articles and reviews from writers concerned with English teaching worldwide. Contributions are welcome which discuss developments in aspects of language, literacy and literature teaching in all areas of the curriculum. All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: [British Education Index](#); [Contents Pages in Education](#); [Educational Research Abstracts online \(ERA\)](#); Language and Linguistics Behavior Abstracts and MLA International Bibliography.

19. *Child Care in Practice* ISSN 1357-5279 (Routledge) Volume 14 (2008) in 4 issues:

Child Care in Practice is a quarterly, peer-reviewed journal that provides an international forum for professionals working in all disciplines in the provision of children's services, from social care to health care, medicine to psychology, education, the police and probationary services, to solicitors and barristers.

The strategic aims and objectives of the journal are: to develop the knowledge base of practitioners, managers and other professionals responsible for the delivery of professional child care services. The journal seeks to contribute to the achievement of quality services and the promotion of the highest standards; to achieve an equity of input from all disciplines working with children. The multi-disciplinary nature of the journal reflects that the key to many successful outcomes in the child care field lies in the close co-operation between different disciplines; to raise awareness of often-

neglected issues such as marginalization of ethnic minorities and problems consequent upon by poverty and disability; to keep abreast of and continue to influence child care practice in response to children's legislation; to include the views of those who are in receipt of multi-disciplinary child care services.

All articles in this journal have undergone editorial screening and have been subject to two peer reviews.

Abstracting/Indexing: Family Index, International Bibliography of the Social Sciences, PsycINFO and Social Services Abstracts.

20. *Children's Geographies: Advancing Interdisciplinary Understanding of Younger People's Lives* ISSN 1473-3285 (Routledge) Volume 6 (2008) in 4 issues:

Children's Geographies is a peer-reviewed journal that provides an international forum to discuss issues that impact upon the geographical worlds of children and young people under the age of 25 and of their families. The journal aims to be accessible to new researchers, including postgraduate students and academics at an early stage of their research careers, and to practitioners with an interest in children, youth and families. Study of the geographies of this kind, whilst emphasising the importance of place, space and spatiality, inevitably cuts across inter- and intra-disciplinary boundaries. The journal provides a forum for academics and practitioners with an interest in these multi-faceted geographies, enabling new insights into the diverse and multiple realities of young people's lives.

The journal allows a more sustained focus on the disparities of what it is like to be a young person within different societal contexts, but also enables geographers to link more effectively with colleagues in other disciplines who share similar interests (for example, Sociology, Anthropology, Cultural Studies, Economic Development, Education, Psychology, Legal Studies, Social Policy, Political Science, Urban Design and Architecture). Coherence of this sort further ensures that the findings of geographical research are taken seriously in ongoing public policy debates on children, youth and families.

All papers submitted to the journal, including those which form part of special issue sets, are anonymously reviewed by at least two independent referees.

21. *Christian Higher Education* ISSN 1536-3759 (Routledge) Volume 7 (2008) in 5 issues:

Christian Higher Education is a peer reviewed archival journal that features articles on developments being created and tested by those engaged in the study and practice of Christian higher education. This journal addresses issues in finance, enrollment management, innovative teaching methods, higher education administration, program assessment, faculty development, curriculum development, and student services. Each issue offers a balance of essays on current research as well as programs and methods at the cutting edge of progress.

Christian Higher Education is the only journal to be international, interdenominational, interdisciplinary, and to focus exclusively on Christian higher education.

All review papers in this journal have undergone editorial screening and peer review.

22. *Communication Education* ISSN 0363-4523 (Routledge) Volume 57 (2008) in 4 issues:

Communication Education published in January, April, July and October, is a leading journal for scholarship on discourse and instruction. Published continuously for over 50 years, it includes original empirical, critical, historical, and theoretic studies bearing on the intersections of communication, instruction, and human development. It encompasses diverse disciplinary, conceptual, and methodological perspectives, especially research in the following areas: Classroom discourse; Life-span development of communication competence; Mediating instructional communication with technology; Diverse backgrounds of learners and teachers in instructional interaction; Interaction in informal education such as mentoring or coaching, and in varied instructional settings such as workplaces and community centers; Learning outcomes and processes in the discipline of communication studies. Each issue of *Communication Education* also features reports of the Scholarship of Teaching and Learning in Communication. These articles are driven by questions about how an instructional communication practice influenced the teaching and learning of a particular subject in a particular setting.

Unless specifically indicated otherwise, articles in this journal have undergone rigorous peer review, including screening by the editor and review by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI); ERIC and National Database for Research into International Education (NDRI).

23. *Communication Teacher* ISSN 1740-4622 (Routledge) Volume 22 (2008) in 4 issues:

Communication Teacher is a quarterly publication dedicated to the identification, assessment and promotion of quality teaching practices in the K-12, community college, and university communication classrooms. Teaching practices are explored in depth: the rationale, objectives and identification of courses for which the practice is intended, a full explanation of the practice, appraisal, references, and suggested readings. Courses covered include communication research methods, communication technologies, communication theory, family, gender, health, interpersonal, intercultural, mass, organizational, public relations, rhetoric and small group, in addition to the basic/hybrid communication courses.

Unless specifically indicated otherwise, articles in this journal have undergone rigorous peer review, including screening by the editor and review by at least two anonymous referees.

24. *Community College Journal of Research and Practice* ISSN 1066-8926 (Routledge) Volume 32 (2008) in 12 issues:

The only two-year college journal that is international in scope and purpose, *Community College Journal of Research and Practice* is published twelve times per volume year. The journal is a multidisciplinary forum for researchers and practitioners in higher education and the behavioral and social sciences. It promotes an increased awareness of community college issues by providing an exchange of ideas, research, and empirically tested educational innovations.

All review papers in this journal have undergone editorial screening and peer review.

Abstracting/Indexing: Educational Administration Abstracts, [Educational Research Abstracts online \(ERA\)](#), ERIC, Higher Education Abstracts and Human Resource Abstracts; Contents Pages in Education; Current Index to Journals in Education (CIJE); Education Index; and Education Abstracts.

25. *Comparative Education* ISSN 0305-0068 (Routledge) Volume 44 (2008) in 4 issues:

This international journal of educational studies presents up-to-date information with analyses of significant problems and trends throughout the world. *Comparative Education* engages with challenging theoretical and methodological issues - and also considers the implications of comparative studies for the formation and implementation of policies - not only in education but in social, national and international development. Thus it welcomes contributions from associated disciplines in the fields of government, management, sociology - and indeed technology and communications - as these affect educational research and policy decisions.

Abstracting/Indexing: Academic Search; Australian Education Index (AEI); [British Education Index](#); International Bibliography of the Social Sciences (IBSS); [Contents Pages in Education](#); Current Contents Social and Behavioral Sciences; EBSCO Online; EBSCO CD Rom Database; Educational Administration Abstracts; Educational Journal; [Educational Research Abstracts online \(ERA\)](#); ERIC; GeoAbstracts; IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); IBZ (International Bibliography of Periodical Literature on the Humanities and Social Sciences); Language and Linguistics Behavior Abstracts; National Database for Research into International Education (NDRI); [Research into Higher Education Abstracts](#); Social Sciences Citation Index; Sociological Abstracts and UNESCO Databases.

26. *Compare: A Journal of Comparative Education* ISSN 0305-7925 (Routledge) Volume 38 (2008) in 5 issues:

Comparative and international studies in education enjoy new popularity. They illuminate the effects of globalisation and post-structural thinking on learning for professional and personal lives. *Compare* publishes such research as it relates to educational development and change in different parts of the world. It seeks analyses of educational discourse, policy and practice across disciplines, and their implications for teaching, learning and management.

The editors welcome papers which reflect on practice from early childhood to the end of adult life, review processes of comparative and international enquiry and report on empirical studies. All papers should include a comparative dimension. Case studies of under-researched aspects of the field and countries about which little is known are of particular interest.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI); Academic Search; [British Education Index](#); [Contents Pages in Education](#); EBSCO Online; EBSCO CD Rom Database; Educational Administration Abstracts; Education Journal; [Educational Research Abstracts online \(ERA\)](#); ERIC; IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); IBZ (International Bibliography of Periodical Literature on the Humanities and Social Sciences); Language and Linguistics Behavior Abstracts; [Research into Higher Education Abstracts](#); Sociological Abstracts and UNESCO.

27. *Computer Assisted Language Learning* ISSN 0958-8221 (Routledge) Volume 21 (2008) in 5 issues:

Computer Assisted Language Learning (CALL) is an intercontinental and interdisciplinary journal which leads the field in its dedication to all matters associated with the use of computers in language learning (L1 and L2), teaching and testing. It provides a forum to discuss the discoveries in the field and to exchange experience and information about existing techniques. The scope of the journal is intentionally wide-ranging and embraces a multitude of disciplines.

Submitted articles may focus on *CALL* and: Research Methodologies; Language Learning and Teaching Methods; Language Testing Systems and Models; Language Courseware Design; Language Courseware Development; Curriculum Integration; Evaluation; Teacher Training; Intelligent Tutoring; New Technologies; The Sociocultural Context; Learning Management Systems.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymised refereeing by at least two anonymous referees.

Abstracting/Indexing: *British Education Index (BEI)*; *Contents Pages in Education*; *Current Index to Journals in Education (CIJE)*; *Educational Technology Abstract*; *INSPEC*; *Language Teaching*; *Linguistics Abstracts*; *Linguistics and Language Behavior Abstract*; *MLA International Bibliography*; *Psychological Abstracts*; *PsycINFO* and *PsychLIT*.

28. *Computer Science Education* ISSN 0899-3408 (Routledge) Volume 18 (2008) in 4 issues:

Computer Science Education aims to publish high-quality papers with a specific focus on teaching and learning within the computing discipline that are accessible and of interest to educators, researchers, and practitioners alike.

Depending on their special interests, those working in the field may draw on subject areas as diverse as statistics, educational theory and the cognitive sciences in addition to technical computing knowledge.

Papers may present work at different scales, from classroom-based empirical studies through evaluative comparisons of pedagogic approaches across institutions or countries and of different types from the practical to the theoretical.

The journal is not dedicated to any single research orientation. Studies based on qualitative data, such as case studies, historical analysis and theoretical, analytical or philosophical material, are equally highly regarded as studies based on quantitative data and experimental methods.

It is expected that all papers should inform the reader of the methods and goals of the research; present, present and contextualise results; and draw clear conclusions. All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: *Contents Pages in Education, Educational Technology Abstracts, INSPEC.*

29. *Critical Studies in Education* (f. *Melbourn Studies in Education*) ISSN 1750-8487 (Routledge) Volume 49 (2008) in 2 issues:

Critical Studies in Education is international in outlook and readership and critical in orientation, without being tied to one particular perspective. The journal seeks manuscripts that provide critique of contemporary arrangements in education contexts, particularly from the standpoint of the marginalized, as well as manuscripts that offer alternatives to these arrangements. The journal publishes original and challenging articles from throughout the world that make a contribution to theory and empirical research and which are aimed at moving debates forward. Two issues are published each year. Submissions are anonymously peer-reviewed.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

30. *Curriculum Journal* ISSN 0958-5176 (Routledge) Volume 19 (2008) in 4 issues:

The *Curriculum Journal* is written for those professionals in the education services wishing to influence future directions in education for the better. It provides a much-needed forum for debate, publishing research into curriculum structure, organization and development in primary and secondary schools and further education. The *Curriculum Journal* is written for teachers and head teachers, advisors, managers and academics. It features articles on the whole curriculum, cross-curricular issues, assessment requirements and new approaches to teaching and learning.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Academic Search; Article@INIST (Institute for Scientific and Technical Information); Australian Education Index; [British Education Index](#); [Contents Pages in Education](#); EBSCOhost EJS; Education Journal; [Educational Research Abstracts online \(ERA\)](#), ERIC; FRANCIS and the International Bibliography of the Social Sciences.

31. *Diaspora, Indigenous, and Minority Education* ISSN 1559-5692 (Routledge) Volume 2 (2008) in 4 issues:

Diaspora, Indigenous, and Minority Education: An International Journal (DIME) – a quarterly peer-reviewed journal focused on critical discourse and research in diaspora, indigenous, and minority education – is dedicated to researching cultural sustainability in a world increasingly consolidating under national, transnational, and global organizations. It aims to draw attention to, and learn from, the many initiatives being conducted around the globe in support of diaspora, indigenous, and minority education, which might otherwise go unnoticed.

DIME invites research from a variety of theoretical and methodological perspectives that emphasize the centrality of marginal voices and a peripheral gaze, and which draw attention to the complex interrelations between political, economic,

historical, and social contexts, as well as the ways in which these various contexts shape educational policies, practices, curricula, and outcomes. The journal welcomes articles that ground theoretical reflections in specific empirical research and case studies of diverse locations and peoples as yet underrepresented within scholarly research and literature, as well as action or participatory research studies of exemplary or “best” practices.

Intended to bridge arbitrary disciplinary boundaries in which such research and theorizing are currently conducted, *DIME* encourages cutting-edge work from around the world to enhance understanding of the relationships between home and school cultures; educational development, curriculum, and cultural change; local, regional, national, and/or transnational forces or institutions; culture, ethnicity, and gender in identity construction; migration and educational change; and societal attitudes and cultural variation.

32. *Discourse: Studies in the Cultural Politics in Education* ISSN 0159-6306 (Routledge) Volume 29 (2008) in 4 issues:

Discourse is an international, fully peer-reviewed journal publishing contemporary research and theorising in the cultural politics of education. The journal publishes academic articles from throughout the world, which contribute to contemporary debates on the new social, cultural and political configurations that now mark education as a highly contested but important cultural site.

Discourse adopts a broadly critical orientation, but is not tied to any particular ideological, disciplinary or methodological position. It encourages interdisciplinary approaches to the analysis of educational theory, policy and practice. It welcomes papers, which explore speculative ideas in education, are written in innovative ways, or are presented in experimental ways.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees. The list of reviewers for each year is published in the final number of the journal for that year.

Abstracting/Indexing: ASSIA, Australian Education Index, [British Education Index](#), Communication Abstracts, [Contents Pages in Education](#), Database of Research on International Education, EBSCOhost EJS, [Educational Research Abstracts online \(ERA\)](#), Language and Linguistics Behavior Abstracts, MLA

International Bibliography, [Research into Higher Education Abstracts](#), Sexual Diversity Studies, Sociological Abstracts.

33. *Distance Education* ISSN 0158-7919 (Routledge) Volume 29 (2008) in 3 issues:

Distance Education is a peer-reviewed international journal. Its goals are to engender research and scholarship in the broad fields of open, flexible, and distance education. Distance Education was one of the first journals published to focus exclusively on this area of educational practice and it remains a primary source of original and scholarly work in the field for practitioners, teachers and students.

Abstracting/Indexing: Australian Education Index; [Contents Pages in Education](#); [Educational Research Abstracts online \(ERA\)](#) and ERIC.

34. *Drugs: Education, Prevention & Policy* ISSN 0968-7637 (Informa Healthcare) Volume 15 (2008) in 6 issues:

Drugs: education, prevention & policy is a refereed journal which aims to provide a forum for communication and debate between policy makers, practitioners and researchers concerned with social and health policy responses to legal and illicit drug use and drug-related harm. The journal publishes multi-disciplinary research papers, commentaries and reviews on policy, prevention and harm reduction issues regarding the use and misuse of alcohol, tobacco and other drugs. It is journal policy to encourage submissions, which reflect different cultural, historical and theoretical approaches to the development of policy and practice.

The Editor welcomes contributions based on original research, policy discussion, evaluations of policy and practice, literature reviews, and papers which examine historical and cultural aspects of substance use and social responses to use and problematic use. Short contributions are also welcome for two new sections in the journal: Policy News will aim to provide information and discussion on current policy developments and issues of national or international importance in prevention or harm reduction. Conference Reports is intended to provide brief accounts, from the contributor's point of view, of the themes and outcomes from national or international conferences.

Abstracting/Indexing: [Addiction Abstracts](#), Alcohol and Alcohol Problems Science Database (ETOH), Alcohol, Drugs and Traffic Safety, ASSIA (Applied Social Science Index and Abstracts), [British Education Index](#), Cambridge Scientific

Abstracts (CSA), Combined Health Information Database (CHID), CPP Online/CDP-File, Current Contents/Social & Behavioural Sciences, Current Research Literature; DRUGAB (Computer database of the Swedish Council for Information on Alcohol and Other Drugs), Drug Abuse: current research on alcohol and drug dependence, EBSCO Online, Electronic Library For Social Care, ERIC, e-psyche, Health & Safety Science Abstracts, Family Index Database, National Criminal Justice Reference Service; Psychological Abstracts/PsycLIT/PsycINFO, Research Alert, Risk Abstracts, Sociological Abstracts; Social Services Abstracts; Social Sciences Citation Index; Social SciSearch; [Studies on Women and Gender Abstracts](#) and TOXIBASE.

35. *Early Child Development and Care* ISSN 0300-4430 (Taylor and Francis) Volume 178 (2008) in 8 issues:

Early Child Development and Care is a multidisciplinary publication that serves psychologists, educators, psychiatrists, paediatricians, social workers and other professionals who deal with research, planning, education and care of infants and young children. The periodical provides English translations of work in this field that has been published in other languages, and original English papers on all aspects of early child development and care: descriptive and evaluative articles on social, educational and preventive medical programs for young children, experimental and observational studies, critical reviews and summary articles. In addition to scientific papers, the periodical will contain book reviews, reports on conferences and other items of interest.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: ASCI Databases, ASSIA, [Contents Pages in Education](#), Education Index, ERIC, e-psyche, IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences), IBSS (International Bibliography of the Social Sciences), Psyche, INFO.

36. *Early Education & Development* ISSN 1040-9289 (Routledge) Volume 19 (2008) in 4 issues:

Early Education and Development (EE&D) is a professional journal for those involved in educational and preschool services and research related to children and

their families: early education supervisors, school psychologists, daycare administrators, child development specialists, developmental and child clinical psychologists, and special education administrators. It is designed to emphasize the implications for practice of research and solid scientific information.

EE&D is a connecting link between the research community in early education and child development and school district early education programs, daycare systems, and special needs preschool programs. It is a publication established as a continuing forum for research and general policy articles in the rapidly growing area of early education services for the preschool child.

The scope of *Early Education and Development* includes: normal, at-risk, and handicapped children, preschool and day-care programs, research on remedial programs, instructional and developmental techniques, school district and community policies, kindergarten screening, assessment devices and approaches, parental role and competencies, staff competencies, social and physical environment, school readiness, and early education and intervention.

Abstracting/Indexing: PsycINFO/Psychological Abstracts; Cabell' Directory of Publishing Opportunities in Psychology.

37. *Early Years: An International Journal of Research and Development* ISSN 0957-5146 (Routledge) Volume 28 (2008) is 3 issues:

The importance of early childhood education and care in providing the foundations for lifelong learning is now widely acknowledged. *Early Years: An International Journal of Research and Development* aims to broaden the international debate about the best provision for young children by representing a wide range of perspectives from different countries, different disciplines and different research methodologies.

There is a growing diversity of approaches to training early years practitioners for complex and demanding work within multi professional teams and with families from diverse social and cultural backgrounds. The editors welcome original, rigorous and clearly written contributions, in English, which: relate to the training, education and continuing professional development of all early years practitioners including managers; support staff, qualified teachers and higher education academics teaching on early childhood courses and specialisms; compare the experiences, development needs and responsibilities of children, parents and practitioners in different kinds of

setting and contexts; report on research projects; review work across an area of research; present a detailed analysis of the experiences of individuals or small groups; explore new approaches to the publication of knowledge about working with children.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI), National Database for Research into International Education (NDRI); [British Education Index](#); [Contents pages in Education](#); [Educational Research Abstracts online \(ERA\)](#); PsycINFO.

38. *Education 3-13: International Journal of Primary, Elementary and Early Years Education* ISSN 0300-4279 (Routledge) Volume 36 (2008) in 4 issues:

Education 3-13 - International Journal of Primary, Elementary and Early Years Education is the major international publication of the Association for the Study of Primary Education (ASPE). The defining feature of the journal is that it aims to publish refereed articles representing and analysing practice, research and theory which are of relevance to those working with children between the ages of 3-13, both in the UK and internationally.

Education 3-13 - International Journal of Primary, Elementary and Early Years Education will be of interest to students, teachers, advisers and academics who seek helpful and stimulating ways of viewing what they do, or might do. Teachers of children in the age range 3-13 are keen to discover more about how children learn as well as what they learn.

The journal welcomes submissions on all aspects of education in the form of articles that report classroom research, analyse practice, discuss local and national policy and initiatives, offer a comparative perspective on research and policy and report on major research projects. Illustrations, tables, figures, photos and examples of children' work are welcomed.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: [National Literacy Trust](#), British Education Index and PsycINFO.

39. *Education and the Law* ISSN 0953-9964 (Routledge) Volume 20 (2008) in 4 issues:

Education and the Law provides a fully independent and up-to-date source of information on all aspects of the law relating to primary, secondary, tertiary and higher education for principals, head teachers, governors, local authority officers and members, and practising lawyers, all of whom need to keep abreast of events in this rapidly developing area. It includes a commentary on case law and legislation, original articles on topics of current importance, and a comprehensive database of recent developments in education law.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Academic Search; Australian Education Index (AEI); [British Education Index](#); ChildData; [Contents Pages in Education](#); [Educational Research Abstracts online \(ERA\)](#); National Children's Bureau; National Database for Research into International Education (NDRI) and [Research into Higher Education Abstracts](#).

40. *Education Economics* ISSN 0964-5292 (Routledge) Volume 16 (2008) in 4 issues:

Education Economics is a peer-reviewed journal serving as a forum for debate in all areas of the economics and management of education. Particular emphasis is given to the 'quantitative' aspects of educational management, which involve numerate disciplines such as economics and operational research. The content is of international appeal and is not limited to material of a technical nature. Applied work with clear policy implications is especially encouraged.

Readership of the journal includes academics in the field of education, economics and management; civil servants and local government officials responsible for education and manpower planning; educational managers at the level of the individual school or college.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by two anonymous referees.

Abstracting/Indexing: IBZ, IBSS, Econlit, Higher Education Abstracts, EBSCO (Academic Search File, Academic Search Premier, Business Source Corporate, Business Source Premier, Masterfile Elite, Masterfile Select, Masterfile Premier, Professional Development Collection, Sociological Collection, TOC Premier, TOPICsearch, World Magazine Bank), British Education Index, Educational Research Abstracts, ERIC, Studies on Women and Gender Abstracts, Elsevier Geo Abstracts, Education Journal and Scopus.

41. *Education, Knowledge & Economy* ISSN 1749-6896 (Routledge) Volume 2 (2008) in 3 issues:

The relationship between education, social enterprise, business and the economy is a rapidly growing one, the importance of which is widely recognised by government, academics and practitioners. It is especially important in today's knowledge/learning society.

Education, Knowledge & Economy is an international, peer-reviewed journal which, aims to facilitate the dissemination of high quality theoretical advances and empirical research, and to serve as a forum for debate in all areas of education, business, economics and management, with particular emphasis on education policy and social enterprise/entrepreneurship.

The Journal consciously promotes an interdisciplinary approach to intellectual endeavour in these related areas, and is research-focused and critically orientated.

Papers in the following areas are especially welcome: government policy as it relates to education, social enterprise and the knowledge economy; ethical dimensions of social entrepreneurship; customer and market relationships in education; citizenship, globalisation and fair trade as they relate to education; skills development; organisational theory in not-for-profit sectors; psycho-social aspects of organizations; entrepreneurial learning; agent-centred perspectives on education and social enterprise; the role of education and social entrepreneurship in regional development; SME (small and medium-sized enterprise) and school-to-school networks; and community enterprise as a basis for corporate citizenship.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: [British Education Index](#); [Contents Pages in Education](#); [Educational Research Abstracts online \(ERA\)](#); ProQuest;

42. *Educational Action Research* ISSN 0965-0792 (Routledge) Volume 16 (2008) in 4 issues:

Educational Action Research is a fully refereed international journal concerned with exploring the dialogue between research and practice in educational settings. The considerable increase in interest in action research in recent years has been accompanied by the development of a number of different approaches: for example, to promote reflective practice; professional development; empowerment; understanding of tacit professional knowledge; curriculum development; individual, institutional and community change; and development of democratic management and administration. Proponents of all these share the common aim of ending the dislocation of research from practice, an aim which links them with those involved in participatory research and action inquiry. This journal publishes accounts of a range of action research and related studies, in education and across the professions, with the aim of making their outcomes widely available and exemplifying the variety of possible styles of reporting. It aims to establish and maintain a review of the literature of action research. It also provides a forum for dialogue on the methodological and epistemological issues, enabling different approaches to be subjected to critical reflection and analysis.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees, normally from two different countries in line with the journal's international status.

Abstracting/Indexing: ASSIA; [British Education Index](#); [Contents Pages in Education](#); Education Journal; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); IBZ (International Bibliography of Periodical Literature in the Fields of Art + Humanities + Social Sciences); Linguistics and Language Behaviour Abstracts; PsycINFO; Research into Higher Education Abstracts.

43. *Educational Assessment* ISSN 1062-7197 (Routledge) Volume 13 (2008) in 4 issues:

Educational Assessment publishes original research and scholarship on the assessment of individuals, groups, and programs in educational settings. It includes theory, methodological approaches and empirical research in the appraisal of the learning and achievement of students and teachers, young children and adults, and novices and experts. The journal reports on current large-scale testing practices, discusses alternative approaches, presents scholarship on classroom assessment practices and includes assessment topics debated at the national level. It welcomes both conceptual and empirical pieces and encourages articles that provide a strong bridge between theory and/or empirical research and the implications for educational policy and/or practice.

Abstracting/Indexing: PsycINFO/Psychological Abstracts; Contents Pages in Education; Sociological Abstracts; ERIC Resources in Education; Education Index; Education Abstracts; Cabell' Directories; EBSCOhost Products; Family Index Database; Scopus.

44. *The Educational Forum* ISSN 0013-1725 (Routledge) Volume 72 (2008) in 4 issues:

The Educational Forum, published quarterly by Kappa Delta Pi, International Honor Society in Education, solicits manuscripts that challenge existing ideological and theoretical boundaries on national and international educational issues. Through the inclusion of compelling, thought-provoking perspectives, *The Forum* intends to serve as a catalyst for stimulating and encouraging dialogue and for transforming the thinking about education. While themes are outlined periodically for upcoming issues, the editorial board of *The Forum* welcomes, at any time, submissions on diverse, substantive topics that contribute to the advancement of education.

Both essays on educational issues and research reports are published in *The Forum*. The journal's Open Forum section features ideas and opinions from readers about articles or issues presented in *The Forum*. A regular feature of the journal is reviews on recently published books.

The Educational Forum is targeted toward educators, from classroom teachers to college/university professors, theorists, researchers, graduate-level students, and policy makers. *The Educational Forum* presents diverse opinions. Ideas expressed in *The Forum* are those of the authors and do not reflect the official positions of Kappa Delta Pi.

Abstracting/Indexing: EBSCO Online, ERIC, and Education Index.

45. *Educational Gerontology* ISSN 0360-1277 (Taylor and Francis) Volume 34 (2008) in 12 issues:

This well-respected journal offers up-to-date original research in the fields of gerontology, adult education, and the social and behavioral sciences. Researchers from around the world will benefit from the exchange of ideas for both the study and practice of educational gerontology. Papers published in the journal will also serve as authoritative contributions to the growing literature in this burgeoning field. is the only international journal of its kind to publish twelve issues per volume year. All review papers in this journal have undergone editorial screening and peer review.

Abstracting/Indexing: Abstracts in Social Gerontology, AgeLine Biography Index, BIOSIS, British Education Index, CARFAX Information Systems, CINAHL, Current Contents, Current Index to Journals in Education (CIJE), Education Index, [Educational Research Abstracts online \(ERA\)](#), E-psyche, ERIC, Excerpta Medica, Family Resources Database, Human Resources Abstracts, NISC Family & Society Studies Worldwide, PILOTS, Psychological Abstracts, Social Sciences Citation Index (Impact Factor IF(2005)=0,425), Studies on Women & Gender Abstracts, and Violence and Abuse Abstracts.

46. *Educational Media International* ISSN 0952-3987 (Routledge) Volume 45 (2008) in 4 issues:

Educational media has made a considerable impact on schools, educational institutions and providers of open and distance education. *Educational Media International* (EMI) is a scholarly journal that publishes research, evaluation, and development studies addressing the issues, successes and challenges faced in the design, development, implementation and evaluation of educational media.

Educational Media International provides a forum for the exchange of information and ideas on new developments in educational media. Contributions are drawn from academics, educators and media professionals whose ideas and experiences come from a number of countries and contexts. Priority is given to papers that reveal novel concepts of broad interest to the educational media community. The journal places a strong emphasis on educational media production, distribution, and

use, and interdisciplinary research that reflects the diversity of the educational technology profession.

Abstracting/Indexing: [British Education Index](#); [Contents Pages in Education](#); [Educational Research Abstracts online](#) (ERA); [Research into Higher Education Abstracts](#); ERIC; EBSCOhost; and Proquest Information and Learning.

47. *Educational Psychologist* ISSN 0046-1520 (Routledge) Volume 43 (2008) in 4 issues:

The scholarly essays, reviews, critiques, and theoretical and conceptual articles featured in this exceptional journal contribute to understanding issues, problems, and research concerning all aspects of educational psychology. From meta-analyses of studies probing the effectiveness of teaching methods to historical examinations of textbook standards, the journal provides insightful explorations of new educational concepts and accepted educational practices. The journal, however, does not publish articles whose primary purpose is to report the methods and results of an empirical study.

Abstracting/Indexing: PsycINFO/Psychological Abstracts; Academic Abstracts; Contents Pages in Education; ISI: Current Contents/Social & Behavioral Sciences, Social Sciences Citation Index, Social Scisearch, Journal Citation Reports Social Science; Education Index; Education Abstracts; EBSCOhost Products; Cabell' Directories; Family Index Database; Scopus.

48. *Educational Psychology* ISSN 0144-3410 (Routledge) Volume 28 (2008) in 6 issues:

This journal provides an international forum for the discussion and rapid dissemination of research findings in psychology relevant to education. The journal places particular emphasis on the publishing of papers reporting applied research based on experimental and behavioural studies. Reviews of relevant areas of literature also appear from time to time.

The aim of the journal is to be a primary source for articles dealing with the psychological aspects of education ranging from pre-school to tertiary provision and the education of children with special needs. The prompt publication of high-quality articles is the journal's first priority. All contributions are submitted 'blind' to at least two independent referees before acceptance for publication.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Academic Search; [British Education Index](#); [Contents Pages in Education](#); EBSCO Online; EBSCO CD Rom Database; Education Journal; [Educational Research Abstracts online \(ERA\)](#); e-psyche; ERIC; FRANCIS; Language and Linguistics Behavior Abstracts; Psych Lit; Psychological Abstracts and [Research into Higher Education Abstracts](#)

49. *Educational Psychology in Practice: Theory, Research and Practice in Educational Psychology* ISSN 0266-7363 (Routledge) Volume 24 (2008) in 4 issues:

The defining feature of *Educational Psychology in Practice* is that it aims to publish refereed articles representing theory, research and practice, which is of relevance to practising educational psychologists in the UK and beyond. In its focus on applied psychology it occupies an important complementary position to those journals, which emphasise the experimental work of academic psychologists. Whilst the majority of articles submitted to the journal are written by practising psychologists in the UK, submissions are welcomed from outside the profession and from outside the UK. The journal promotes an interdisciplinary approach, reflected in articles which report major pieces of research, debate issues, detail project evaluations, note research, and describe aspects of professional practice. Content also includes book and software reviews, letters, and brief resource updates.

All research and practice articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI); [British Education Index](#); ChildData Abstracts; ChildData CD-Rom; ChildData on the web; Child Development Abstracts; [Contents Pages in Education](#); Education Journal; [Educational Research Abstracts online \(ERA\)](#); ERIC; e-psyche; Family & Society Studies Worldwide; National Database for Research into International Education (NDRI); Psychological Abstracts and Psych Lit.

50. *Educational Research* ISSN 0013-1881 (Routledge) Volume 50 (2008) in 4 issues:

Educational Research, the journal of the National Foundation for Educational Research (NFER), was established in 1958. Drawing upon research projects in universities and research centres worldwide, it is the leading international forum for informed thinking on issues of contemporary concern in education. The journal is of interest to academics, researchers and those people concerned with mediating research findings to policy makers and practitioners.

Educational Research has a broad scope and contains research studies, reviews of research, discussion pieces, short reports and book reviews in all areas of the education field.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Academic Search; Article@INIST (Institute for Scientific and Technical Information); British Education Index; ChildData Abstracts; ChildData CD Rom; ChildData on the web; Contents Pages in Education; E-psyche; EBSCO host EJS; EBSCO CD Rom Database; Education Journal; Educational Index; Educational Research Abstracts online (ERA); ERIC; FRANCIS; G. F. Heise Indexing; H. W. Wilson Indexing Services; IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); IBSS (International Bibliography of the Social Sciences); IBZ (International Bibliography of Periodical Literature on the Humanities and Social Sciences); ISI Current Contents Social & Behavioral Sciences; ISI Social Sciences Citation Index; MLA International Bibliography; National Children's Bureau; Psychological Abstracts; PsycINFO; Research into Higher Education Abstracts and Social Sciences Biblio Inform/ BLPES.

51. *Educational Research & Evaluation: An International Journal on Theory and Practice* ISSN 1380-3611 (Routledge) Volume 14 (2008) in 6 issues:

International, comparative and multidisciplinary in scope, *Educational Research and Evaluation (ERE)* publishes original, peer-reviewed academic articles dealing with research on issues of worldwide relevance in educational practice. The aim of the journal is to increase understanding of learning in pre-primary, primary, high school, college, university and adult education, and to contribute to the improvement of educational processes and outcomes. The journal seeks to promote cross-national and international comparative educational research by publishing

findings relevant to the scholarly community, as well as to practitioners and others interested in education.

The scope of the journal is deliberately broad in terms of both topics covered and disciplinary perspective. Articles about student-level issues are as welcome as discussions of classroom-, school-, or country-level issues, or of the interrelations between these levels. Papers may address fundamental studies as well as evaluation studies, provided that they pertain to matters of worldwide relevance, and that they link research and educational practice.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: ERIC.

52. *Educational Review* ISSN 0013-1911 (Routledge) Volume 59 (2008) in 4 issues:

Educational Review is a leading journal for generic educational research and scholarship. For over half a century it has offered authoritative reviews of current national and international issues in schooling and education. It publishes peer-reviewed papers from international contributors which report research across a range of education fields including curriculum, inclusive and special education, educational psychology, policy, management and international and comparative education.

The editors welcome informed papers from new and established scholars, which encourage and enhance academic debate. The journal offers editions, which publish non-commissioned papers and themed issues which deal with a current topic in-depth. A regular feature of the journal is state-of-the-art reviews on issues across the educational spectrum. An extensive range of recently published books is reviewed. Readership is aimed at educationists, researchers, and policy makers.

Abstracting/Indexing: Academic Search; [British Education Index](#); Child Development Abstracts; [Contents Pages in Education](#); Current Contents Social & Behavioral Sciences; EBSCO Online; EBSCO CD Rom Database; Education Index; Education Journal; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); ERIC; e-psyche; FRANCIS; IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); International Bibliography of the Social Sciences (IBSS); IBZ (International

Bibliography of Periodical Literature on the Humanities and Social Sciences); Language and Linguistics Behavior Abstracts; Psychological Abstracts; Research into Higher Education Abstracts; Social Sciences Citation Index and Sociological Abstracts.

53. *Educational Studies* ISSN 0305-5698 (Routledge) Volume 34 (2008) in 4 issues:

Educational Studies aims to provide a forum for original investigations and theoretical studies in education. Whilst the journal is principally concerned with the social sciences, contributions from a wider field are encouraged. The editorial board intends to publish fully refereed papers, which cover applied and theoretical approaches to the study of education and its closely related disciplines.

In response to the increasing amount of material submitted for publication, *Educational Studies* is introducing a section of Brief Reports. Articles suitable for this section will be brief summaries of research, accounts of new strategies or the application of established strategies in novel settings, teaching schemes, critical reviews of manuals and on-line material, techniques and systems which support education and in particular, teaching and learning. Submissions should follow the guidelines for contributors, but are restricted to a maximum of 1500 words. Submissions should include no more than six references and only one table or figure. All articles published in this journal have undergone rigorous peer review, by all members of the editorial board.

Abstracting/Indexing: Academic Search, [British Education Index](#) Child Development Abstracts, [Contents Pages in Education](#), EBSCO CD Rom Database, EBSCOhost EJS, Education Index, Educational Administration Abstracts, [Educational Research Abstracts online \(ERA\)](#), e-psyche, ERIC, IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences), IBZ (International Bibliography of Periodical Literature on the Humanities and Social Sciences), International Bibliography of the Social Sciences (IBSS), ISI Current Contents Social & Behavioral Sciences, ISI Social Sciences Citation Index, Language and Linguistics Behavior Abstracts, Psychological Abstracts, psycINFO, Research into Higher Education Abstracts, UMI Periodicals Check-in.

54. *Educational Studies: A Journal of the American Educational Studies Association* ISSN 0013-1946 (Routledge) Volume 44 (2008) in 6 issues:

Educational Studies has expanded its traditional book review format and now includes academic articles, providing members of the American Educational Studies Association and other foundations of education scholars another vehicle for the dissemination of their research. Articles are invited that deal with issues and questions within the broad interdisciplinary field of educational foundations. Such articles may explore, for example, questions surrounding teaching within the field of foundations, issues of discipline-based or interdisciplinary research methodologies, or significant findings from within the foundations fields. Publication will be determined by juried review. Poetry, essay reviews, and submissions dealing explicitly with the social foundations classroom are also being accepted.

Abstracting/Indexing: PsycINFO/Psychological Abstracts; Book Review Digest; Education Index/Abstracts; Sociological Abstracts; EBSCOhost Products; Cabell' Directories; The Philosopher' Index; Family Index Database.

55. *Environmental Education Research* ISSN 1350-5622 (Routledge) Volume 13 (2008) in 5 issues:

Environmental Education Research is an international refereed journal, which publishes papers and reports on all aspects of environmental education. The purpose of the journal is to help advance understanding of environmental and sustainability education through a focus on papers reporting research and development activities. The journal also carries more diverse papers including, for example, conference reviews, retrospective analyses of activities in a particular field, critical commentaries on policy issues and comparative aspects of an environmental education issue. The criteria for acceptance of papers are that they are analytical and critical; that the ideas being discussed are transferable to other educational systems and cultures; and that they are accessible to an international audience.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Academic Search; Australian Education Index (AEI); [British Education Index](#); [Contents Pages in Education](#); EBSCO Online; EBSCO CD Rom Database; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); Environment Abstracts; ERIC; Oxmill Environment; PsycINFO and [Research into Higher Education Abstracts](#).

56. *Equity & Excellence in Education* ISSN 1066-5684 (Taylor and Francis) Volume 41 (2008) in 4 issues:

Equity & Excellence in Education publishes articles based on scholarly research utilizing qualitative or quantitative methods, as well as essays that describe and assess practical efforts to achieve educational equity and are contextualized within an appropriate literature review. We consider manuscripts on a range of topics related to equity, equality and social justice in K-12 or postsecondary schooling, and that focus upon social justice issues in school systems, individual schools, classrooms, and/or the social justice factors that contribute to inequality in learning for students from diverse social group backgrounds. There have been and will continue to be many social justice efforts to transform educational systems as well as interpersonal interactions at all levels of schooling. Some are successful while others fall short of their goals. This journal provides a record of those important experiments and ventures.

Abstracting/Indexing: ERIC; Current Index to Journals in Education (CIJE); H. W. Wilson - Education Index; Educational Research Abstracts Online; Educational Administration Abstracts; Family Index; Higher Education Abstracts; Index to Black Periodicals; International Bibliography of Periodical Literature; NISC Family & Society Studies Worldwide; PAIS International; PsycINFO; Sage Family Studies Abstracts and Sage Urban Studies Abstracts.

57. *Ethics and Education* ISSN 1744-9642 (Routledge) Volume 3 (2008) in 2 issues:

Ethics and Education is a new international, peer-reviewed, journal which aims to stimulate discussion and debate around the ethical dimensions of education. The journal addresses issues in both formal and informal education and upbringing, and includes within its scope relevant aspects of applied ethics, including: Bioethics; Medical ethics; Management ethics; Sex education; Ethics of therapy and counselling; Professional ethics.

Ethics and Education welcomes all traditions and forms of ethical enquiry, from a wide range of philosophical and religious perspectives. As well as appealing to those with a direct interest in ethics and education, the journal will also be of interest to philosophers, educationalists, policy-makers.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: [Contents Pages in Education](#); [Educational Research Abstracts online \(ERA\)](#), PyscINFO and The Philosopher's Index.

58. *Ethnography and Education* ISSN 1745-7823 (Routledge) Volume 3 (2008) in 3 issues:

Ethnography and Education is an international, peer-reviewed journal that publishes articles illuminating educational practices through empirical methodologies, which prioritise the experiences and perspectives of those involved. The journal is open to a wide range of ethnographic research that emanates from the perspectives of sociology, linguistics, history, psychology and general educational studies as well as anthropology. The journal's priority is to support ethnographic research that involves long-term engagement with those studied in order to understand their cultures; uses multiple methods of generating data, and recognises the centrality of the researcher in the research process.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Contents Pages in Education; Educational Research Abstracts online (ERA) and Sociological Abstracts.

59. *European Early Childhood Education Research Journal* ISSN 1350-293X (Routledge) Volume 16 (2008) in 3 issues:

EECERJ aims to provide a forum for the publication of original research in early childhood education in Europe. With this as its principal focus, it should be emphasised that its definition of education embraces care and that its approach is multidisciplinary, embracing all related fields including psychology, sociology, child health and social work. Contributions from outside the European context are encouraged where there is a relevance to the EECERA's stated aims. 'Early Childhood' is defined as being from birth to eight years of age. The Editorial Board intends to publish papers, which have a clear application to early childhood education and care policy and practice and this must be made explicit in the paper. It also seeks

to provide a common forum for shared issues in early childhood education research, and, on occasion, to provide a forum for controversy in the discussion of such issues. Papers may take the form of reports of research in progress, discussion of conceptual and methodological issues and review articles. All papers are peer reviewed. The Journal is published three times per year. Papers are either selected from those presented as key-notes at the EECERA Annual Conference or can be submitted directly to the Coordinating Editor.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: [Educational Research Abstracts online \(ERA\)](#) and the [British Education Index](#).

60. *European Journal of Engineering Education* ISSN 0304-3797 (Taylor and Francis) Volume 33 (2008) in 6 issues:

European Journal of Engineering Education is published six times a year in print and electronic editions and provides an essential forum for dialogue between researchers and specialists in the field of engineering education, at European and worldwide levels.

European Journal of Engineering Education examines the economic, cultural, and social factors which influence the education of engineers in different societies and provides a forum in which teachers and researchers in engineering schools, institutions and industry can share accounts of good practice and discuss methodology. Technological change constantly creates new demands on both engineers and the educational system that produces them. The Journal contributes to the development and improvement of engineering education necessary to meet those demands. While *European Journal of Engineering Education* puts a special emphasis on specific European developments in the field of engineering education, the Journal also welcomes papers presenting a worldwide perspective and with an international or intercultural dimension.

The Journal welcomes *research papers as well as position papers* and *review articles* that debate and explore strategic, theoretical and methodological issues, methodological approaches (assessed best practice), and substantive topics.

All published research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymous refereeing by independent expert referees.

Abstracting/Indexing: Applied Sciences Abstracts; Astrophysics Data System; British Library Inside; British Education Index; Cabell's Directory of Publishing Opportunities in Educational Curriculum & Methods; Cambridge Scientific Abstracts; EBSCO Databases; Educational Research Abstracts; Electronic Collections Online; Engineering Information Inc.; ERIC; INIST; INSPEC; National Database for Research into International Education (NDRI); New Jour; OCLC ArticleFirst; PerAbs; Scopus and Zetoc.

61. *European Journal of Legal Education* ISSN 1684-1360 (Routledge) Volume 5 (2008) in 2 issues:

The European Journal of Legal Education includes work, which explores aspects of legal education particularly as it is found in law schools situated within institutions of higher education throughout Europe, including both academic and vocational education. It promotes international cooperation and the exchange of ideas and information about legal education and acts as a forum for law schools all across Europe and beyond.

Abstracting/Indexing: Scopus.

62. *European Journal of Special Needs Education* ISSN 0885-6527 (Routledge) Volume 23 (2008) in 4 issues:

The *European Journal of Special Needs Education* reflects the dynamic growth of the theory and practice of special needs education as it is emerging worldwide. Written for teachers and researchers it provides a forum for reporting and reviewing scholarly research and significant developments in the field of special educational needs. Each issue includes contributions from a variety of different countries dealing with special needs at all levels of education from primary to adult.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI); ASSIA; [British Education Index](#); [Contents Pages in Education](#); [Educational Research Abstracts online](#)

[\(ERA\)](#); ERIC; Excerpta Medica; FRANCIS; Language and Linguistics Behavior Abstracts; National Children's Bureau and Special Educational Needs Abstracts and National Database for Research into International Education (NDRI).

63. *European Journal of Teacher Education* ISSN 0261-9768 (Routledge) Volume 31 (2008) in 4 issues:

The *European Journal of Teacher Education (EJTE)* provides a forum for the examination of policies, theories and practices related to the education and training of teachers at pre-service and in-service levels in the countries of Europe. The official journal of the [Association for Teacher Education in Europe \(ATEE\)](#), its audience includes all those who have a professional concern with or interest in the training of teachers for all age groups. This journal continues the volume numbering of the former *Revue ATEE Journal*.

EJTE is an international academic journal. In order to maintain the high standards appropriate to such a journal, all contributions received are submitted for anonymous review by two members of the editorial board, additionally to review by the editor. The decision of the editor on the acceptance of articles is final and no correspondence can be entered into on reasons for rejection of a submitted contribution.

Abstracting/Indexing: Australian Education Index (AEI); [British Education Index](#); [Contents Pages in Education](#); Education Journal; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); ERIC; FRANCIS; IAU/UNESCO Databases; National Database for Research into International Education (NDRI) and [Research into Higher Education Abstracts](#).

64. *Gender and Education* ISSN 0954-0253 (Routledge) Volume 20 (2008) in 6 issues:

Gender and Education is an international forum for discussion of multidisciplinary educational research and ideas that focus on gender as a category of analysis. It seeks to further feminist knowledge, theory, consciousness, action and debate. Articles are welcome which examine the interrelated experiences of women and girls and men and boys from these feminist perspectives.

Education is broadly interpreted. It may be formal, non-formal or informal at any level: pre-primary, primary or secondary schooling; further and higher education;

family and community learning; vocational training and professional development. Those working in all disciplinary areas are invited to submit manuscripts. Sexist and racist language should be avoided.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Academic Search; ASSIA; Australian Education Index (AEI); [British Education Index](#); [Contents Pages in Education](#); EBSCO Online; EBSCO CD Rom Database; Education Journal; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); ERIC; International Bibliography of the Social Sciences (IBSS); ISI Social Science Citation Index; Men's Studies Database; Research into Higher Education Abstracts; Sociological Abstracts and Studies on Women and Gender Abstracts.

65. *The Geography Teacher* ISSN 1933-8341 (Routledge) Volume 5 (2008) in 2 issues:

The Geography Teacher has become an official NCGE publication, having previously been published by Mercyhurst College. *The Geography Teacher* provides hands-on reference and educative material for K-12 Geography teachers. The journal also pioneers innovative ideas for contemporary teaching methods, including lesson plans.

66. *Globalisation, Societies and Education* ISSN 1476-7724 (Routledge) Volume 6 (2008) in 3 issues:

Globalisation, Societies and Education aims to fill the gap between the study of education and broader social, economic and political forces by analysing the complexities of globalisation. The journal seeks to provide means for affecting, as well as reflecting the experiences, distribution, contributions and outcomes of education at all levels and in all settings.

Globalisation, Societies and Education represents scholarly analysis carried out from a variety of disciplinary perspectives, including sociology, philosophy, politics, geography, history, economics, management and comparative studies as applied to education and its related fields. We welcome articles drawing on empirical

research, comparative and single system case studies and theoretical explorations in the broad area of the relationships between globalisation, societies and education.

In addition, *Globalisation, Societies and Education* seeks to encourage and include more innovative means for communicating information, ideas, debates and arguments on globalisation, education and societies. The journal will include interviews with prominent intellectuals, activists and leaders, website reviews, commentaries on debates and will offer opportunities for the expression of a range of viewpoints.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI), National Database for Research into International Education (NDRI); British Education Index; UNESCO Bibliographic Database; IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); e-psyche; IBSS (International Bibliography of Social Sciences); IBZ (International Bibliography of Periodical Literature in the Fields of Art + Humanities + Social Sciences); Sociological Abstracts and Educational Research Abstracts online (ERA).

67. *Higher Education in Europe* ISSN 0379-7724 (Routledge) Volume 32 (2008) in 4 issues:

Higher Education in Europe is a quarterly review published on behalf of the European Centre for Higher Education (CEPES), UNESCO. It is a scholarly publication dealing with major problems and trends in contemporary higher education. It presents information, interpretations, and criticism in regard to current developments in the field. While focussing primarily on Europe and North America within the context of the other activities of the Centre, it regularly features contributions from other regions of the world as well.

Abstracting/Indexing: Australian Education Index (AEI); [Contents Pages in Education](#); [Educational Research Abstracts online](#) (ERA); ERIC; Higher Education Abstracts; National Database for Research into International Education (NDRI) and [Research into Higher Education Abstracts](#).

68. *Higher Education Research and Development* ISSN 0729-4360 (Routledge) Volume 27 (2008) in 4 issues:

Higher Education Research and Development (HERD) is a refereed international journal, established in 1982 as the principal learned journal of the Higher Education Research and Development Society of Australasia.

Higher Education Research and Development aims to serve the needs of teachers, researchers, students, administrators and those concerned with the present and future of higher education. The journal publishes research-based articles on the theory and practice of higher education. This includes comparative reviews and critically reflective case studies, as well as empirically based papers. All articles are appropriately framed for an international audience, and are designed to lead to critical insights into the area being addressed.

Abstracting/Indexing: Academic Search; Australian Education Index; British Education Index; [Contents Pages in Education](#); Database of Research on International Education; EBSCOhost EJS; [Educational Research Abstracts online \(ERA\)](#); ERIC; Higher Education Abstracts; PsychINFO; and [Research into Higher Education Abstracts](#).

69. *History of Education* ISSN 0046-760X (Taylor and Francis) Volume 37 (2008) in 6 issues:

History of Education has established itself as a leading, international, peer-reviewed journal, focusing on the history of education in all parts of the world. The journal is recognised as a key resource for both educationists and social historians alike. The journal publishes original research and major reviews of books in the history of education. Papers dealing with both formal and informal education systems, comparative education, policy-making, the politics and experience of education and pedagogy are welcomed.

The journal also includes a section entitled [Sources and Interpretations](#), which examines historical sources and debates around their interpretation in research and practice.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI); [British Education Index](#); [Contents Pages in Education](#); Education Publishing Company; [Educational Research Abstracts online \(ERA\)](#); ERIC; Historical Abstracts and America: History

and Life; IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); IBZ (International Bibliography of Periodical Literature on the Humanities and Social Sciences); ITER-Gateway to the Middle Ages & Renaissance; National Database for Research into International Education (NDRI); Research into Higher education abstracts and Sociological Abstracts.

70. *Innovations in Education & Teaching International* ISSN 1470-3297 (Routledge) Volume 45 (2008) in 4 issues:

IETI is essential reading for all practitioners and decision makers who want to stay informed about the developments in education, teaching and learning. The content includes a range of perspectives, and important contributions on new developments in educational technology. IETI is a valuable resource for teaching staff, staff developers and managers in higher and further education, continuing education, and training organisations.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI); [British Education Index](#); [Contents Pages in Education](#); Current Contents Social and Behavioral Sciences; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); ERIC; FRANCIS; National Database for Research into International Education (NDRI); PsycINFO and Social Sciences Citation Index.

71. *Interactive Learning Environments* ISSN 1049-4820 (Routledge) Volume 16 (2008) in 3 issues:

Founded in 1990, *Interactive Learning Environments* publishes peer-reviewed articles on all aspects of the design and use of interactive learning environments in the broadest sense, encompassing environments that support individual learners through to environments that support collaboration amongst groups of learners or co-workers.

Relevant domains of application include education and training at all levels, life-long learning and knowledge sharing. Relevant topics for articles include: adaptive systems, learning theory, pedagogy and learning design, the electronically-enhanced classroom, computer mediated communications of all kinds, computer aided assessment, the design and use of virtual learning environments and learning

management systems, facilitating organisational change, applying standards for courseware reuse, tracking, record keeping and system interoperability, the use of learning content management systems, including workflow design and publication to a range of media, and issues associated with scaling up delivery to large cohorts of students and trainees within the corporate, educational and other public sectors.

Review and survey articles that show scholarly depth, breadth and richness are particularly welcome. The field of interactive learning environments is developing and evolving rapidly. As well as tracking changes and emerging trends, it is also important to draw lessons from the recent and not so recent past.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: ERIC and PsycINFO.

72. *Intercultural Education (f. European Journal of Intercultural Studies)* ISSN 1467-5986 (Routledge) Volume 19 (2008) in 5 issues:

Intercultural Education is a global forum for the analysis of issues dealing with education in plural societies. It provides educational professionals with the knowledge and information that can assist them in contributing to the critical analysis and the implementation of intercultural education. Topics covered include: terminological issues, education and multicultural society today, intercultural communication, human rights and anti-racist education, pluralism and diversity in a democratic frame work, pluralism in post-communist and in post-colonial countries, migration and indigenous minority issues, refugee issues, language policy issues, curriculum and classroom organisation, and school development.

All research articles in this journal have undergone rigorous peer review. All submissions go through initial editor screening and anonymized refereeing by at least one expert in the field. In all cases where there is no clear judgment to publish or reject, a second expert also reviews the article.

Abstracting/Indexing: Australian Education Index (AEI); British Education Index; [Contents Pages in Education](#) and [Educational Research Abstracts online \(ERA\)](#); ERIC; IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); IBZ (International Bibliography of Periodical Literature in the Fields of Art + Humanities + Social Sciences); Language

and Linguistics Behavior Abstracts; MLA International Bibliography; Multicultural Education Abstracts; National Database for Research into International Education (NDRI); Periodica Islamica; Research into Higher Education Abstracts and Sociological Abstracts.

73. *International Journal for Academic Development* ISSN 1360-144X (Routledge) Volume 13 (2008) in 2 issues:

Development in higher education is a fast growing area. The purpose of the *International Journal for Academic Development* is to enable educational developers in higher education across the world to exchange ideas about practice and extend the theory of educational development, with the goal of improving the quality of higher education internationally. The editors welcome original contributions on any aspect of academic development in higher and other post-school education (including staff development, educational development, instructional development and faculty development) and closely related topics.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: [British Education Index](#), Contents Pages in Education, Higher Education Digest (HERI), [Educational Research Abstracts online \(ERA\)](#), Research into Higher Education Abstracts, Academic Search, EBSCOhost EJS, Australian Education Index, Higher Education Abstracts.

74. *International Journal of Children's Spirituality* ISSN 1364-436X (Routledge) Volume 13 (2008) in 3 issues:

International Journal of Children's Spirituality provides an international, inter-disciplinary and multi-cultural forum for those involved in research and development of children's and young people's spirituality, within which this debate can be addressed and widened. This includes examining the nature and possible expressions of spirituality, the philosophical and practical foundations for morality, and their relationship in our rapidly changing world. The need for and the nature of spiritual and moral development in schools and society are of great significance, but whose responsibility is this and how can progress be achieved? The editors believe a constructive and wide-ranging debate is necessary, involving educators, academics,

religious communities, parents, local and national government and employers, and that this should take account of international perspectives and contributions from a broad range of subject disciplines.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: ATLA Religion Database, Belief, Culture and Learning Information Gateway; British Education Index; Contents Pages in Education; EBSCOhost EJS; Educational Research Abstracts online (ERA) Guide to Social Science and Religion in Periodical Literature; and Religious and Theological Abstracts.

75. *International Journal of Construction Education and Research* ISSN 1577-8771 (Routledge) Volume 4 (2008) in 3 issues:

The *International Journal of Construction Education and Research* is a respected international refereed journal that publishes original works that address cutting edge issues related to construction around the globe. The Journal supports the mission of the *Associated Schools of Construction* (ASC), a professional association comprised of about 100 universities and colleges. The ASC encourages the sharing of ideas and knowledge and promotes excellence in curricula, teaching, research and service relating to the construction industry.

The Journal recognizes scholarly work in the areas of construction education and construction research by preserving and disseminating research (both quantitative and qualitative) and other original manuscripts that contribute to the understanding of issues and topics associated with construction education and the construction industry. While research manuscripts are encouraged, another aim of the Journal is to embrace those manuscripts that may be outside of traditional research formats. Naturally, problem statements, literature reviews, methodologies and analyses, resulting in some unique position, insight, or contribution are required of all submissions.

The scope of the Journal embraces pedagogical and industry content through a broad spectrum of construction-related topics including but not limited to methods, materials, estimating, contracts and construction law, labour issues, productivity, project management, scheduling, simulation, computers in construction, construction equipment, safety, information technology, business practice, management, case

studies, automation, robotics, environment, sustainability, international construction, alternative energy, mechanical systems, electrical systems, specialty construction, subcontracting, design-build, alternative delivery methods, and dispute resolution. On occasion, special submissions may be solicited on a specific and relevant topic.

All manuscripts in this journal have undergone initial editor screening, and editorial office screening, followed by blind peer reviews.

Abstracting/Indexing: EBSCO Education Research Complete and Scopus.

76. *International Journal of Disability, Development and Education* ISSN 1034-912X (Routledge) Volume 54 (2008) in 4 issues:

Founded in 1954, the *International Journal of Disability, Development and Education (IJDDE)* is a multi-disciplinary peer-reviewed journal with an international focus. It provides a single source of information on the education and development of persons with disabilities. *IJDDE* aims to publish the very best research and review articles concerned with all aspects of education, human development, special education and rehabilitation. The content of *IJDDE* reflects a variety of topics, disciplines, research methods and cultural perspectives. Various orientations are represented, including education and special education, psychology, allied health, social work and psychiatry. Contributions from developed and developing countries ensure a truly international perspective.

Abstracting/Indexing: ASSIA; Australian Education Index; Australian Medical Index; [Contents Pages in Education](#); Education Index; [Educational Research Abstracts online \(ERA\)](#); e-psyche; ERIC; Language and Linguistics Behavior Abstracts; Psychological Abstracts and Research into Higher Education Abstracts.

77. *International Journal of Early Years Education* ISSN 0966-9760 (Routledge) Volume 16 (2008) in 3 issues:

International Journal of Early Years Education is a forum for researchers and practitioners to debate the theories, research, policy and practice, which sustain effective early years education world-wide. It offers a comparative perspective on research and major new initiatives in the care and education of young children. Since its inception the journal has carried reports and research articles which evaluate and highlight innovative practice throughout the international community.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two referees.

Abstracting/Indexing: ASSIA; Australian Education Index (AEI), National Database for Research into International Education (NDRI); [British Education Index](#); [Educational Research Abstracts online \(ERA\)](#); ERIC; Language and Linguistics Behaviour Abstracts; Psychological Abstracts and psycINFO.

78. *International Journal of Fashion Design, Technology and Education* ISSN 1754-3266 (Taylor and Francis) Volume 1 (2008) in 3 issues:

International Journal of Fashion Design, Technology and Education aims to provide a high quality peer-reviewed forum for research in fashion design, pattern cutting, apparel production, manufacturing technology and fashion education. The Journal will encourage interdisciplinary research and the development of an academic community, which will share newly developed technology, theory and techniques in the fashion and textile industries, as well as promote the development of excellent education practice in the clothing and textile fields. Contributions suitable for this new journal should fall into one of the following three categories: (1) Research papers presenting important new findings; (2) Technical papers describing new developments or innovation; (3) Academic discussion papers dealing with medium to long-term trends and predictions.

All published research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymous refereeing by independent expert referees.

79. *International Journal of Inclusive Education* ISSN 1360-3116 (Taylor and Francis) Volume 12 (2008) in 6 issues:

The International Journal of Inclusive Education provides a strategic forum for international and multi-disciplinary dialogue on inclusive education for all educators and educational policy-makers concerned with the form and nature of schools, universities and technical colleges. Papers published are original, refereed, multi-disciplinary research into pedagogies, curricula, organizational structures, policy-making, administration and cultures to include all students in education. The journal does not accept enrolment in school, college or university as a measure of

inclusion. The focus is upon the nature of exclusion and on research, policy and practices that generate greater options for all people in education and beyond.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI); British Education Index; [Contents Pages in Education](#); [Educational Research Abstracts online \(ERA\)](#); FRANCIS; National Database for Research into International Education (NDRI) and Sociological Abstracts.

80. *International Journal of Leadership in Education: Theory & Practice* ISSN 1360-3124 (Taylor and Francis) Volume 11 (2008) in 4 issues:

The *International Journal of Leadership in Education* is an international journal for the publication of theoretical and practical discussions of educational leadership. It provides a forum for researchers and practitioner-researchers' to consider conceptual, methodological and practical issues in a range of professional and service settings and sectors. The journal publishes cutting-edge research on instructional supervision, curriculum and teaching development and educational administration. It offers a broad definition of leadership, including teachers as leaders, shared governance, site-based decision-making and community-school collaborations.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI); [Contents Pages in Education](#); [Educational Research Abstracts online \(ERA\)](#); National Database for Research into International Education (NDRI) and ERIC.

81. *International Journal of Lifelong Education* ISSN 0260-1370 (Taylor and Francis) Volume 26 (2008) in 6 issues:

The *International Journal of Lifelong Education* provides a forum for debate on the principles and practice of lifelong, adult, continuing, recurrent and initial education and learning, whether in formal, institutional or informal settings. Common themes include social purpose in lifelong education, and sociological, policy and political studies of lifelong education. The journal recognises that research into

lifelong learning needs to focus on the relationships between schooling, later learning, active citizenship and personal fulfilment, as well as the relationship between schooling, employability and economic development.

With this in mind, the journal provides the context for an informed debate on the theory and practice of lifelong education in a variety of countries and settings. All papers are peer reviewed. Each issue carries a lively reviews section.

Abstracting/Indexing: Australian Education Index (AEI); National Database for Research into International Education (NDRI); [British Education Index](#); [Contents Pages in Education](#); [Educational Research Abstracts online \(ERA\)](#); Education Index; ERIC; Language and Linguistics Behavior Abstracts.

82. *International Journal of Listening* ISSN 1090-4016 (Routledge) Volume 22 (2008) in 2 issues:

The *International Journal of Listening (IJL)* serves as an outlet for the publication of scholarly research in listening. IJL focuses on aspects of listening in a variety of contexts, including professional, interpersonal, public/political, media or mass communication, educational, intercultural, and international (including second language acquisition contexts). The Journal publishes studies of listening utilizing a variety of methodologies, such as empirical, pedagogical, philosophical, and historical methods.

The Journal publishes original research from a wide variety of disciplines: media studies, mass communication, interpersonal communication, communication theory, intercultural communication, business communication, rhetorical studies, American, and cultural studies. Please note that the scope of the journal does not include those disciplines that are more medical-physiological in orientation, such as speech and language pathology, strict cognitive psychology, and hearing/auditory neurology.

All Articles appearing in this journal, with the exception of invited essays and book reviews undergo a rigorous blind review by two or three qualified reviewers.

83. *International Journal of Mathematical Education in Science and Technology* ISSN 0020-739X (Taylor and Francis) Volume 39 (2008) in 8 issues:

Mathematics is pervading every study and technique in our modern world, bringing ever more sharply into focus the responsibilities laid upon those whose task

it is to teach it. Most prominent among these is the difficulty of presenting an interdisciplinary approach so that one professional group may benefit from the experience of others.

The *International Journal of Mathematical Education in Science and Technology* provides a medium by which a wide range of experience in mathematical education can be presented, assimilated and eventually adapted to everyday needs in schools, colleges, polytechnics, universities, industry and commerce. Contributions will be welcomed from lecturers, teachers and users of mathematics at all levels on the contents of syllabuses and methods of presentation. Increasing use of technology is being made in the teaching, learning, assessment and presentation of mathematics today; original and interesting contributions in this new area will be especially welcome. Mathematical models arising from real situations, the use of computers, new teaching aids and techniques also form an important feature. Discussion will be encouraged on methods of widening applications throughout science and technology. The need for communication between teacher and user will be emphasized and reports of relevant conferences and meetings will be included.

A novel feature of the journal is the Classroom Notes section. This section is for shorter articles, which are often just new ideas for the mathematics teacher to use in teaching.

All published research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymous refereeing by independent expert referees.

Abstracting/Indexing: Astrophysics Data System; Australian Education Index; British Education Index; British Library Inside; Current Index to Statistics; EBSCO Databases; Education Research Abstracts; ERIC/Current Index to Journals in Education; H W Wilson Education Index; IBZ (International Bibliography of Periodical Literature in the Fields of Art + Humanities + Social Sciences); Mathematical Reviews/MathSciNet; New Jour; SciBase; Scopus; Zentralblatt MATH/Mathematics Abstracts; Zentralblatt für Didaktik der Mathematik and Zetoc.

84. *International Journal of Qualitative Studies in Education* ISSN 0951-8398 (Taylor and Francis) Volume 21 (2008) in 6 issues:

The aim of the *International Journal of Qualitative Studies in Education* (popularly known as *QSE*) is to enhance the practice and theory of qualitative research in education, with “education” defined in the broadest possible sense, including non-school settings. *QSE* publishes peer-reviewed empirical research employing a variety of qualitative methods and approaches, such as ethnographic observation and interviewing, grounded theory, life history, case study, curriculum criticism, policy studies, narrative, ethnomethodology, social and educational critique, phenomenology, deconstruction, genealogy, autoethnography, etc. In addition, innovative or provocative approaches to qualitative research as well as the way research is reported are encouraged. Theoretical papers are also welcome. We publish discussions of epistemology, methodology, or ethics of qualitative research from a range of perspectives, including (but not limited to) interpretivism, constructivism, critical theory, feminism, and race-based, lesbian/gay/bi/transgender (including queer theory), and poststructural ones. Furthermore, there is a strong interest in qualitative research conducted by researchers throughout the world, and the Journal publishes book reviews.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and external refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI); National Database for Research into International Education (NDRI); [British Education Index](#); [Contents Pages in Education](#); [Educational Research Abstracts online \(ERA\)](#); IBZ (International Bibliography of Periodical Literature on the Humanities and Social Sciences); IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences) and ERIC.

85. *International Journal of Research and Method in Education (f. Westminster Studies in Education)* ISSN 1743-727X (Routledge) Volume 31 (2008) in 3 issues:

The *International Journal of Research & Method in Education* is an interdisciplinary and refereed journal, which draws its contributions from a wide community of researchers. The principal aim of the journal is to further international discourse in education with a particular focus on method.

The *International Journal of Research & Method in Education* encourages authors to write in a lucid and accessible style. Contributors should take care to

communicate to an international readership of researchers, policy-makers and practitioners from a range of disciplines including philosophy, sociology, economics, psychology, and history of education.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Academic Search, British Education Index, Contents Pages in Education, EBSCOhost EJS, Educational Journal, Educational Research Abstracts online (ERA), ERIC, IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences), IBZ (International Bibliography of Periodical Literature in the Fields of Art+Humanities+Social Sciences), Research into Higher Education Abstracts and Sociological Abstracts.

86. *International Journal of Science Education* ISSN 0950-0693 (Routledge) Volume 30 (2008) in 15 issues:

The *International Journal of Science Education* is firmly established as the authoritative voice in the world of science education. It bridges the gap between research and practice, providing information, ideas and opinion. It serves as a medium for the publication of definitive research findings. Special emphasis is placed on applicable research relevant to educational practice, guided by educational realities in systems, schools, colleges and universities.

The journal comprises peer-reviewed general articles, papers on innovations and developments, research reports and book reviews. Each volume contains a Special Issue devoted to a topic of major interest and importance, guest-edited by an acknowledged expert. Recent Special Issues have featured environmental education and policy and practice in science education.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Academic Search; Astrophysics Data System; [British Education Index](#); [Contents Pages in Education](#); Current Contents Social and Behavioral Sciences; Education Index; [Educational Research Abstracts online \(ERA\)](#); Educational Administration Abstracts; ERIC; HW Wilson Indexing; International Bibliography of the Social Sciences (IBSS) and Social Sciences Citation Index.

87. *International Journal of Testing* ISSN 1530-5058 (Routledge) Volume 8 (2008) in 4 issues:

The *International Journal of Testing (IJT)* is dedicated to the advancement of theory, research, and practice in the area of testing and assessment in psychology, education, counselling, organizational behaviour, human resource management, and related disciplines. *IJT* publishes original articles addressing theoretical issues, methodological approaches, and empirical research, as well as integrative and interdisciplinary reviews of testing-related topics and reports of current testing practices. All papers are peer-reviewed and are of interest to an international audience.

Abstracting/Indexing: ASSIA: Applied Social Science Index and Abstracts; PsycINFO/Psychological Abstracts; EBSCOhost Products; Cabell' Directories; Education Research Abstracts; and Contents Pages in Education.

88. *International Multilingual Research Journal* ISSN 1931-3152 (Routledge) Volume 2 (2008) in 2 issues:

The *International Multilingual Research Journal (IMRJ)* invites scholarly contributions with strong interdisciplinary perspectives to understand and promote bi/multilingualism, bi/multi-literacy, and linguistic democracy. The journal's focus is on these topics as related to languages other than English as well as dialectal variations of English. It has three thematic emphases: The intersection of language and culture, the dialectics of the local and global, and comparative models within and across contexts. *IMRJ* is committed to promoting equity, access, and social justice in education, and to offering accessible research and policy analyses to better inform scholars, educators, students, and policy makers. *IMRJ* is particularly interested in scholarship grounded in interdisciplinary frameworks that offer insights from linguistics, applied linguistics, education, globalization and immigration studies, cultural psychology, linguistic and psychological anthropology, sociolinguistics, literacy studies, post-colonial studies, critical race theory, and critical theory and pedagogy. It seeks theoretical and empirical scholarship with implications for research, policy, and practice. Submissions of research articles based on quantitative, qualitative, and mixed methods are encouraged.

Abstracting/Indexing: Linguistics Abstracts and Linguistics and Language Behavior Abstracts.

89. *International Studies in Sociology of Education* ISSN 0962-0214 (Routledge) Volume 18 (2008) in 4 issues:

International Studies in Sociology of Education is an international journal, first published in 1991, which seeks to publish material from current research projects in the sociology of education from around the world, and to offer insights and ideas which seek to move the debates forward on their respective topics. The three issues published each year are devoted to a particular theme. The Journal publishes papers in the sociology of education which critically engage with theoretical and empirical issues, drawn from as wide a range of perspectives as possible, and aimed at moving debates forward. The Journal is international in outlook and readership and papers are received from across the world.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: ASSIA; [British Education Index](#); [Contents Pages in Education](#); Education Journal; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); IBZ (International Bibliography of Periodical Literature in the Fields of Art + Humanities + Social Sciences); Research into Higher Education Abstracts, and Sociological Abstracts.

90. *Irish Educational Studies* ISSN 0332-3315 (Routledge) Volume 27 (2008) in 3 issues:

Irish Educational Studies is an international, refereed journal. It is the official journal of the Educational Studies Association of Ireland (ESAI). The journal is dedicated to the advancement of educational research, both in Ireland and internationally. A primary aim of the journal is to ensure that educational discourse in Ireland remains grounded in perspectives that are acquainted with evidence from the various disciplines of educational research, and realities and complexities of practice; and that educational policy-making at all levels remains similarly informed and shaped by evidence and arguments that are educationally sound. Additionally, in an

increasingly interdependent world, the journal and the Association are particularly mindful of global educational discourses and how these impact upon policy & practice at international, national and local levels.

Manuscripts; contributing to, and derived from, the domestic and international discourse in education are therefore welcomed from researchers and scholar-practitioners alike.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Contents Pages in Education and Educational Research Abstracts online (ERA).

91. *Journal of Adventure Education and Outdoor Learning* ISSN 1472-9679 (Routledge) Volume 8 (2008) in 2 issues:

Journal of Adventure Education & Outdoor Learning is the official journal of the *Institute of Outdoor Learning*. The main purpose of the journal is to provide a central point for the publication and dissemination of research and scholarship on adventure and the 'outdoors' as media for learning as well as recreation. It aims to promote dialogue, research, thinking, teaching and practice from critical perspectives in the fields of adventure education and outdoor learning. It intends to publish papers concerned with social, cultural, political, ethical and environmental issues in the outdoor studies field.

Outdoor Learning is a broad term that includes: outdoor play in the early years, school grounds projects, environmental education, recreational and adventure activities, personal and social development programmes, expeditions, team building, leadership training, management development, education for sustainability, adventure therapy.

Adventure Education refers to educational implications of activities, which are perceived to have elements of personal, social or psychological risk.

Papers that report on research with a wide international interest are especially welcome as are papers engaging with critical, theoretical and methodological perspectives.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: [Educational Research Abstracts Online \(ERA\)](#); [British Educational Index](#); Contents Pages in Education.

92. *The Journal of Agricultural Education and Extension* ISSN 1389-224X (Routledge) Volume 14 (2008) in 4 issues

The Journal of Agricultural Education and Extension is published to inform experts who do or use research in the field of agricultural education and extension about research conducted in this field worldwide. Information about this research is needed to improve policies, strategies, methods and practices for agricultural education and extension. *The Journal of Agricultural Education and Extension* accepts authoritative and well-referenced scientific articles within the field of agricultural education and extension after a double-blind peer review process.

The Journal of Agricultural Education and Extension ensures that all articles published in the journal have undergone rigorous peer review, based on initial screening by the editorial committee and anonymous refereeing by two referees who are active in the academic community. The purpose of the refereeing process is to ensure that articles provide relevant and accurate material for those who do and use research, including: researchers, academics, agricultural education and extension managers, trainers and experts, communication professionals, human resources specialists, and policy makers.

93. *Journal of Cancer Education* ISSN 0885-8195 (Routledge) Volume 23 (2008) in 4 issues:

The Journal of Cancer Education, the official journal of the *American Association for Cancer Education* (AACE) and the *European Association for Cancer Education* (EACE), is an international, quarterly journal dedicated to the publication of original contributions dealing with the varied aspects of cancer education for physicians, dentists, nurses, students, social workers, and other allied health professionals, patients, and the general public. Articles featured include reports of original results of educational research, as well as discussions of current problems and techniques in cancer education. Manuscripts are welcome on such subjects as

educational methods, instruments, and program evaluation. Suitable topics include teaching of basic science aspects of cancer, the assessment of attitudes toward cancer patient management, the teaching of diagnostic skills relevant to cancer, and the evaluation of undergraduate, postgraduate, or continuing education programs. Letters to the Editor (600 words or less) dealing with published articles or matters of current interest are invited. Also featured: commentary; book and media reviews; and announcements of educational programs, fellowships, and grants.

Abstracting/Indexing: PsycINFO/Psychological Abstracts; Index Medicus; Medline; MEDLARS; EBSCOhost Products; ISI: SciSearch, Current Contents/Clinical Medicine, Journal Citation Reports Science; Excerpta Medica; EMBASE; Cumulative Index to Nursing and Allied Health Literature (CINAHL); Family Index Database; Scopus.

94. *Journal of Commonwealth Law and Legal Education* ISSN 1476-0401 (Routledge) Volume 6 (2008) in 2 issues:

This journal encourages the sharing of best practice in legal education across the member states of the Commonwealth. Features diverse contributions from teachers of law, researchers, scholars and professionals in legal practice or the judiciary. Promotes the sharing of scholarship, best practice and innovation in legal education in the Commonwealth. The *Journal of Commonwealth Law and Legal Education* creates a wider understanding of issues and information pertinent to all those involved in law and legal education within the Commonwealth.

All papers in this journal have undergone editorial screening and peer review.

Abstracting/Indexing: Scopus.

95. *Journal of Criminal Justice Education* ISSN 1051-1253 (Routledge) Volume 19 (2008) in 3 issues:

The *Journal of Criminal Justice Education (JCJE)* is an official publication of the Academy of Criminal Justice Sciences (ACJS). *JCJE* provides a forum for the examination, discussion and debate of a broad range of issues concerning post-secondary education in criminal justice, criminology and related areas. The aim of *JCJE* is to enhance the quality of higher education in criminal justice and criminology. *JCJE* is an education-oriented journal for those undertaking educational and academic endeavours in the fields of criminal justice and criminology. Quality

articles that address specific educational or academic issues in these areas are encouraged and will be considered for publication.

All work appearing in this journal has undergone editorial screening and peer review.

Abstracting/Indexing: Criminal Justice Abstracts.

96. *Journal of Curriculum Studies* ISSN 0022-0272 (Taylor and Francis) Volume 40 (2008) in 6 issues:

Journal of Curriculum Studies publishes original refereed contributions on all aspects of curriculum studies (including those derived from historical, philosophical, comparative and policy-related investigations), pedagogic theory, teacher education and development, assessment and evaluation, and the present state of schooling. In keeping with its international character, *Journal of Curriculum Studies* especially welcomes articles, which extend the perspectives of curriculum beyond national boundaries. The *Journal of Curriculum Studies* is a peer-reviewed journal. After an initial editorial screening, all submissions judged editorially appropriate are blind reviewed by at least two external peers.

Abstracting/Indexing: [British Education Index](#); [Contents Pages in Education](#); Current Contents Social & Behavioral Sciences; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); ERIC; Social Science Citation Index and [Sociology of Education Abstracts](#).

97. *Journal of Early Childhood Teacher Education* ISSN 1090-1027 (Taylor and Francis) Volume 29 (2008) in 4 issues:

The *Journal of Early Childhood Teacher Education*, the official journal of the *National Association of Early Childhood Teacher Educators*, publishes original manuscripts, reviews, and information about association activities. Its purpose is to provide a forum for consideration of issues and for exchange of information and ideas about research and practice in early childhood teacher education. *JECTE* welcomes research reports, position papers, essays on current issues, reflective reports on innovative teacher education practices, letters to the editor and book reviews.

All articles in this journal have undergone rigorous peer review, based on initial editor screening and refereeing by three anonymous reviewers.

98. *Journal of Educational and Psychological Consultation* ISSN 1047-4412 (Routledge) Volume 18 (2008) in 4 issues:

The *Journal of Educational & Psychological Consultation (JEPC)* provides a forum for improving the scientific understanding of consultation and for describing practical strategies to increase the effectiveness and efficiency of consultation services. Consultation is broadly defined as a process that facilitates problem solving for individuals, groups, and organizations. *JEPC* publishes articles and special thematic issues that describe formal research, evaluate practice, examine the program implementation process, review relevant literature, investigate systems change, discuss salient issues, and carefully document the translation of theory into practice. Examples of topics of interest include individual, group, and organizational consultation; collaboration; community-school-family partnerships; consultation training; educational reform; ethics and professional issues; health promotion; personnel preparation; prevention; program planning, implementation, and evaluation; school to work transitions; services coordination; systems change; and teaming. Of interest are manuscripts that address consultation issues relevant to clients of all age groups, from infancy to adulthood. Manuscripts that investigate and examine how culture, language, gender, race, ethnicity, religion, and exceptionality influence the process, content, and outcome of consultation are encouraged. In addition to publishing research and theoretical articles, *JEPC* publishes three special columns, The Book and Material Reviews Column, The Consultant' Corner, and The Diversity Column.

Abstracting/Indexing: PsycINFO/Psychological Abstracts; Exceptional Child Education Resources; Sociology of Education Abstracts; IFI/Plenum: Mental Health Abstracts; Inventory of Marriage & Family Literature; ISI: Current Contents/Social & Behavioral Sciences, Social Sciences Citation Index, Social SciSearch, Journal Citation Reports Social Science; Social Services Abstracts; Family & Society Studies Worldwide (online and CD-ROM); Linguistics and Language Behavior Abstracts; EBSCOhost Products; Cabell' Directories; Family Index Database; Scopus.

99. *Journal of Education and Work* ISSN 1363-9080 (Routledge) Volume 21 (2008) in 5 issues:

The *Journal of Education and Work* is an international forum for academic research and policy analysis, which focuses on the interplay of the education and economic systems. The journal examines how knowledge, skills, values and attitudes both about and for work and employment are developed within the education system. The journal also explores the various forms of industrial training and accreditation in the economic system, including changes in the economic and industrial infrastructure, which influence the type of employees required. Work in the informal economy is also included.

The *Journal of Education and Work* has a particular interest in comparative studies of skill formation and especially the transition from education to employment, how this process is structured and managed, and its effects on the young people, schools, colleges, universities and employers.

The journal publishes interdisciplinary papers, which reflect the multifaceted nature of the journal's concerns. Articles are welcome from economists, psychologists, sociologists, educationalists, and policy analysts. The journal publishes case studies from practitioners, which present innovation grounded in relevant literature and debate.

Abstracting/Indexing: Australian Education Index (AEI); National Database for Research into International Education (NDRI); [British Education Index](#); Contents Pages in Education; [Educational Research Abstracts online \(ERA\)](#); ERIC; Psychological Abstracts; psycINFO; Research into Higher Education Abstracts; Sociological Abstracts and Youth Studies Australia.

100. *Journal of Education for Students Placed at Risk (JESPAR)* ISSN 1082-4669 (Routledge) Volume 13 (2008) in 4 issues:

The *Journal of Education for Students Placed At Risk (JESPAR)* is the only academic journal to date which provides quantitative and qualitative research focused exclusively on improving the education of students placed at risk. *JESPAR* publishes literature and report reviews, research articles on promising reform programs, and case studies on "schools that work"; in doing so, *JESPAR* facilitates communication among all the stakeholders--researchers, policymakers, and educators--who are actively involved in thwarting the academic failure of students placed at risk.

Abstracting/Indexing: PsycINFO/Psychological Abstracts; Exceptional Child Education Resources; Sociology of Education Abstracts; Current Index to

Journals in Education; Contents Pages in Education, Educational Administration Abstracts, Sage Family Studies Abstracts; EBSCOhost Products; Cabell' Directories; Violence & Abuse Abstracts; Family Index Database.

101. *Journal of Education for Teaching: International Research and Pedagogy* ISSN 0260-7476 (Routledge) Volume 33 (2008) in 4 issues:

The *Journal of Education for Teaching* is an established international refereed periodical, which publishes original contributions on the subject of teacher education. The journal interprets 'teacher education' in the widest sense, to include initial training, in-service education and staff development. The editors welcome scholarly discussions of new issues, reports of research projects or surveys of research work in particular fields, and contributions to current debates in teacher education throughout the world, generally or on specific issues.

All research articles published in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous international referees.

Abstracting/Indexing: Australian Education Index (AEI); National Database for Research into International Education (NDRI); Academic Search; [British Education Index](#); Contents Pages in Education; EBSCO Online; EBSCO CD Rom Database; Education Journal; [Educational Research Abstracts online \(ERA\)](#); ERIC; Language and Linguistics Behaviour Abstracts; MLA International Bibliography and Research into Higher Education Abstracts.

102. *Journal of Education Policy* ISSN 0268-0939 (Routledge) Volume 23 (2008) in 6 issues:

The *Journal of Education Policy* aims to discuss, analyse and debate policymaking, policy implementation and policy impact at all levels of and in all facets of education. It offers a forum for theoretical debate, and historical and comparative studies, as well as policy analysis and evaluation reports. The journal also analyses key policy documents and reviews relevant texts and monographs.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: [British Education Index](#); Contents Pages in Education; Current Contents Social and Behavioural Sciences; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); ERIC; Social Sciences Citation Index; International Bibliography of the Social Sciences (IBSS) and Sociological Abstracts.

103. *Journal of Educational Administration and History* ISSN 0022-0620 (Routledge) Volume 40 (2008) in 3 issues:

The *Journal of Educational Administration and History* is an international journal committed to the publication of high quality peer reviewed articles based on conceptual and empirical research. Its remit is broad, and it is based on a field that is pluralistic with a range of projects, people and research designs. The central purpose is to communicate rigorous research that undertakes historical analyses of educational administration, leadership, management and policy. The journal's readership is international and includes policymakers, researchers, and practitioners in the field of education.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymised refereeing by at least two leading scholars in the field.

Abstracting/Indexing: Historical Abstracts and America: History and Life; Educational Administration Abstracts; Education Publishing Company, IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences) and IBZ (International Bibliography of Periodical Literature on the Humanities and Social Sciences).

104. *Journal of Further and Higher Education* ISSN 0309-877X (Routledge) Volume 32 (2008) in 4 issues:

Journal of Further and Higher Education is an international, peer-reviewed journal, which publishes articles and book reviews representing the whole field of post-16 education and training. Topic areas include management and administration, teacher education and training, curriculum, staff and institutional development, and teaching and learning strategies and processes. The journal encourages debate on contemporary pedagogic issues and professional concerns within the UK and abroad. The journal is committed to promoting excellence in these fields by providing a forum

for the debate and evaluation of a wide range of pedagogic issues and professional concerns.

The *Journal of Further and Higher Education* has carried articles on aspects of many different education systems across the world. There is an increasing need to address issues associated with education on an international and comparative basis. Over the coming years, *Journal of Further and Higher Education* will be encouraging submission of further articles exploring the distinctive features of education and policy in different countries.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI); National Database for Research into International Education (NDRI); [British Education Index](#); [Contents Pages in Education](#); [Educational Research Abstracts online \(ERA\)](#); ERIC and [Research into Higher Education Abstracts](#).

105. *Journal of Geography* ISSN 0022-1341 (Routledge) Volume 107 (2008) in 6 issues:

The *Journal of Geography* provides a forum for educators and scholars to present results from teaching and research that advance our understanding and practice of geographic education from pre-Kindergarten through the post-graduate levels. The Journal publishes articles on instructional approaches, the results of research, lesson plans and teaching activities, and reviews of books, maps, computer software and other digital products.

Abstracting/Indexing: Social Science Citation Index.

106. *Journal of Geography in Higher Education* ISSN 0309-8265 (Routledge) Volume 32 (2008) in 3 issues:

The *Journal of Geography in Higher Education (JGHE)* was founded upon the conviction that the development of learning and teaching was vitally important to Higher Education. It is committed to promote, enhance and share geography learning and teaching in all institutions of higher education throughout the world, and provides a forum for geographers and others, regardless of the specialisms, to discuss common

educational interests, to present the results of educational research, and to advocate new ideas. All submitted articles are peer reviewed.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by two referees and an editorial board panel.

Abstracting/Indexing: Australian Education Index; [British Education Index](#); [Contents Pages in Education](#); Current Contents/Social & Behavioral Sciences; ERIC; Geographical abstracts; Human Geography International Bibliography of book reviews; International Bibliography of Periodical Literature; National Database for Research into International Education (NDRI); Research Alert; Research into Higher Education abstracts; Social Science Citation Index; Social SCISEARCH and [Technical Education & Training Abstracts](#)

107. *Journal of Higher Education Policy and Management* ISSN 1360-080X (Routledge) Volume 30 (2008) in 3 issues:

The Journal of Higher Education Policy and Management is an international journal of professional experience and ideas in post-secondary education. It is a must read for those seeking to influence educational policy-making. The journal also aims to be of use to managers and senior academic staff that seek to place their work and interests in a broad context and influence educational policy and practice.

Abstracting/Indexing: Academic Search; Australian Education Index; Contents Pages in Education; EBSCO Online; EBSCO CD Rom Database; EconLit; Education Journal; [Educational Research Abstracts online \(ERA\)](#); e-JEL; ERIC; Higher Education Abstracts; Journal of Economic Literature; Research into Higher Education Abstracts and Sociological Abstracts.

108. *Journal of In-Service Education (f. British Journal of In-service Education)* ISSN 1367-4587 (Routledge) Volume 34 (2008) in 4 issues:

The Journal of In-service Education is a fully-refereed international journal that publishes original contributions on the subject of teacher education in its widest sense: initial preparation as it affects induction, in-service education, professional development, and the work of teachers' centres, advisory services and INSET units. Contributions comprise scholarly discussion of new issues, reports of research in

particular areas, reports of developments and contributions to debate on teacher education generally or on specific issues.

All research articles appearing in this journal have undergone rigorous peer review by members of the editorial board.

Abstracting/Indexing: British Education Index; Contents Pages in Education; Education Journal; Educational Administration Abstracts; Educational Research Abstracts online (ERA); IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); IBZ (International Bibliography of Periodical Literature in the Fields of Art + Humanities + Social Sciences); Research into Higher Education Abstracts.

109. *Journal of Jewish Education* ISSN 1524-4113 (Routledge) Volume 74 (2008) in 3 issues:

The journal provides a unique interdisciplinary forum for considering the diverse research and scholarly issues in Jewish education including curriculum and instruction, teacher preparation, Jewish identity development, history and philosophy of Jewish education, and the linkage between Jewish and general education. The journal's scope ranges from early childhood through adult education, in any setting in which Jewish education occurs.

Contributions to the journal address issues unique to Jewish education, as well as the application of research and thought from general education. Further, a variety of methodological approaches and formats are represented. These include qualitative and quantitative empirical research studies, reflections on Jewish education past and present, and discussion of theoretical aspects of Jewish education.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymous review by two referees.

Abstracting/Indexing: H.W. Wilson and RAMBI, The Index of Articles on Jewish Studies, Educational Research Abstracts Online (ERA); and PsycINFO.

110. *Journal of Language, Identity & Education* ISSN 1534-9458 (Routledge) Volume 7 (2008) in 4 issues:

The *Journal of Language, Identity, and Education* is an international forum for interdisciplinary research that is grounded in theory and of interest to scholars and policymakers. This journal seeks cutting-edge interdisciplinary research from around

the world, reflecting diverse theoretical and methodological frameworks and topical areas, including but not limited to: educational policies and approaches that explicitly address various dimensions of diversity and linguistic rights in educational contexts; the formation and consequences of identities in educational and other social contexts; critical studies of literacy policies, national literacy and biliteracy demographics, the socio-economic and political significance of literacy, and societal expectations regarding literacy; research on the relationship between home/local linguistic and cultural socialization and schooling; critical and comparative analyses of official and legal frameworks for educational policies and practices in diverse settings; research on educational practices that promote educational equity for diverse student populations; and the role of ideologies in educational language and cultural policies.

Abstracting/Indexing: PsycINFO/Psychological Abstracts; Linguistics Abstracts; Linguistics and Language Behavior Abstracts; EBSCOhost Products; Cabell' Directories; Family Index Database; Education Research Abstracts; Contents Pages in Education; Cabell' Directory of Publishing Opportunities in Educational Psychology and Administration.

111. *Journal of Latinos and Education* ISSN 1534-8431 (Routledge) Volume 7 (2008) in 4 issues:

The *Journal of Latinos and Education (JLE)* provides a cross-, multi-, and interdisciplinary forum for scholars and writers from diverse disciplines who share a common interest in the analysis, discussion, critique, and dissemination of educational issues that impact Latinos. There are four broad arenas which encompass most issues of relevance: (1) Policy, (2) Research, (3) Practice, and (4) Creative & Literary Works.

JLE encourages novel ways of thinking about the ongoing and emerging questions around the unifying thread of Latinos and education. The journal supports dialogical exchange--for researchers, practitioners, authors, and other stakeholders who are working to advance understanding at all levels and aspects--be it theoretical, conceptual, empirical, clinical, historical, methodological, and/or other in scope. A range of formats for articles is encouraged, including research articles, essay reviews and interviews, practitioner and community perspectives, book and media reviews, and other forms of creative critical writing.

Abstracting/Indexing: PsycINFO/Psychological Abstracts; Current Index to Journals in Education; ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS); EBSCOhost Products; Cabell' Directories; Family Index Database; Hispanic American Periodicals Index; Education Research Abstracts; Contents Pages in Education.

112. *Journal of Literacy Research* ISSN 1086-296X (Routledge) Volume 40 (2008) in 4 issues:

The *Journal of Literacy Research (JLR)* is an interdisciplinary, peer-reviewed journal that publishes research related to literacy, language, and literacy and language education from preschool through adulthood. JLR publishes research and scholarly papers, including original research, critical reviews of research, conceptual analyses, and theoretical essays. Investigations of the social, affective, cognitive, pedagogical, technological, and political dimensions of literacy are appropriate for publication in JLR. Articles represent diverse research paradigms and theoretical orientations, and they employ a variety of methodologies and modes of inquiry. JLR serves as a forum for sharing divergent areas of research and pedagogy and encourages dialogue among professionals from a variety of disciplines.

Abstracting/Indexing: PsycINFO/Psychological Abstracts; ISI: Social Sciences Citation Index; Current Contents/Social & Behavioural Sciences; Sociological Abstracts; Cabell' Directory of Publishing Opportunities in Education Curriculum and Methods; Linguistics and Language Behaviour Abstracts.

113. *Journal of Moral Education* ISSN 0305-7240 (Routledge) Volume 37 (2008) in 4 issues:

The *Journal of Moral Education* provides a unique interdisciplinary forum for consideration of all aspects of moral education and development across the lifespan. It contains philosophical analyses, reports of empirical research and evaluation of educational strategies, which address a range of value issues and the process of valuing, in theory and practice, and also at the social and individual level. The journal regularly includes country based state-of-the-art papers on moral education and publishes special issues on particular topics.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI), National Database for Research into International Education (NDRI); Academic Search; ASSIA; [Beliefs, Culture and Learning Information Gateway](#); [British Education Index](#); [Contents Pages in Education](#); Current Contents Social & Behavioral Sciences; EBSCO Online; EBSCO CD Rom Database; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); ERIC; FRANCIS; Higher Education Abstracts; International Bibliography of the Social Sciences (IBSS); Religious and Theological Abstracts; Social Sciences Citation Index and Sociological Abstracts.

114. *Journal of Peace Education* ISSN 1740-0201 (Routledge) Volume 5 (2008) in 2 issues:

Journal of Peace Education publishes articles, which promote discussions on theories, research and practices in peace education in varied educational and cultural settings. *Journal of Peace Education* is multidisciplinary and intercultural. It aims to link theory and research to educational practice and is committed to furthering original research on peace education, theory, curriculum and pedagogy. *Journal of Peace Education* understands peace education as education for the achievement of a nonviolent, ecologically sustainable, just and participatory society.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI); Contents Pages in Education and Educational Research Abstracts online (ERA).

115. *Journal of Political Science Education* ISSN 1551-2169 (Taylor and Francis) Volume 4 (2008) in 3 issues:

The *Journal of Political Science Education* has a very comprehensive mission, defined around the central concept of teaching and learning about politics. The audience for the journal is concerned with political teaching and learning, broadly conceived. The core audience includes political scientists at both undergraduate teaching institutions and research institutions involved in graduate student training. In

addition, the audience includes those teaching at the community college level and, potentially, at the high school level as well. The journal includes topics regarding pedagogical scholarship and the scholarship of teaching and learning; discussion of assessment issues; and reviews of both textbooks and relevant teaching technologies of use to political scientists.

The *Journal of Political Science Education* is an intellectually rigorous, path-breaking, agenda-setting journal that publishes the highest quality scholarship on teaching and pedagogical issues in political science. The journal aims to represent the full range of questions, issues and approaches regarding political science education, including teaching-related issues, methods and techniques, learning/teaching activities and devices, educational assessment in political science, graduate education, and curriculum development. In particular, the journal's editors welcome studies that reflect the scholarship of teaching and learning, or works that would be informative and/or of practical use to the readers of the *Journal of Political Science Education*, and address topics in an empirical way, making use of the techniques that political scientists use in their own substantive research.

All articles in this journal have undergone rigorous peer review, based on initial editor screening and double-blind review by at least two anonymous referees.

Abstracting/Indexing: CSA Worldwide Political Science Abstracts; EBSCO Education Research Complete; Family Index Database; and International Political Science Abstracts.

116. *Journal of Research on Christian Education* ISSN 1065-6219 (Routledge) Volume 17 (2008) in 2 issues:

The *Journal of Research on Christian Education (JRCE)* provides a vehicle for the scholarly interchange of research findings relative to every level of Christian education. Particular emphasis is given to Christian schooling within the Protestant tradition as well as to research findings from other traditions, which have implications for such schools.

The purposes of the *JRCE* are (1) to stimulate inquiry among scholars of Christian education on topics of common interest, (2) to serve as a clearinghouse for the organization and diffusion of emerging research on the Christian school, and (3) to communicate research findings that inform Christian educators as well as the wider society.

Abstracting/Indexing: Religion and Theology Abstracts; Index to Book Reviews in Religion; Higher Education Abstracts; Religion Index One: Periodicals; the SDA Periodical Index; and selectively indexed in ERIC.

117. *Journal of Learning Sciences* ISSN 1050-8406 (Routledge) Volume 17 (2008) in 4 issues:

The Journal of Learning Sciences provides a multidisciplinary forum for the presentation and discussion of research on education and learning. Emphasis is placed on important ideas that can change our understanding of learning as well as the practice of education. Articles evolve from disciplines such as artificial intelligence, cognitive science, cognitive and educational psychology, cognitive anthropology, education, and educational technology.

118. *Journal of Vocational Education & Training (f. Vocational Aspect of Education)* ISSN 1363-6820 (Routledge) Volume 60 (2008) in 4 issues:

Journal of Vocational Education and Training is a fully-refereed international journal that publishes scholarly articles addressing the development of practice and theory in work-related education, wherever that education occurs. In many industrial countries education for occupations is mainly a post-compulsory provision, though that is fast disappearing as those societies realise the fruitful potential for using work-oriented studies for general educational purposes in compulsory primary and secondary schooling. In developing countries, where schooling can only claim resources if it is more directly relevant to national economic needs, vocational preparation is more often a normal experience for school children. This journal seeks to encourage such developments by acting as a focal point for the study of all aspects of vocational and pre-vocational education throughout the world. All submitted articles are scrutinised anonymously by at least two independent referees before being accepted for publication.

Abstracting/Indexing: ASSIA; [British Education Index](#); [Contents Pages in Education](#); Education Journal; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); ERIC; IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); IBZ (International Bibliography of Periodical Literature in the Fields of Art + Humanities + Social Sciences); Research into Higher Education Abstracts.

119. *Journal of Youth Studies* ISSN 1367-6261 (Routledge) Volume 11 (2008) in 5 issues:

Journal of Youth Studies is an international scholarly journal devoted to a theoretical and empirical understanding of young people's experiences and life contexts. Over the last decade, changing socio-economic circumstances have had important implications for young people: new opportunities have been created, but the risks of marginalisation and exclusion have also become significant. This is the background against which *Journal of Youth Studies* has been launched, with the aim of becoming the key multidisciplinary journal for academics with interests relating to youth and adolescence.

Journal of Youth Studies is focused upon young people within a range of contexts, such as education, the labour market and the family, and highlights key research themes such as the construction of identity, the use of leisure time, involvement in crime, consumption and political behaviour. The journal particularly encourages the submission of behaviour. The journal particularly encourages the submission of articles which highlight interconnections between the different spheres of young people's lives (such the transition from school to work) and articles which offer a critical perspective on social policies which affect young people.

Journal of Youth Studies brings together social scientists working in a range of disciplines. These include sociology, psychology, education, social policy, political science, economics, anthropology and social geography.

Abstracting/Indexing: [Contents Pages in Education](#); [Educational Management Abstracts](#); Family Index; Family and Society Studies Worldwide; PsycINFO; Social Care Institute for Excellence (SCIE); Sociological Abstracts; [Sociology of Education Abstracts](#) and Social Planning/Policy & Development Abstracts.

120. *Language Learning and Development* ISSN 1547-5441 (Psychology Press) Volume 3 (2008) in 3 issues:

Language Learning and Development (LL&D) serves as a vehicle for interaction among the broad community of scholars and practitioners who investigate language learning, including language learning in infancy, childhood, and across the lifespan; language in both typical and atypical populations and in both native- and second-language learning. *LL&D* welcomes scholars who pursue diverse approaches

to understanding all aspects of language acquisition, including biological, social, and cross-cultural influences, and who employ experimental, observational, ethnographic, comparative, neuroscientific, and formal methods of investigation.

The journal is multidisciplinary and seeks to examine language development in all of its many guises. Among the many issues *LL&D* explores are biological versus environmental factors in language development; learning in humans versus animals; learning of signed versus spoken language; computer models of learning; and how neurotechnology and visualization of the brain inform our understanding of language learning and development.

Abstracting/Indexing: PsycINFO/Psychological Abstracts; Family Index Database; Cabell' Directory of Publishing Opportunities in Educational Curriculum and Methods; and MLA International Bibliography.

121. *Language Learning Journal* ISSN 0957-1736 (Routledge) Volume 36 (2008) in 2 issues:

Language Learning Journal (LLJ) provides a forum for scholarly contributions on current aspects of foreign language and teaching. *LLJ* is an international, peer-reviewed journal that is intended for an international readership, including foreign language teachers, language teacher educators, researchers and policy makers. Contributions, in English, tend to assume a certain range of target languages. These are usually, but not exclusively, the languages of mainland Europe and 'Community Languages'; other languages, including English as a foreign language, may also be appropriate, where the discussion is sufficiently generalisable.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: [British Education Index](#); [Educational Research Abstracts Online \(ERA\)](#) and SCOPUS.

122. *Leadership and Policy in School* ISSN 1570-0763 (Taylor and Francis) Volume 7 (2008) in 4 issues:

The purposes of *Leadership and Policy in Schools* are to encompass studies about leadership and policy in primary and secondary education, as well as in tertiary education, where appropriate. Studies that utilize the school-site as their primary unit

of analysis are of particular interest. Such studies will include schools from diverse contexts in both the public and private sectors.

All research articles in this journal have undergone rigorous, double-blind peer review, based on an initial editor screening followed by anonymous refereeing by three anonymous referees.

Abstracting/Indexing: Current Indexes to Journals in Education (CIJE) and [Educational Research Abstracts Online](#) (ERA).

123. *Learning, Media & Technology: Incorporation Education Communication & Information* ISSN 1743-9884 (Routledge) Volume 33 (2008) in 4 issues:

Learning, Media and Technology - incorporating *Education, Communication & Information* - is an international, peer-reviewed journal that aims to stimulate debate on the interaction of innovations in educational theory and practices, with media and educational technologies. Media and technologies are interpreted in the broadest sense, to encompass digital broadcasting, the internet and online resources, and other new and emerging formats, as well as the traditional media of print, broadcast television and radio.

The Editors encourage critical and comparative analyses including paradigms and methodologies that cross disciplinary and cultural boundaries. Contributions are welcome from a wide range of educators and practitioners, including academics, students, teacher educators, policy makers, media professionals, librarians and teachers from all sectors. Suggestions for themed special issues and guest editors are much welcome. All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: British Education Index, Communication Abstracts, Contents Pages in Education, EBSCOhost EJS; EBSCO CD Rom Database, Academic Search, Education Journal, Educational Research Abstracts online (ERA), Ergonomics Abstracts, ERIC, International Index to Film and Television Products, Research into Higher Education Abstracts, Educational Administration Abstracts, Australian Education Index.

124. *Literacy Research & Instruction (f. Reading Research & Instruction Journal)* ISSN 1938-8071 (Routledge) Volume 47 (2008) in 4 issues:

Literacy Research and Instruction (formerly Reading Research and Instruction), the official journal of the College Reading Association, is an international refereed professional journal that publishes articles dealing with research and instruction in reading education and allied literacy fields. The journal is especially focused on instructional practices and applied or basic research of special interest to reading and literacy educators. *Literacy Research and Instruction* is indexed in the ERIC system and articles are reported in Research in Education.

Abstracting/Indexing: ERIC and Research in Education.

125. *London Review in Education* ISSN 1474-8460 (Routledge) Volume 6 (2008) in 3 issues:

London Review of Education (LRE), an international peer-reviewed journal, aims to promote and disseminate high-quality analyses of important issues in contemporary education.

As well as matters of public goals and policies, these issues include those of pedagogy, curriculum, organisation, resources, and institutional effectiveness. *LRE* wishes to report on these issues at all levels and in all types of education, and in national and transnational contexts. *LRE* wishes to show linkages between research and educational policy and practice, and to show how educational policy and practice are connected to other areas of social and economic policy.

LRE especially welcomes review articles on educationally related themes or topics of significance. Such articles might, for instance, survey policies and major initiatives and analyse and possibly critique their assumptions or key concepts. Such articles are welcome to have a polemical edge. All such articles should, though, of course, be rigorous in their explorations of issues.

LRE encourages work from the perspectives of all the disciplines that contribute to the study of education. This work will demonstrate theoretical strength combined with policy, professional or operational insight.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: AEI (Australian Education Index); British Education Index; Contents Pages in Education; Educational Administration Abstracts; ERA (Education, Educational Research Abstracts online); E-psyche; IBR (International

Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); IBZ (International Bibliography of Periodical Literature on the Humanities and Social Sciences); and Research in Higher Education Abstracts.

126. *Mathematical Thinking and Learning* ISSN 1098-6065 (Routledge) Volume 10 (2008) in 4 issues:

The international mathematics education community is maturing at a rapid and exciting rate. Although this community has developed its own research perspectives and theoretical frameworks, it continues to expand its horizons by drawing upon new theories and research in mathematics, psychology, sociology, philosophy, anthropology, and information technology. *Mathematical Thinking and Learning* is directed at researchers interested in mathematics education from any of these perspectives, with a particular focus on mathematical thinking, reasoning, and learning. In addition to receiving research articles, the journal invites articles that present theoretical and philosophical analyses of issues related to the previous topics.

Abstracting/Indexing: PsycINFO/Psychological Abstracts; Zentralblatt für Mathematik/Mathematics Abstracts; ERIC Clearinghouse for Science, Mathematics, and Environmental Education; Current Index to Journals in Education; Education Index; Education Abstracts; Australian Education Index; EBSCOhost Products; Education Research Abstracts; Contents Pages in Education; Cabell' Directory of Publishing Opportunities in Educational Curriculum and Methods.

127. *Measurement in Physical Education and Exercise Science* ISSN 1091-367X (Routledge) Volume 12 (2008) in 4 issues:

Measurement in Physical Education and Exercise Science (MPEE) covers a wide variety of subjects in the area of measurement research in physical education and exercise science. Each journal section is devoted to theoretical and methodological issues in measurement and statistics. This journal is essential reading for anyone who has a use for quality measurement information in the fields of physical education and exercise science. *Measurement in Physical Education and Exercise Science* presents the best research, test reviews, tutorials, commentaries, and discussion of theoretical and methodological issues in measurement and statistics as they apply to this field of study.

Abstracting/Indexing: Physical Education Index; CAB Abstracts; EMBASE/Excerpta Medica; EBSCOhost Products; Cabell' Directories; ScienceDirect Navigator; PsycINFO/Psychological Abstracts; Scopus.

128. *Medical Teacher* ISSN 0142-159X (Informa Healthcare) Volume 30 (2008) in 10 issues:

Medical Teacher addresses the needs of teachers and administrators throughout the world involved in training for the health professions. This includes courses at basic and post-basic levels as well as the increasingly important area of continuing education. *Medical Teacher* provides accounts of new teaching methods, guidance on structuring courses and assessing achievement, and serves as a forum for communication between medical teachers and those involved in general education. In particular, the journal recognizes the problems teachers have in keeping up-to-date with the developments in educational methods that lead to more effective teaching and learning at a time when the content of the curriculum - from medical procedures to policy changes in health care provision - is also changing. The journal features reports of innovation and research in medical education, case studies, survey articles, practical guidelines, reviews of current literature and book reviews. All articles are peer reviewed.

Abstracting/Indexing: Australian Education Index (AEI); CINAHL; Current Contents/Clinical Medicine, ERIC; EMBASE/Excerpta Medica, e-psyche, Euro-Factor Database, Human Resources Abstracts, National Database for Research into International Education (NDRI), Research Alert, SciSearch, Scopus, Social Sciences Citation Index (SCI), Sociological Abstracts, Violence and Abuse Abstracts and Index Medicus/MEDLINE.

129. *Mentoring & Tutoring: Partnership in Learning* ISSN 1361-1267 (Routledge) Volume 16 (2008) in 4 issues:

Mentoring & Tutoring: Partnership in Learning is an international refereed journal that has quickly become the major resource to exchange information on mentoring and tutoring. The journal seeks to publish papers on all aspects of mentoring, tutoring and partnership in education, other academic disciplines and the professions. The journal is also playing an important role in burgeoning 'instance learning' programmes. The purpose of the journal is to help advance knowledge and

understanding of mentoring, tutoring and/or partnership in learning through a focus on high-quality research papers and development activities. The journal welcomes contributions from the widening field of mentoring and tutoring including papers of a philosophical, socio-political, or creative nature. Comparative aspects of mentoring, tutoring and partnership are of special interest as these techniques are increasingly used worldwide. The criteria for acceptance of papers are that they are analytical/empirical or critical, contribute to scholarship in the field, and are accessible to an international audience. Authors should also closely consider possible relevance to learning situations in other educational systems and cultures.

Abstracting/Indexing: Australian Education Index (AEI); Cabells; National Database for Research into International Education (NDRI); [British Education Index](#); [Contents Pages in Education](#); [Educational Research Abstracts online](#) (ERA) and PsycINFO.

130. *Music Education Research* ISSN 1461-3808 (Routledge) Volume 10 (2008) in 3 issues:

Music Education Research is an international refereed journal, which draws its contributions from a wide community of researchers. The focus is firmly on research, and the journal provides an international forum for cross-cultural investigations and discussions relating to all areas of music education. *Music Education Research* welcomes articles, which report on and discuss research and methodological issues from the point of view of philosophy, sociology, psychology and comparative studies. The journal is concerned with the dissemination of ideas relating to practical and theoretical developments in the field. Education is interpreted in a broad sense including teaching and learning; formal and informal contexts; musical development; musical creativity and perception; instrumental/vocal studies; technologies; special needs, community settings; socio-cultural issues; policy; curriculum design and assessment. *Music Education Research* encourages authors to write in a lucid and accessible style, avoiding impenetrable jargon and taking care to communicate to an international readership.

Abstracting/Indexing: [Contents Pages in Education](#); [Educational Research Abstracts online](#) (ERA); RILM Abstracts of Music Literature; [British Education Index](#); ERIC; Academic Search; EBSCOhost EJS; ERIC (Teaching and Teacher Education); Australian Education Index; National Database for Research into

International Education; IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); IBZ (International Bibliography of Periodical Literature in the Fields of Art + Humanities + Social Sciences); The Music Index: A Subject-Author Guide to Music Periodical Literature.

131. *The New Educator* ISSN 1547-688X (Taylor and Francis) Volume 4 (2008) in 4 issues:

The New Educator publishes original refereed contributions that focus on the challenges of building and sustaining professional community in the education of new educators. It serves as a forum on issues that teacher education programs and school systems encounter in the preparation, recruitment, induction, support, and retention of educators new to the field. The journal focuses particularly on the challenges of developing and retaining qualified educators committed to service in public schools, and it defines "educator" broadly to include classroom teachers, administrators, counselors, support staff, teacher educators, and those who educate outside of school settings.

The New Educator features research articles, essays, commentaries, reports, program descriptions, reflective narratives, humour, interviews, and book and resource reviews. The editor encourages work that links theory with practice, is useful and accessible to the field, is generated through practice, and reflects the needs and perspectives of the diverse communities served by educational institutions in this new century.

All manuscripts submitted to *The New Educator* are peer reviewed. Manuscripts undergo an initial screening by the Editors, then anonymous refereeing by two anonymous referees, and finally, an Editorial review.

Abstracting/Indexing: Contents Pages in Education; CSA Applied Social Sciences Index & Abstracts (ASSIA); CSA Linguistics and Language Behaviour Abstracts; and MLA Bibliography.

132. *Open Learning: The Journal of Open and Distance Learning* ISSN 0268-0513 (Routledge) Volume 22 (2008) in 3 issues:

This is a leading international journal in the field of open, flexible and distance learning. *Open Learning* is widely subscribed to and read throughout the world by those in specialist distance education institutions, and also by those using distance,

flexible and technology based forms of learning in conventional education and training contexts. Readers are drawn from all levels of education and training both in the private and public sectors and from academic, administrative and technical functions.

Articles are peer reviewed by an international panel of experts in the field, are accepted from contributors worldwide and reflect developments in the field globally. All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI), National Database for Research into International Education (NDRI); Caredata; [British Education Index](#); [Contents Pages in Education](#); Education Journal; [Educational Research Abstracts online \(ERA\)](#) and ERIC.

133. *Oxford Review of Education* ISSN 0305-4985 (Routledge) Volume 33 (2008) in 5 issues:

The objective of the *Oxford Review of Education* is to advance the study of education. It especially wishes to promote the elaboration and evaluation of a body of speculative and empirical theory, the development of which might improve educational practice. The journal publishes papers on the theory and practice of education from scholars throughout the world in a variety of disciplines: philosophy, political science, economics, history, anthropology, sociology, psychology and medicine.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Academic Search, [British Education Index](#), Child Development Abstracts, [Contents Pages in Education](#), Current Contents/Social and Behavioural Sciences, EBSCO Online, EBSCO CD Rom Database, Education Journal, [Educational Research Abstracts online \(ERA\)](#), Educational Administration Abstracts, ERIC, [Research into Higher Education Abstracts](#), Social Sciences Citation Index, Sociological Abstracts; International Bibliography of the Social Sciences (IBSS) and UNESCO Databases.

134. *Paedagogica Historica* ISSN 0030-9230 (Routledge) Volume 44 (2008) in 6 issues:

A trilingual journal with European roots, *Paedagogica Historica* discusses global education issues from an historical perspective.

Topics include: Childhood and Youth; Comparative and International Education; Cultural and Social Policy; Curriculum; Education Reform; Historiography; Schooling; Teachers; Textbooks; Theory and Methodology; The Urban and Rural School Environment; Women and Gender Issues in Education.

The journal thrives on contributions from top class authors including specialists in Antiquity, the Middle Ages, and the Modern Period. It encourages social, cross-cultural and historical-comparative approaches and prides itself on content that displays meticulous attention to theoretical and methodological developments. Papers are published in English, French and German.

All research articles published in *Paedagogica Historica* have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least three anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI); National Database for Research into International Education (NDRI); America: History and Life, British Education Index, Education Publishing Company, ERIC, Educational Research Abstracts online (ERA), FRANCIS, Historical Abstracts, International Bulletin of Bibliography on Education (BIBE), Social Sciences Citation Index and University History Discussion List (STUDIUM).

135. *Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development* ISSN 0264-3944 (Routledge) Volume 26 (2008) in 4 issues:

Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development is directed at teachers and researchers everywhere who are concerned with the personal, social development, education and care of all pupils across the curriculum. The journal tackles important contemporary issues such as current developments in the curriculum - citizenship, health, social and moral education; managing behaviour; whole school approaches; school structures; as well as issues of care - school exclusion, bullying and emotional development. Approaches to personal/social education; pastoral care and the counselling and care of students all

come within its remit. Contributions are encouraged which include analysis of existing practice, methods and programmes; critical discussions and accounts of new ideas and methods; developments and controversial issues; reports on research.

Abstracting/Indexing: Multicultural Education Abstracts, Research into Higher Education Abstracts, Sociology of Education Abstracts, Special Educational Needs Abstracts and Technical Education & Training Abstracts.

136. *Peabody Journal of Education* ISSN 0161-956X (Routledge) Volume 83 (2008) in 4 issues:

Peabody Journal of Education (PJE) publishes quarterly symposia in the broad area of education, including but not limited to topics related to formal institutions serving students in early childhood, pre-school, primary, elementary, intermediate, secondary, post-secondary, and tertiary education. The scope of the journal includes special kinds of educational institutions, such as those providing vocational training or the schooling for students with disabilities. *PJE* also welcomes manuscript submissions that concentrate on informal education dynamics, those outside the immediate framework of institutions, and education matters that are important to nations outside the United States. Finally, it includes topics that are linked to the social and organizational context in which formal and informal education take place. The Editor cooperates with groups of scholars to present multifaceted, integrated expositions of important topics. A given issue of *PJE* may contain contributions from social scientists, historians, philosophers, attorneys, practitioners, and policymakers.

Abstracting/Indexing: PsycINFO/Psychological Abstracts; Linguistics and Language Behavior Abstracts; Contents Pages in Education; Sociological Abstracts; Education Index; Education Abstracts; Social Services Abstracts; EBSCOhost Products; Cabell' Directories; Family Index Database.

137. *Pedagogies: An International Journal* ISSN 1554-480X (Routledge) Volume 3 (2008) in 4 issues:

Pedagogies: An International Journal brings together emergent and breaking work on all aspects of pedagogy: classroom teaching and learning in response to new communities and student bodies, curriculum and responses to new knowledge and changing disciplinary, blends of traditional and new communications media in

classrooms, and most importantly, how we might improve and renew the everyday work that teachers and students do in classrooms.

Articles range from discussions, debates, and studies of the most tenacious and perennial educational problems--such as teaching to diversity and the persistent educational marginalization of specific communities--to those focusing on innovative engagements with new technologies and new forms of identity, new repertoires of teacher practice, and preparation of students for emergent forms of civic, workplace, and community life.

Abstracting/Indexing: Cabell' Directory of Publishing Opportunities in Educational Psychology and Administration.

138. *Pedagogy, Culture and Society* ISSN 1468-1366 (Routledge) Volume 16 (2008) in 3 issues:

Pedagogy, Culture & Society is a fully-refereed international journal that seeks to provide an international forum for pedagogy discussion and debate. The identity of the journal is built on the belief that pedagogy debate has the following features:

(i) Pedagogy debate is not restricted by geographical boundaries: its participants are the international educational community and its proceedings appeal to a worldwide audience.

(ii) Pedagogy debate is open and democratic: it is not the preserve of teachers, politicians, academics or administrators but requires open discussion.

(iii) Pedagogy debate is eclectic and interdisciplinary: it draws on a wide range of different intellectual and practical traditions to clarify core problems and sustain deliberation.

(iv) Pedagogy debate is concerned with the past, present and future: it involves thinking reflectively and critically about pedagogy policy and practice with the aid of organising concepts such as culture, politics and ideology.

(v) Pedagogy debate is culturally diverse: it involves communication between participants whose thinking is shaped by different cultural conditions ranging from the 'post-colonial' condition of many African and Asian countries to the 'post-centralised' condition of Eastern Europe and the 'post-modern' condition of Western liberal democracies.

Abstracting/Indexing: British Education Index; Contents Pages in Education; Education Journal; Educational Administration Abstracts; Educational Research Abstracts online (ERA); IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); IBZ (International Bibliography of Periodical Literature in the Fields of Art + Humanities + Social Sciences); Research into Higher Education Abstracts; Sociological Abstracts.

139. *Perspectives: Policy and Practice in Higher Education* ISSN 1360-3108 (Taylor and Francis) Volume 12 (2008) in 4 issues:

Perspectives: Policy & Practice in Higher Education provides higher education managers and administrators with innovative material which analyses and informs their practice of management. The journal aims to:

(i) Disseminate ideas, which enhance the practical aspects of higher education management and administration;

(ii) Further managers' knowledge and understanding of developments within the current higher education environment;

(iii) Foster debate about the implications of major external influences on the system and key issues for institutional management;

(iv) Provide for the exchange and internationalization of ideas in relation to the management of higher education systems and institutions.

Abstracting/Indexing: Australian Education Index (AEI); National Database for Research into International Education (NDRI); [British Education Index](#); [Contents Pages in Education](#); [Educational Research Abstracts online \(ERA\)](#); ERIC; [Research into Higher Education Abstracts](#) and Sociological Abstracts.

140. *Pharmacy Education: An International Journal for Pharmaceutical Education* ISSN 1560-2214 (Informa Healthcare) Volume 6 (2008) in 4 issues:

Pharmacy Education is published with the endorsement of the European Association of Faculties of Pharmacy (EAFP), and the Journal aims to provide a forum for communication between academic teachers and practitioners, with an emphasis on new and established teaching and learning methods; new curriculum and syllabus directions; guidance on structuring courses and assessing achievement as well as the dissemination of new ideas. The Journal also recognises the importance of policy issues and current trends in the context of education and professional

development. The Journal publishes reports of research and innovation in all aspects of pharmacy education and training, case studies, essays and opinions for comment, innovations in laboratory practice, reviews and reports on information technology in education and reviews of current literature. All articles are peer-reviewed.

Abstracting/Indexing: Contents Pages in Education; Educational Research Abstracts Online; EMBASE/Excerpta Medica; International Pharmaceutical abstracts; Pharmline; PsycINFO; RPS e-PIC and Scopus.

141. *Physical Education & Sport Pedagogy (f. European Journal of Physical Education)* ISSN 1740-8989 (Routledge) Volume 13 (2008) in 3 issues:

Physical Education and Sport Pedagogy promotes the communication of educational research in physical education and youth sport and related fields such as teacher and coach education. The journal encourages the submission of data-based and advocacy papers on teaching and coaching, learning and curriculum and especially the interdependence of these dimensions of pedagogy. Papers must be informed by a theoretical perspective. At the same time, papers should be written in such a way as to be accessible to the broad community of scholars and informed readers in physical education and sport pedagogy. Contributors are encouraged to write in clear and lucid prose. If specialised terminology needs to be used, concepts should be explained briefly and clearly and illustrated by an example where appropriate.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: PsycINFO.

142. *PRIMUS: Problems, Resources, and Issues in Mathematics Undergraduate Studies* ISSN 1051-1970 (Taylor and Francis) Volume 18 (2008) in 4 issues:

PRIMUS is a refereed journal devoted to dialogue and exchange of ideas among those interested in teaching undergraduate mathematics. This includes those who prepare students for college level mathematics, those who teach college level mathematics, and those who receive students who have been taught college level mathematics.

Each issue contains relevant and worthwhile material for those interested in collegiate mathematics education. While the primary interest is in first person descriptive and narrative articles about implemented teaching strategies and interesting mathematics, there is also opportunity for writing broad survey articles, formal studies of new teaching approaches, assessments of planned and in place strategies, and general discussion writing on teaching undergraduate mathematics.

143. *Quality in Higher Education* ISSN 1353-8322 (Routledge) Volume 14 (2008) in 3 issues

Quality in Higher Education is an international refereed journal aimed at those interested in the theory, practice and policies relating to the control, management and improvement of quality in higher education. The editor especially wishes to encourage papers on: reported research results, especially where these assess the impact of quality assurance systems, procedures and methodologies; theoretical analyses of quality and quality initiatives in higher education; comparative evaluation and international aspects of practice and policy with a view to identifying transportable methods, systems and good practice.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: [British Education Index](#); [Contents Pages in Education](#); Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); ERIC; FRANCIS; Higher Education Abstracts, Claremont Graduate School; Research into Higher Education Abstracts and Sociological Abstracts.

144. *Race, Ethnicity and Education* ISSN 1361-3324 (Routledge) Volume 11 in 4 issues:

Race Ethnicity & Education is an interdisciplinary journal, which provides a focal point for international scholarship, research and debate. It publishes original and challenging research, which explores the dynamics of race, racism and ethnicity in education policy, theory and practice. The journal has quickly established itself as essential reading for those working in this field and especially welcomes writing which addresses the interconnections between race, ethnicity and multiple forms of oppression including class, gender, sexuality and disability. All articles are

independently refereed and a distinguished international editorial panel supports the journal.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Academic Search; Australian Education Index (AEI); [British Education Index](#); CommunityWISE; [Contents Pages in Education](#); Current Index to Journals in Education (CIJE); EBSCOhost EJS; [Educational Research Abstracts online \(ERA\)](#); ERIC; GeoAbstracts; GEOBASE; Geographical Abstracts: Human Geography; Higher Education Abstracts; International Bibliography of the Social Sciences; International Development Abstracts; Language and Linguistics Behavior Abstracts; Multicultural Education Abstracts; SAGE Race Relations Abstracts; Sociological Abstracts and [Sociology of Education Abstracts](#).

145. *Reading & Writing Quarterly* ISSN 1057-3569 (Taylor and Francis) Volume 24 (2008) in 4 issues:

Reading and Writing Quarterly provides direction in educating a mainstreamed population for literacy. It disseminates critical information to improve instruction for regular and special education students who have difficulty learning to read and write. Interdisciplinary in scope, the journal addresses the causes, prevention, evaluation, and remediation of reading and writing difficulties in regular and special education settings. It encourages manuscripts on teaching the reading and writing processes to students experiencing difficulties in these areas. Possible topics include adjustments for language-learning style, literature-based reading programs, teaching reading and writing in the mainstream, study strategies, language-centred computer curricula, oral language connections to literacy, cooperative learning approaches to reading and writing, direct instruction, curriculum-based assessment, the impact of environmental factors on instructional effectiveness, and improvement of self-esteem.

Abstracting/Indexing: [Educational Research Abstracts online \(ERA\)](#); Annual Summary of Investigations Relating to Reading, IRA; Australian Education Index (AEI) National Database for Research into International Education; CSA Linguistics & Language Behavior Abstracts; Exceptional Child Education Resources (ECER); ERIC; Language and Language Behavior Abstracts (LLBA); MLA International

Bibliography; PscyALERT; PsycINFO; Psychological Abstracts (PA); Rehabilitation Literature; Social Welfare, Social Planning Policy & Social Development (SOPODA).

146. *Reading Psychology* ISSN 0270-2711 (Taylor and Francis) Volume 29 (2008) in 5 issues:

Prepared exclusively by professionals, this refereed journal publishes original manuscripts in the fields of literacy, reading, and related psychology disciplines. Articles appear in the form of completed research; practitioner-based "experiential" methods or philosophical statements; teacher and counselor preparation services for guiding all levels of reading skill development, attitudes, and interests; programs or materials; and literary or humorous contributions.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymous refereeing by two anonymous referees.

Abstracting/Indexing: [Educational Research Abstracts online \(ERA\)](#); ERIC; Contents Pages in Education; CSA Linguistics & Language Behavior Abstracts; EBSCO Academic Search Premier; Educational Administration Abstracts; Educational Research Abstracts; e-psyche; MLA International Bibliography; PsycINFO; Special Education Abstracts; and Studies on Women & Gender Abstracts.

147. *Reflective Practice* ISSN 1462-3943 (Routledge) Volume 9 (2008) in 4 issues:

Reflective Practice is a refereed journal publishing papers which seek to address one or more of the following themes: (i) the different kinds of reflective practice and the purposes it serves; (ii) reflection and the generation of knowledge in particular professions; (iii) the ways reflection is taught and learned most meaningfully; (iv) the links between reflection and the quality of workplace action.

Reflective Practice publishes original, challenging and stimulating work which explores reflection within and on practice, as an individual and collective activity, that concerns personal knowing and transformation, collective regeneration and political activism, reflection and voice, values, negotiated meaning, identity and community.

Reflective Practice includes papers that address the connections between reflection, knowledge generation, practice and policy. The journal also publishes shorter pieces on recent initiatives, reports of work in progress, proposals for

collaborative research, theoretical positions, knowledge reported in poetic, diagrammatic and narrative form illuminated by line drawings and photography, provocative problem and question-posing thought pieces, reflective dialogues and creative reflective conversations. Reflective Practice also incorporates, from time to time, short responses about how a paper awakens in the reader new understandings, sensitivities or possibilities.

All research articles in this journal have undergone rigorous peer review, based on a three-fold process of initial editor screening, double-blind review by two of the journal's referees and a final judgement by the editor.

Abstracting/Indexing: Australian Education Index (AEI); National Database for Research into International Education (NDRI); the British Education Index; Contents Pages in Education; EBSCOhost EJS and [Educational Research Abstracts online \(ERA\)](#).

148. *Religious Education* ISSN 0034-4087 (Taylor and Francis) Volume 103 (2008) in 4 issues:

Religious Education, the journal of the Religious Education Association: An Association of Professors, Practitioners, and Researchers in Religious Education, offers an interfaith forum for exploring religious identity, formation, and education in faith communities, academic disciplines and institutions, and public life and the global community. Articles consider education in houses of worship, schools, informal programs, and institutions of higher learning involving adults, youth, children, and families. Topics addressed include the following: (i) educational theory, theology, and education; (ii) tradition and directions; (iii) congregational programs and practices; (iv) models and methods; (v) moral, value, and character education; (vi) spiritual, cultural, and social issues in education.

All research articles in this journal have undergone editor screening and anonymous double blind peer review. All other articles are editor and peer reviewed.

Abstracting/Indexing: American Theological Library Association; Current Contents; Education Index; ERIC; Index to Jewish Periodicals; Psychological Abstracts; Psyc Info; Religious and Theological Abstracts; Religious Index One: Periodicals and H.W. Wilson.

149. *Research in Dance Education: Innovations in Arts Practice* ISSN 1564-7893 (Routledge) Volume 9 (2008) in 2 issues:

Research in Dance Education aims to inform, stimulate and promote the development of research in dance education and is relevant to both learners and teachers. The desire to improve the quality and provision of dance education through lively and critical debate, and the dissemination of research findings is uppermost. The journal sets out to include contributors from a wide and diverse community of researchers. This extends to all aspects of dance in education, providing opportunities for both experienced and less experienced researchers. The journal encourages a wide range of research approaches and methods, in a forum for debate. An international audience will be attracted to the comparative study of dance teaching and learning, which the journal encompasses. Issues of pedagogy and subject content are addressed in relation to creating, performing and viewing dance in various contexts. The role and value of Dance as part of Arts Education and the connections with other Arts practitioners is also addressed. The research field of *Research in Dance Education* includes: all phases of education, pre-school to higher education and beyond; teaching and learning in dance, theory and practice; new technology; professional dance artists in education; learning in and through dance; aesthetic and artistic education; dance and the arts; dance and physical education; training dance teachers: initial teacher education, continuing professional development, dance degrees, and professional dance training; examination dance; dance therapy; special educational needs; community dance and youth dance; dance in society: gender, ethnicity, class, religion, economics; psychological issues: self esteem, motivation, body image, creativity, philosophy and the arts, and research methods and methodologies.

Abstracting/Indexing: Academic Search; British Education Index; Contents Pages in Education; Educational Research Abstracts online (ERA); IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); IBZ (International Bibliography of Periodical Literature in the Fields of Art + Humanities + Social Sciences); NDTA Dance Resource List for Teachers; PsycINFO.

150. *Research in Drama Education* ISSN 1356-9783 (Routledge) Volume 13 (2008) in 3 issues:

Research in Drama Education is a refereed journal aimed at those who are interested in applying performance practices to cultural engagement, educational innovation and social change. It provides an international forum for research into

drama and theatre conducted in community, educational, developmental and therapeutic contexts. The journal offers a dissemination of completed research and research in progress, and through its Viewpoints section it encourages debate between researchers both on its published articles and on other matters. Contributions are drawn from a range of people involved in drama and theatre from around the world. It aims to bring the fruits of the best researchers to an international readership and to further debates in the rich and diverse field of educational drama and applied theatre.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees. All reviewers are internationally recognized in their field, and the editorial board of Research in Drama Education aim to support scholars from many different parts of the world.

Abstracting/Indexing: Academic Search; British Education Index; Contents Pages in Education; EBSCO CD Rom Database; EBSCOhost EJS; Educational Research Abstracts online (ERA); ERIC; MLA International Bibliography; Research into Higher Education Abstracts.

151. *Research in Mathematics Education* ISSN 1479-4802 (Routledge) Volume 10 (2008) in 2 issues:

Research in Mathematics Education is an international English language journal, publishing original refereed articles on all aspects of mathematics education. Papers should address the central issues in terms, which are of relevance across educational systems and informed by wider thinking in the field.

The journal has three sections, covering research papers, book reviews, and current reports.

The *Research Papers* section contains reports of studies involving empirical investigation and theoretical argumentation from which conclusions and implications can be drawn for future research and practice. Such reports are expected to show how the study builds on critical review of relevant literature and to provide an account of the methods and procedures used. Reports on thoughtful replications or variations of key earlier studies are welcome, as are critical reviews of some well-defined aspect of mathematics education. The journal welcomes high-quality research in any methodological tradition and is open to innovative and unusual approaches. All submissions are peer-reviewed.

The *Current Reports* section contains single-page summaries of research papers, which have been recently published in the online informal proceedings of the meetings of BSRLM.

The *Book Reviews* section contains reviews of recent publications in the field. While reviews may focus on individual works, they may examine several recent publications on cognate topics. In this spirit too, reviewers are encouraged to make explicit reference to relevant earlier work in the field and to other contemporary work, clearly locating the new text within the literature of the field, and providing thoughtful comparison.

All research articles published in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

152. *Research in Post-Compulsory Education* ISSN 1359-6748 (Routledge) Volume 13 (2008) in 3 issues:

This international, fully refereed journal, reports on research in the increasingly important area of post-compulsory education. Throughout the world, there is a growing awareness of the significance of vocational and post-compulsory education and training systems. The majority of countries are working hard to develop their provision, recognising the importance of post-compulsory education in providing educated and skilled people in sufficient numbers at appropriate levels to assist economic and social development.

Research in Post-Compulsory Education, sponsored by the United Kingdom's *Further Education Research Association (FERA)*, recognises the need for more international research and analysis and the generation of relevant theory in order to identify policy needs and trends as well as priorities in this growing area. While reporting current research, the journal also actively encourages the further development of research for post-compulsory education.

Research in Post-Compulsory Education is essential reading for policy-makers and researchers, practitioners and practitioner-researchers in all the different spheres of post-compulsory education including vocational/technical education, adult and continuing education, community education, schools, further and higher education. The Editorial Board and Advisory Board members are drawn from many countries to take account of the need for wide representation and editorial expertise.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing normally by two or three anonymous referees.

Abstracting/Indexing: [British Education Index](#); [Contents Pages in Education](#); Education Journal; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); IBZ (International Bibliography of Periodical Literature in the Fields of Art + Humanities + Social Sciences).

153. *Research in Science & Technological Education* ISSN 0263-5143 (Routledge) Volume 26 (2008) in 3 issues:

Research in Science & Technological Education publishes original research from throughout the world dealing with science education and/or technological education. It publishes articles on psychological, sociological, economic and organisational aspects of science and technological education, as well as evaluation studies of curriculum development in these fields. Its main aim is to allow specialists working in these areas the opportunity of publishing their findings for the benefit of institutions, teachers and students. It is hoped that the journal will encourage high quality research that will lead to more effective practices, behaviours and curricula in science and technology within educational establishments.

All research articles in *Research in Science and Technological Education* have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two referees.

Abstracting/Indexing: Academic Search; [British Education Index](#); [Contents Pages in Education](#); EBSCO Online; EBSCO CD Rom Database; [Educational Research Abstracts online \(ERA\)](#); ERIC; Psychological Abstracts, Research into Higher Education Abstracts and Telescan/American Association for Higher Education.

154. *Research on Language & Social Interaction* ISSN 0835-1813 (Routledge) Volume 41 (2008) in 4 issues:

Research on Language and Social Interaction is a multidisciplinary journal committed to publishing outstanding research focused on the organization and

dynamics of language and embodied conduct as vehicles of social interaction. Studies of casual conversation, institutional settings, interaction mediated by computer and other new technologies, and research on interaction across cultures and languages are within the journal's purview. Research may involve the close analysis of interaction based on interview and observational data, collected in the laboratory or the field. Diverse approaches to the study of interaction are encouraged, including, but not limited to, conversation analysis, discourse analysis, pragmatics, and observational and ethnographic studies. Quantitative research on such naturally occurring interaction can also be appropriate. Papers that review and schematize existing research and theory or propose solutions to existing methodological or theoretical problems are also welcome. All articles have undergone anonymous double-blind review.

Abstracting/Indexing: PsycINFO/Psychological Abstracts; Current Index to Journals in Education/Educational Resources Information Center; ComIndex; ISI: Current Contents/Social & Behavioral Sciences, Social Sciences Citation Index, Social SciSearch, Journal Citation Reports Social Science; Linguistics and Language Behavior Abstracts; Sociological Abstracts; Linguistics Abstracts; ComAbstracts; EBSCOhost Products; Communication Abstracts; Family Index Database; Cumulative Index to Nursing and Allied Health Literature (CINAHL); Education Research Abstracts; Contents Pages in Education; MLA International Bibliography; Cabell's Directory of Publishing Opportunities in Educational Psychology and Administration; Scopus.

155. *Research Papers in Education* ISSN 0267-1522 (Routledge) Volume 23 (2008) in 4 issues:

Research Papers in Education has developed a reputation for publishing significant educational research findings of recent years. Up-to-date and authoritative, the journal has given researchers the opportunity to present full accounts of their work; its rationale, findings and conclusions. Its format now includes shorter papers and review articles. *Research Papers in Education* is not only a vital source of pertinent information for educational researchers, but also required reading for educational policy-makers and planners. The journal publishes high quality articles in the fields of educational policy and practice, and research that links the two.

All research articles in this journal have undergone rigorous peer review by the Editor, the Deputy Editor, and one referee. The referee is usually chosen from

either the Editorial Board, the International Advisory Board, or the Reviewing Panel. Sometimes it is necessary to select someone not on the journal's Boards or Reviewing Panel in order to ensure that the referee has appropriate expertise. The Editor and the Deputy Editor, who seek further opinions on the paper if necessary, consider the referee's report.

Abstracting/Indexing: [British Education Index](#); Contents pages in Education; Education Journal; [Educational Research Abstracts online \(ERA\)](#) ; ERIC and FRANCIS.

156. *Review of Education, Pedagogy, and Cultural Studies* ISSN 1071-4413 (Taylor and Francis) Volume 30 (2008) in 5 issues:

The Review of Education, Pedagogy & Cultural Studies is the only journal, which publishes critical essays that explore pedagogy and its relation to a wide variety of political, social, cultural and economic issues. It is particularly concerned with issues focusing on how pedagogy works within and across a variety of sites (not limited to formal spaces of education, but including popular culture, museums, film, and other cultural spaces) and how pedagogical practices emerge out of specific historical struggles, concrete projects, and particular relations of power. The journal is interdisciplinary, and addresses the relationship of race, class, age and gender to particular projects, struggles, and issues. All review papers in this journal have undergone editorial screening and peer review.

Abstracting/Indexing: CSA -Sociological Abstracts; CSA - ASSIA; ERIC; Family Index; H.W. Wilson Education Index; IBSS; International Bibliography of the Social Sciences and MLA International Bibliography.

157. *Scandinavian Journal of Educational Research* ISSN 0031-3831 (Routledge) Volume 52 (2008) in 5 issues:

The *Scandinavian Journal of Educational Research* is an international refereed research journal focusing on central ideas and themes in educational thinking and research. The journal welcomes reports on philosophical, historical, comparative, experimental and survey studies and has no preferences - except quality - concerning the authors' choices of methodological perspectives. The journal reflects ongoing educational research in the nordic countries. It also encourages scholarly discussions on vital concepts, new issues and themes of importance for education in the future.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI); National Database for Research into International Education (NDRI); British Education Index; Contents Pages in Education; Education Journal; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); ERIC; FRANCIS; IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); IBZ (International Bibliography of Periodical Literature on the Humanities and Social Sciences); Language and Linguistics Behavior Abstracts; MLA International Bibliography; Psychological Abstracts; Research into Higher Education Abstracts and Sociological Abstracts.

158. *School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice* ISSN 0924-3453 (Routledge) Volume 19 (2008) in 4 issues:

School Effectiveness and School Improvement presents information on educational effectiveness, practice and policy-making across primary, secondary and higher education. The Editors believe that the educational progress of all students, regardless of family background and economic status, is the key indicator of effectiveness and improvement in schools. The journal does not subscribe to any particular methodology, and publishes quantitative, qualitative and mixed methods studies, literature reviews, historical overviews, case studies, theoretical and philosophical material and methodological papers, providing they are relevant to the field of educational effectiveness and demonstrate the rigour expected from a leading education journal.

Abstracting/Indexing: British Education Index (BEI), Contents Pages in Education, Current Contents/Social & Behavioral Sciences, Current Index to Journals in Education (CIJE), Educational Administration Abstracts, [Educational Research Abstracts online \(ERA\)](#), ERIC, IBR/IBZ, Psychological Abstracts, PsycINFO, PsycLIT, Research Alert, Social Sciences Citation Index, Social SciSearch.

159. *School Leadership & Management (f. School Organisation)* ISSN 1363-2434 (Routledge) Volume 28 (2008) in 5 issues:

School Leadership & Management is an international, refereed journal which publishes articles, reports, news and information on all aspects of the leadership and management of schools. The journal is fundamentally concerned with the improvement of leadership and management practice in schools.

School Leadership & Management particularly welcomes: articles that explore alternative, critical and re-conceptualised views of school leadership and management; articles that are written for academics but are aimed at both a practitioner and academic audience; contributions from practitioners, provided that the relationship between theory and practice is made explicit.

Prospective authors should consult the notes for contributors. Authors are also encouraged to contact members of the editorial board prior to submission. All research articles in this journal, including those that appear in special editions, have undergone rigorous peer review, based upon initial editors screening and subsequent anonymized refereeing by at least two referees for each paper. In the case of a difference of opinion between referees additional views are sought from a third referee. The refereeing process adheres to the international standards and ensures that all published work is of the highest quality.

Abstracting/Indexing: Australian Education Index (AEI); National Database for Research into International Education (NDRI); Academic Search; [British Education Index](#); [Contents Pages in Education](#); EBSCO Online; EBSCO CD Rom Database; Education Journal; Educational Administration Abstracts; Educational Management Abstracts; [Educational Research Abstracts online \(ERA\)](#); ERIC; and Research into Higher Education Abstracts.

160. *Scientific Studies of Reading* ISSN 1088-8438 (Routledge) Volume 12 (2008) in 4 issues:

This journal publishes original empirical investigations dealing with all aspects of reading and its related areas, and, occasionally, scholarly reviews of the literature, papers focused on theory development, and discussions of social policy issues. Papers range from very basic studies to those whose main thrust is toward educational practice. The journal also includes work on "all aspects of reading and its related areas," a phrase that is sufficiently general to encompass issues related to word recognition, comprehension, writing, intervention, and assessment involving very young children and/or adults. This includes investigations of eye movements,

comparisons of orthographies, studies of response to literature, and more. Commentary and criticism on topics pertinent to the journal's concerns are also considered for publication.

Abstracting/Indexing: PsycINFO/Psychological Abstracts; Linguistics Abstracts; Linguistics and Language Behaviour Abstracts; Linguistics Abstracts; EBSCOhost Products; MLA International Bibliography; Family Index Database; Education Research Abstracts; Contents Pages in Education; Cabell' Directory of Publishing Opportunities in Educational Curriculum and Methods; ISI: Social Science Citation Index, Current Contents/Social & Behavioral Sciences, Social SciSearch, Journal Citation Reports Social Science; Scopus.

161. *Sex Education: Sexuality, Society and Learning* ISSN 1468-1811 (Routledge) Volume 8 (2008) in 4 issues:

Sex Education is an international refereed journal concerned both with the practice of sex education and with the thinking that underpins it. Contributions are welcomed from within a variety of academic disciplines - particularly health education, sociology, philosophy and psychology - and from a variety of ideological standpoints. Submitted work should connect significantly with issues concerned with sex education and have presumptions made by the author(s) described and defended.

Sex Education does not assume that sex education takes place only in educational institutions and the family. Contributions are therefore welcomed which, for example, analyse the impacts of media and other vehicles of culture on sexual behaviour and attitudes. Medical and epidemiological papers (e.g. of trends in the incidences of sexually transmitted infections) will not be accepted unless their educational implications are discussed adequately.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index (AEI); AIDS Abstracts; National Database for Research into International Education (NDRI); [British Education Index](#); Child Development Abstracts and Bibliography; [Contents Pages in Education](#); Cumulative Index to Nursing and Allied Health Literature (CINAHL). Education Journal; [Educational Research Abstracts online \(ERA\)](#); e-psyche; Family

& Society Studies Worldwide; Gay and Lesbian Abstracts; Psychological Abstracts and Sociological Abstracts.

162. *Social Work Education* ISSN 0261-5479 (Routledge) Volume 27 (2008) in 8 issues:

Social Work Education publishes articles of a critical and reflective nature concerned with the theory and practice of social care and social work education at all levels. It presents a forum for international debate on important issues and provides an opportunity for the expression of new ideas and proposals on the structure and content of social care and social work education, training and development. In this way, the journal makes a vital contribution to the development of educational theory and practice in relation to social work and social care, promoting a set of standards in relation to the written presentation of ideas and experience which reflects the needs and requirements of both practice and education. It is most important that all contributions demonstrate and promote anti-discriminatory and anti-oppressive approaches to training and practice.

All articles have undergone anonymous double-blind review.

Abstracting/Indexing: [British Education Index](#); [Contents Pages in Education](#); CareData; [PsycINFO](#); [Research into Higher Education Abstracts](#) and Sociological Abstracts.

163. *Sport, Education and Society* ISSN 1357-3322 (Routledge) Volume 13 (2008) in 4 issues:

Sport, Education and Society is an international journal which provides a focal point for the publication of social science research on pedagogy, policy and the body in society and the wide range of associated social, cultural, political and ethical issues in physical activity, sport and health. The journal will concentrate both on the forms, contents and contexts of physical education, sport and health education found in schools, colleges and other sites of formal education, and on the pedagogies of play, callisthenics, gymnastics, sport and leisure found in familial contexts, various sports clubs, the leisure industry, private fitness and health studios, dance schools and rehabilitation centres. It will also consider various media (e.g., TV, film, web sites) as forms of pedagogy and report their impact on understandings of the body in society.

Sport, Education and Society therefore wishes to encourage contributions not only from social scientists and educationalists studying the relationships between pedagogy, 'the body' and society but also from all professionals with interests in theoretical and empirical interests relating to policy, curriculum, social inclusion, equity and identity, and progressive educational development in physical activity, health and sport.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Academic Search; Australian Education Index (AEI); [British Education Index](#); [Contents Pages in Education](#); Current Contents: Social and Behavioral Sciences; EBSCO Online; EBSCO CD Rom Database; EBSCO host EJS; [Educational Research Abstracts online \(ERA\)](#); Focus On: Sports Science & Medicine (ISI); ISI Alerting Services (ISI); ISI Social Sciences Citation Index; Journal Citation Reports/Science Edition; Journal Citation Reports/Social Sciences Edition; PsycINFO; SCIE (Science Citation Index Expanded); SciSearch (ISI); Social Scisearch and Sociological Abstracts.

164. *Studies in Continuing Education* ISSN 0158-037X (Routledge) Volume 30 (2008) in 3 issues:

Studies in Continuing Education publishes material, which will contribute to improving practice in the field of continuing education and of bringing theory and practice into closer association. Contributions are sought on all aspects of the field. These include: accounts of new initiatives, discussions of key issues, review articles, reports of research and development, and reflections on theory and practice. Papers drawing upon any one or more perspectives on the field are welcome. Of particular interest are contributions from practitioners in any area who may wish to engage in critical reflection on their own practices. Book reviews and reviews of other published material are also included.

Abstracting/Indexing: Academic Search; [Contents Pages in Education](#); EBSCO Online; EBSCO CD Rom Database; [Educational Research Abstracts online \(ERA\)](#); ERIC and Higher Education Abstracts.

165. *Studies in Higher Education* ISSN 0307-5079 (Routledge) Volume 33 (2008) in 6 issues:

Studies in Higher Education welcomes empirically based, reflective and synoptic articles dealing with any aspect of higher education, approached from any perspective or discipline. A key criterion for publication is that articles should be written in an accessible, but rigorous, style that is likely to engage those without a specialist interest in the topic being discussed. As *Studies in Higher Education* is an international journal, it is also important that authors engage with relevant literature from other countries, and explain, where appropriate, the national context for their research.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Academic Search; Australian Education Index (AEI); British Education Index; Contents Pages in Education; Current Contents Social & Behavioral Sciences; EBSCO; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); ERIC; IBR; Social Sciences Citation Index; International Bibliography of the Social Sciences (IBSS) and UNESCO Database.

166. *Studies in Science Education* ISSN 0305-7267 (Routledge) Volume 44 (2008) in 2 issues:

The central aim of *Studies in Science Education* is to publish review articles of the highest quality which provide analytical syntheses of research into key topics and issues in science education. In addressing this aim, the Editors and Editorial Advisory Board, are guided by a commitment to: maintaining and developing the highest standards of scholarship associated with the journal; publishing articles from as wide a range of authors as possible, in relation both to professional background and country of origin; publishing articles which serve both to consolidate and reflect upon existing fields of study and to promote new areas for research activity.

Studies in Science Education will be of interest to all those involved in science education including: science education researchers, doctoral students and masters students; science teachers at elementary, high school and university levels; science education policy makers; science education curriculum developers and text book writers.

Articles are made available to *Studies in Science Education* either by invitation from the Editors or through potential contributors offering pieces. Given the

substantial nature of the review articles, the Editors are willing to give informal feedback on the suitability of proposals, though all contributions, whether invited or not, are subject to full peer review.

167. *Studying Teacher Education: A Journal of Self-Study of Teacher Education Practices* ISSN 1742-5964 (Routledge) Volume 4 (2008) in 2 issues:

Studying Teacher Education is an internationally refereed journal that welcomes papers from authors who have an interest in research and practice in teaching and teacher education. The main purpose of the journal is to foster research and dialogue in the study of teaching and teacher education practices, with a view to encouraging and widely disseminating such research and dialogue. The journal seeks to create opportunities for teachers and teacher educators to publish empirical and conceptual research that advances our understanding of the complex work of teaching and teacher education.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Australian Education Index, [British Education Index](#), [Contents Pages in Education](#), and [Educational Research Abstracts online \(ERA\)](#).

168. *Teacher Development: An International Journal of Teachers' Professional Development* ISSN 1366-4530 (Routledge) Volume 12 (2008) in 3 issues:

Teacher Development is a fully refereed international journal publishing articles on all aspects of teachers' professional development. It acts as a forum for critical and reflective attention to practice in teacher development and aims thereby to contribute to the quality of professional development. The journal takes a 'whole-career' view of teacher development, and work from both international and inter-professional perspectives is welcome. Articles may deal with teacher development in varying political and professional contexts, and may be in a variety of styles, in keeping with the diversity of activity in professional development. The journal carries accounts of personal experience, evaluations of teacher development policies and practices, research reports and theoretical discussions. Articles in the form of major position papers and academic analyses are not expected to be less than 4000 words but should not exceed 6000 words. This is an innovative journal in an expanding and

diversifying field and contributions are welcome from professional teachers, and those who support them, in every sector of education and training. All submitted articles are scrutinised by at least two independent referees. The Book Reviews Section draws attention to important new publications in the field. Review articles (up to 4000 words) discuss major work from a critical perspective. Shorter book reviews (up to 1000 words) bring new work to attention and highlight implications for policy and practice. Review articles and book reviews are commissioned by the Editor, but unsolicited articles for this section are also welcome.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymised refereeing by at least two referees, one of whom will be from a country other than the author(s) to ensure an international viewpoint is given on all articles.

Abstracting/Indexing: [British Education Index](#); [Contents Pages in Education](#); Education Journal; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); IBZ (International Bibliography of Periodical Literature in the Fields of Art + Humanities + Social Sciences); Linguistics and Language Behaviour Abstracts; Research into Higher Education Abstracts.

169. *The Teacher Educator* ISSN 0887-8730 (Routledge) Volume 43 (2008) in 4 issues:

The Teacher Educator is the official journal of the Indiana Association of Teacher Educators. This national peer-reviewed journal is published four times each year. The Teacher Educator is focused on current issues, research, and program innovations that augment teacher preparation and continued professional development for educators. The journal serves as an international forum for stimulating discussion among educators who seek to challenge existing boundaries in the field. Articles cover a wide range of topics, including: instructional design for all subjects; the internet and technology in the classroom; teacher licensure; education and classroom psychology; disposition assessment in teacher education.

The Teacher Educator focuses on issues, research, and program innovations that relate to preservice teacher preparation and to continued professional development of teachers.

170. *Teachers and Teaching: Theory and Practice* ISSN 1354-0602 (Routledge) Volume 14 (2008) in 6 issues:

Teachers and Teaching: theory and practice provides an international focal point for the publication of research on teachers and teaching, in particular on teacher thinking. It offers a means of communication and dissemination of completed research and research in progress, whilst also providing a forum for debate between researchers. This unique journal draws together qualitative and quantitative research from different countries and cultures, which focus on the social, political and historical contexts of teaching as work. It includes theoretical reflections on the connections between theory and practice in teachers' work and other research of professional interest. It represents the latest phase in the development of the International Study Association on Teachers and Teaching (ISATT), a worldwide association of researchers, teacher educators and teachers.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: [British Education Index](#); [Contents Pages in Education](#); Education Journal; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); e-psyche; FRANCIS and Psych Lit.

171. *Teaching and Learning in Medicine* ISSN 1040-1334 (Routledge) Volume 20 (2008) in 4 issues:

Teaching and Learning in Medicine serves as an international forum for scholarly, state-of-the-art research on the purposes and processes of teaching and learning as they relate to the education of medical professionals. Its international scope acknowledges that there is a common challenge faced by all medical teachers--fostering the acquisition and maintenance of usable knowledge and skills in a broad, highly complex, and constantly changing clinical science--and that a common base of theory will contribute to meeting that challenge. The journal addresses practical issues and provides the analysis and empirical research needed to facilitate decision making about medical education by administrators, teachers, and learners. Its coverage includes applied educational research that is methodologically sound, practical, and useful to the teaching of medicine; editorials, analyses, and reviews of literature

regarding the conduct of medical education; and basic research concerning the foundations of medical education.

Abstracting/Indexing: Index Medicus/MEDLINE; PsycINFO/Psychological Abstracts; Behavioral Medicine Abstracts; Contents in Pages in Education; International Health Communication Hotline; Research in Higher Education Abstracts; Medic; ISI: Science Citation Index-Expanded, Science Citation Index, Current Contents/Clinical Medicine, Journal Citation Reports Science; Dawson Information Quest; EBSCOhost Products; Cabell' Directory of Publishing Opportunities in Educational Curriculum and Methods; Scopus.

172. *Teaching Artist Journal* ISSN 1541-1796 (Routledge) Volume 6 (2008) in 4 issues:

The *Teaching Artist Journal (TAJ)* provides an authoritative, timely, ongoing professional development resource to clarify, enrich, and advance Teaching Artist research and practice. Teaching Artists--professionals with skills in both teaching and the arts--have uniquely powerful perspectives, practices, and skills. They make significant contributions and are a crucial resource to arts-in-education programs, to arts education and general education, and to the future of the arts as a whole. Until this journal, there has been no national professional forum for their learning and development, no vehicle for their voices to be heard.

The mission of the *Teaching Artist Journal* is to support and intensify the professional development of Teaching Artistry by advancing the practice of Teaching Artists; by increasing Teaching Artists' understanding of the background, contexts, and potentials of their work; and by expanding the recognition, appreciation, and support of their contributions. TAJ also seeks to enhance collaboration between Teaching Artists and classroom teachers, school arts specialists and other arts providers; to develop a sense of identity and purpose, to foster common language; and to foster illuminating research in the field.

Neither a traditional scholarly journal (although it includes scholarly articles) nor a traditional professional publication (although it includes articles describing practice), *TAJ* is a broad, jargon-free, imaginative, direct, and heartfelt peer-reviewed publication addressing the fullest range of practice, research, theory, opinion, and issues related to Teaching Artists. It seeks to include a wide representation of artistic

disciplines, of Teaching Artist approaches, of audiences involved, and of cultural contexts.

Abstracting/Indexing: EBSCOhost Products; Contents Pages in Education; Cabell' Directory of Publishing Opportunities in Educational Curriculum and Methods.

173. *Teaching Education* ISSN 1047-6210 (Routledge) Volume 19 (2008) in 4 issues:

Teaching Education is an interdisciplinary forum for innovative practices and research in teacher education. Submission of manuscripts from educational researchers, teacher educators and practicing teachers is encouraged. Contributions are invited which address social and cultural, practical and theoretical aspects of teacher education in university-, college-, and school-based contexts.

The journal's focus is on the challenges and possibilities of rapid social and cultural change for teacher education and, more broadly, for the transformation of education. These challenges include: the impact of new cultures and globalisation on curriculum and pedagogy; new collaborations and partnerships between universities, schools and other social service agencies; the consequences of new community and family configurations for teachers' work; generational and cultural change in schools and teacher education institutions; new technologies and education; and the impact of higher education policy and funding on teacher education.

Manuscripts are considered for four sections: (1) Research and Scholarship: critical and theory-based research, and scholarly reflections and debate on contemporary issues related to teacher education; (2) Course Descriptions: papers that describe innovative approaches in undergraduate and graduate teaching; (3) In the Field: innovative practices in K-12 classrooms linked to collaborations between college/university and schools; (4) Resource Review: annotations or reviews of scholarly works; print, multi-media, and web-based instructional and professional resources for teaching education. Papers should attempt to present research, course descriptions, innovative theoretical and/or practical insights in relevant current literature and debate. All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: British Education Index ; Contents Pages in Education; [Educational Research Abstracts online \(ERA\)](#) and EBSCOhost EJS.

174. *Teaching in Higher Education* ISSN 1356-2517 (Routledge) Volume 13 (2008) in 6 issues:

Teaching in Higher Education is an international, peer-reviewed journal. The journal addresses the roles of teaching, learning and the curriculum in higher education in order to explore and clarify the intellectual challenges, which they present. The journal is interdisciplinary and aims to open up discussion across subject areas by involving all those who share an enthusiasm for learning and teaching.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees from the Journal's international editorial board.

Abstracting/Indexing: Australian Education Index (AEI); National Database for Research into International Education (NDRI); Academic Search; [British Education Index](#); Contents Pages in Education; EBSCO Online; EBSCO CD Rom Database; [Educational Research Abstracts online \(ERA\)](#); e-psyche; ERIC; Higher Education Abstracts; ISI Social Sciences Citation Index; Language and Linguistics Behavior Abstracts; PsycINFO; Research into Higher Education Abstracts; Social Sciences Citation Index (R) (Education, Educational Research); Social Scisearch (R); Current Contents(R)/social and Behavioral Sciences.

175. *Teaching in Psychology* ISSN 0098-6283 (Routledge) Volume 35 (2008) in 4 issues:

Basic and introductory psychology courses are the most popular electives on college campuses and a rapidly growing addition to high school curricula. As such, *Teaching of Psychology* is indispensable as a source book for teaching methods and as a forum for new ideas. Dedicated to improving the learning and teaching process at all educational levels, this journal has established itself as a leading source of information and inspiration for all who teach psychology. Coverage includes empirical research on teaching and learning; studies of teacher or student characteristics; subject matter or content reviews for class use; investigations of student, course, or teacher assessment; professional problems of teachers; essays on teaching; innovative course descriptions and evaluations; curriculum designs;

bibliographic material; demonstrations and laboratory projects; book and media reviews; news items, and readers' commentaries.

Abstracting/Indexing: PsycINFO/Psychological Abstracts; Contents Pages in Education; ERIC Clearinghouse for Social Studies/Social Science Education; Current Index to Journals in Education/Educational Resources Information Center; ISI: Current Contents/Social & Behavioral Sciences, Social Sciences Citation Index, Social SciSearch, Journal Citation Reports Social Science; Education Index; Education Abstracts; EBSCOhost Products; Cabell's Directories; Family Index Database; Scopus.

176. *Technology, Pedagogy and Education* ISSN 1475-939X (Routledge) Volume 17 (2008) in 3 issues:

Technology, Pedagogy and Education seeks to serve the international education community by supporting educators in the integration of information and communications technology in teaching and learning. It focuses on research evidence and critical analysis on all aspects of ICT and its relation to teacher education and professional development in all phases of education. The journal aims to promote the advance of research and scholarship in its field; to provide a vehicle for the exchange and dissemination of reports of good practice and research; to offer a forum for the debate of major issues; to create an international arena for discussion of the role of ICT in education and professional development; and to develop greater awareness, understanding and cooperation between educators. Contributions are published in the form of original theoretical works, research reports, literature reviews, software and book reviews, conference reports, and announcements about the development of theory and practice in educational professional development. All contributions are scrutinised by at least two international referees.

Abstracting/Indexing: ASSIA; [British Education Index](#); [Contents Pages in Education](#); Education Journal; Educational Administration Abstracts; [Educational Research Abstracts online \(ERA\)](#); IBR (International Bibliography of Book Reviews of Scholarly Literature on the Humanities and Social Sciences); IBZ (International Bibliography of Periodical Literature in the Fields of Art + Humanities + Social Sciences); Library and Information Science Abstracts; Linguistics and Language Behaviour Abstracts; PsycINFO; Research into Higher Education Abstracts.

177. *Tertiary Education and Management* ISSN 1358-3883 (Routledge) Volume 14 (2008) in 4 issues:

Tertiary Education and Management (TEAM) is an international peer-reviewed journal intended to create a better linkage of research, policy and practice in teaching and learning as well as in higher education management, governance and organisation. Being an interdisciplinary and international orientated journal, *TEAM* welcomes research contributions that reflect upon, study or question main developmental trends and practices, and address current and future challenges in higher education.

Articles submitted should as a consequence be written for, understood by, and be relevant for a multicultural, multifaceted and international audience. *TEAM* is open for articles using a variety of approaches, methods and perspectives given that the articles demonstrate the relevance of the research in a broader context whether in other higher education institutions, in other national settings or in the international arena. Occasionally, *TEAM* also publishes articles where personal viewpoints/experiences or political arguments are made to stimulate discussion and reflection, or to challenge established thinking in the field of higher education. Such articles are published in a special "Forum" section of the journal.

All research articles in this journal have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two anonymous referees.

Abstracting/Indexing: Academic Search; Australian Education Index (AEI); British Education Index; Contents Pages in Education; EBSCO; ERIC; Higher Education Abstracts; Research in Higher Education Abstracts; and UNESCO Database.

178. *Vulnerable Children and Youth Studies: An International Interdisciplinary Journal for Research, Policy and Care* ISSN 1745-0128 (Routledge) Volume 3 (2008) in 3 issues:

Vulnerable Children and Youth Studies is an essential peer-reviewed journal analyzing psychological, sociological, health, gender, cultural, economic, and educational aspects of children and adolescents in developed and developing countries. This international publication forum provides a much-needed interdisciplinary focus on vulnerable youth and youth at risk, specifically in relation

to health and welfare issues, such as mental health, illness (including HIV/AIDS), disability, abuse, neglect, institutionalization, poverty, orphanhood, exploitation, war, famine, and disaster. Gathering scholarly work from a multisectoral field, the journal offers critique, analysis, and insight with regard to vulnerable children and youth in a range of settings, and aims to be widely consulted for cutting-edge research as well as effective policy and intervention. The journal is essential reading for all those academically and professionally concerned with the welfare of children and youth, including psychologists, psychiatrists, paediatricians, public health specialists, development specialists, educationalists, sociologists, anthropologists, epidemiologists, economists, social workers, nurses and counsellors.

All research articles in this journal, including those in special issues, special sections or supplements, have undergone rigorous peer review, based on initial editor screening and anonymized refereeing by at least two independent referees.

Abstracting/Indexing: CommunityWise; Community Care; Educational Research Abstracts online (ERA); EMBASE; Health Economic Evaluations Database (OHE-HEED); PsycINFO; Scopus; Social Care Online and Social Services Abstracts.

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