Statements of Purpose for AERA Journals

American Educational Research Journal (AERJ) has as its purpose to publish original empirical and theoretical studies and analyses in education. The editors seek to publish articles from a wide variety of academic disciplines and substantive fields. They are looking for contributions that are significant to the understanding and/or improvement of educational processes and outcomes.

Quality and technical competence are important criteria in the review and selection processes. In addition, the editors consider the broader significance of the topic addressed. AERJ has a very diverse readership. Articles published in AERJ must be written in a style and format that will provide access to their content for researchers, practitioners, and policymakers in a broad range of education-related fields. Many articles are excellent examples of work, but are not necessarily important in advancing a field or to education in general. These articles are more appropriate for journals of a more specialized nature.

In recent years, AERJ has moved to increase the scope of the journal beyond the narrow band of disciplines traditionally represented. As a continuation of this trend, two distinct sections have been created within the journal, each with its own editors and editorial boards.

As an indication of our desire to publish a wider range of articles, the editors will accept articles written in either Chicago or APA style. Historically, authors for the section on Teaching, Learning, and Human Development have had a preference for APA style. Similarly, it is anticipated that some authors for the section on Social and Institutional Analysis would prefer the style of reference citation specified in the Chicago Manual of Style. See detailed information under “Footnotes and References” in the “General Information” section.

The Social and Institutional Analysis section publishes manuscripts that explore the broader contexts within which educational theory, practice, and the study of these phenomena occur. Examples of these contexts include the cultural, social, economic, political, organizational, and ideological domains. This section seeks manuscripts that differ from those that use a psychological orientation and an experimental or quasi-experimental design often found in reports of educational research, although all forms of research are suitable. The section particularly welcomes manuscripts that use historical, rhetorical, interpretive, narrative, comparative, legal, and critical approaches, as well as inquiries about the phenomenon of educational research itself. In this section, there is no prohibition against quantitative methods; it is expected, however, that such manuscripts will examine issues of context and its effects.

The Teaching, Learning, and Human Development section of AERJ publishes articles that explore the constructs, processes, and outcomes of teaching, learning, and human development at all educational levels and in formal and informal settings. The section also welcomes policy research related to teaching, learning, and learning to teach. The Teaching, Learning, and Human Development section seeks articles that represent a wide range of academic disciplines and use of a variety of research methods.

Please send manuscripts (five copies) to the Social and Institutional Analysis section to Linda McNeil, Department of Education–MS 146, Rice University, 6100 Main Street, Houston, TX 77005-1892.

Please send manuscripts (five copies) prepared for blind review for the Teaching, Learning, and Human Development section to Margaret McKeown, 646 Learning Research and Development Center, University of Pittsburgh, Pittsburgh, PA 15260.

Manuscript length for either section should be in 12-point type, between 20 and 50 double-spaced, typewritten pages and should be accompanied by an abstract of 100 to 150 words.

Educational Evaluation and Policy Analysis (EEPA) publishes scholarly articles concerned with important issues in the formulation, implementation, and evaluation of education policy. EEPA is open to all of the diverse methodologies and theoretical orientations represented in AERA published work. We welcome submissions focused on international and comparative policy issues in education as well as domestic issues. Manuscripts should be written in a way that appeals to the broad and diverse interests of the EEPA readership, who work in a variety of institutional settings.

Please send five copies of your manuscript, and a diskette (MS Word, WordPerfect, or Rich Text format) for blind review to Barbara Schneider, NORC, University of Chicago, 1155 E. 60th Street, Chicago, IL 60637-2799. You may also submit your manuscript electronically at http://edtech.connect.msu.edu/aerajournals/. Manuscript length for papers should be between 25 and 35 double-spaced and typewritten pages and for research notes, between 10 and 20 pages. All submissions should be accompanied by an abstract of 75 to 100 words. Include contact author's postal address, phone number, fax number, and e-mail address.

Educational Researcher (ER) is published nine times per year and is received by all members of AERA. It contains scholarly articles of general significance to the educational research community from a wide range of disciplines. ER's Features section publishes articles that report, synthesize, or analyze scholarly inquiry—especially manuscripts that focus on the interpretation, implication, or significance of research in education—and manuscripts that examine developments important to the field of educational research. Manuscripts should be of interest to the broad community of educational researchers. Manuscripts that speak only to scholars in particular sub fields should be submitted to more specialized journals. Articles should run from 5,000 to 7,500 words and should
be accompanied by an abstract of 75 to 120 words. Manuscripts should be typewritten and double-spaced. It is particularly important that articles be suitable for blind review.

The Research News and Comment section seeks manuscripts that analyze trends, policies, utilization, and controversies concerning educational research. The primary format will include manuscripts no longer than 6,000 words, as well as shorter articles. Manuscripts should be typewritten and double-spaced. The section provides an outlet for less formal work of researchers and others summarizing policies, taking points of view, and suggesting ways to increase support, quality, visibility, and utilization of educational research.

ER will regularly publish reviews, scholarly essays, and critiques of the written works of those engaged in disciplined inquiry. Short reviews cover a single book of broad interest for a line of work; essay reviews critically link several books across a topic. Reviews of contemporary films and pop music would also be appreciated. Reviews typically range from 1,000 to 3,000 words; the length of the review is arranged in consultation with the book review editor. All reviews should be typewritten and double-spaced. An accompanying computer disk is required.

Send manuscripts for the Features section (five hard copies—one original and four blind—as well as an electronic copy in Microsoft Word for Windows format on diskette) to Evelyn Jacob, Educational Researcher Features Editor, Graduate School of Education MS 4B3, Robinson Hall A326, George Mason University, 4400 University Drive, Fairfax, VA 22030-4444. Send Research News and Comment manuscripts to Judith Preissle, Social Foundations of Education, Aderhold Hall 624E, University of Georgia, Athens, GA 30602-7130. Book review manuscripts are solicited by the editor. However, to suggest titles of books to review, write to 25 Standish Court, Crockett, CA 94525-1417.

Journal of Educational and Behavioral Statistics (JEBS) provides an outlet for papers that develop original statistical methods useful for the applied statistician working in educational or behavioral research. Typical papers will present new methods of analysis. In addition, critical reviews of current practice, tutorial presentations of less well known methods, and novel applications of already known methods will be published. Papers discussing statistical techniques without specific educational or behavioral interest will have lower priority, as will papers consisting mainly of Monte Carlo calculations evaluating existing techniques or practices. Papers that present empirical results about teaching are generally not acceptable.

Send all manuscripts (five copies) to Howard Wainer, Editor, Journal of Educational and Behavioral Statistics, National Board of Medical Examiners, 3750 Market Street, Philadelphia, PA 19104; hwainer@nbme.org. Manuscripts must be typed double-spaced and should include an abstract of 100 to 120 words.

Review of Educational Research (RER) publishes integrative theoretical, methodological, and historical reviews of research literature bearing on education. Such reviews include conceptualizations, interpretations, and syntheses of literature and scholarly work in a field or problem area. RER encourages submission of reviews from disciplines such as psychology, sociology, philosophy, political science, economics, computer science, statistics, anthropology, and biology, provided that the review bears on educational issues.

RER does not publish original empirical research. RER occasionally publishes (a) essays that advance a point of view about an educational question or issue if the argument is supported by cited research literature and (b) critiques that expose and document weaknesses in a literature.

All manuscripts (four hard copies and one diskette copy) should be sent to Editor, Review of Educational Research, University of South Florida, 4202 East Fowler Avenue, EDU 162, Tampa, FL 33620. The diskette copy should be on a 3.5 disk and in IBM-compatible, WordPerfect format. A manuscript should run from 20 to 50 double-spaced, typewritten pages and should be accompanied by an abstract of 100 to 150 words.

General Information for Contributors to AERA Journals

Specifications for Manuscripts

Manuscripts should be typed on 8½ × 11-inch white paper, upper and lower case, double spaced in entirety, with 1-inch margins on all sides. The type size should be at least 10 pitch (CPI) or 12 point. Subheads should be at reasonable intervals to break the monotony of lengthy text. Words to be set in italics (contrary to the rules of the style manual) should be set in italics, not underlined; sentence structure should be used to create emphasis. Abbreviations and acronyms should be spelled out at first mention unless they are found as entries in their abbreviated form in Webster’s Tenth Collegiate Dictionary (e.g., IQ needs no explanation). Pages should be numbered consecutively, beginning with the page after the title page. Mathematical symbols and Greek letters should be clearly marked to indicate italics, boldface, superscript, and subscript.

Requirements for Computer Disks
A 3.5-inch computer disk should be sent to the editor after an article has been accepted. (The disk may accompany the manuscript for book reviews.) The computer file must contain all revisions and must agree with the final version of the manuscript. We prefer a file in Microsoft Word for Windows but can convert from RTF and WordPerfect. Tables and figures should be included on disk and in hard copy.

It would be most helpful if you would use the following practices in typing your manuscript on disk:
The accuracy and completeness of all references are the responsibility of the author(s). A reference list should contain only those references that are cited in the text. Examples of references to a book, a chapter in a book, and a journal article follow:


Reference notes referring to material that is not readily available to the public (e.g., reports of limited circulation, unpublished works, personal communications, papers presented at meetings, some technical reports, and works in progress) should include as much information as possible to make them retrievable.

**Tables, Figures, and Illustrations**

The purpose of tables and figures is to present data to the reader in a clear and unambiguous manner. The author should not describe the data in the text in such detail that illustration or text is redundant.

Figures and tables should be keyed to the text. Tables should each be typed on a separate sheet and attached at the end of the manuscript (after the references). Tables will be typeset.

Figure captions should be typed on a separate sheet (and should not appear in full on the original figures). One high-quality, camera-ready version of each figure must be submitted with the manuscript that is to be typeset, and photocopies may be submitted with the additional copies of the manuscript.

After an article has been accepted, all tables and figures should be included on disk with the manuscript and sent to the editor.

**Review Process**

Manuscripts will be acknowledged by the editor upon receipt. After a preliminary editorial review, articles will be sent to reviewers who have expertise in the subject of the article. The review process takes anywhere from 6 weeks to 3 months, depending on the individual journal. Authors should expect to hear from editors within that time regarding the status of their manuscripts. AERA publications use the blind review system. The names of referees are published annually in the various journals.

**Originality of Manuscript**

Manuscripts are accepted for consideration with the understanding that they are original material and are not under consideration for publication elsewhere.

**Copyright**

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**Comments**

The Publications Committee welcomes comments and suggestions from authors. Please send these to the Publications Committee in care of the AERA central office.

**Right of Reply**

The right-of-reply policy encourages comments on articles recently published in an AERA publication. Such comments are subject to editorial review and decision. If the comment is accepted for publication, the editor shall inform the author of the original article. If the author submits a reply to the comment, the reply is also subject to editorial review and decision. The editor may allot a specific amount of journal space for the comment (ordinarily about 1,500 words) and for the reply (ordinarily about 750 words). The reply may appear in the same issue as the comment or in a later one.

**Grievances**

Authors who believe that their manuscripts were not reviewed in a careful or timely manner and in accordance with the American Educational Research Association’s procedures should call the matter to the attention of the association’s executive officer or president.
FIND OUT ABOUT GRADUATE STUDENT OPPORTUNITIES AT AERA’S ANNUAL MEETING!

GRADUATE STUDENTS COUNCIL INVITED SPEAKERS

Marilyn Cochran-Smith, Boston College
Susan Fuhrman, University of Pennsylvania
Asa Hilliard, Georgia State University

Thursday, April 4 from 12:25 to 2:25 pm in the France I room of Le Méridien.

GRADUATE STUDENTS SOCIAL

Don’t miss this great opportunity to join your graduate student colleagues for great food, important information, meaningful networking, and several surprises new this year.

Monday, April 1 (no joke!) at 6:15 pm at the Marriott.

GRADUATE STUDENT HOSPITALITY SUITE

Come visit for free coffee, tea, and community in a graduate student-friendly space.

Tuesday, Wednesday, and Thursday, April 2, 3, and 4 from 9 to 5 pm in Room 806 of Le Méridien.

Foundations of Empowerment Evaluation

DAVID M. FETTERMAN
Stanford University

American Evaluation Association Past-president
Recipient of both the Lasarsfeld Award for Evaluation Theory and the Myrdal Award for Cumulative Contributions to Evaluation Practice

What is empowerment evaluation? When is empowerment evaluation the most appropriate approach to use in an evaluation? How can it best be implemented? Fetterman presents a definition of empowerment evaluation and a clear description of how to conduct one. Empowerment evaluation fosters self-determination and helps people improve their programs using a form of self-evaluation and reflection.

"This timely addition to a new genre of evaluation methodology eschews the objectivity of an external evaluation in favor of internal value driven assessments that advance the goal of self-improvement through self-determination. Fetterman offers down-to-earth, clearly written descriptions and explanations of an approach that reconciles the contingencies of organizational practice with the standards and principles of evaluation accountability. He adroitly bridges the gap between the subjectivity of self-evaluation and the objectivity of external evaluation by showing with case examples and detailed methods, forms, and narrative why empowerment evaluation extends the reach of standard evaluation practice.” Dennis Mithaug, Teachers College, Columbia University.

Also available Empowerment Evaluation: Knowledge and Tools for Self-assessment and Accountability.

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