

Educational Researcher

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Manuscript Submission Guidelines

Educational Researcher (*ER*) contains scholarly articles that come from a wide range of disciplines and are of general significance to the education research community. The *Features* section of *ER* publishes articles that report, synthesize, review, or analyze scholarly inquiry, with emphasis placed on articles that focus on the interpretation, implications, or significance of research work in education. Manuscripts should be of interest to the broad community of education researchers. Manuscripts that speak only to scholars in particular subfields should be submitted to more specialized journals. The *Research News and Comment* section of *ER* publishes manuscripts that analyze trends, policies, utilization, and controversies concerning education research. This section also provides an outlet for researchers and others summarizing policies, taking points of view, and suggesting ways to increase support, quality, visibility, and utilization of education research. *Research News and Comment* does not publish single studies or narrow topics because the *ER* audience spans a diverse readership representing a broad range of disciplines, methods, and methodologies. The *Book Reviews* section of *ER* carries reviews, scholarly essays, and critiques of the written works and other media of those engaged in disciplined inquiry. Reviews are solicited by the editors. Essay reviews critically link several books across a topic; short reviews cover a single book of broad interest for a line of work. Reviews of contemporary films, music, and other media are also appreciated. In addition, the *AERA Highlights* section of *ER* provides timely news about the field and about the American Educational Research Association, including information on activities, programs and events, and reports and Council minutes of the Association.

Submit all manuscripts electronically to the editorial team at <http://ojs.aera.net/journals/er>. For specific questions or inquiries, please contact the editors at the following addresses:

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Contact information Supply complete contact information for all authors on the title page: Name, affiliation, complete street address, e-mail address, fax, phone numbers (the more, the better). Indicate the corresponding author.

Abstract All manuscripts, except book reviews, should include an abstract of 75–120 words.

Author identification The complete title of the article and the name of the author(s) should be typed only on the first sheet to ensure anonymity in the review process. Subsequent pages should have no author names but may carry a short title at the top. Information in text or references that would identify the author should be deleted from the manuscript (e.g., text citations of “my previous work,” especially when accompanied by a self-citation; a preponderance of the author's own work in the reference list). These may be reinserted in the final draft. The first-named author or the coauthor who will be handling the correspondence with the editor, clearing, and working with the AERA office should submit a complete address and telephone number; fax numbers and e-mail addresses are also helpful.

The author's name should be removed from the document's Properties, which in Microsoft Word is found in the File menu.

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Notes and references Notes are for explanations or amplifications of textual material. They are distracting to readers and expensive to set and should be avoided whenever possible. They should be typed as normal text at the end of the text section of the manuscript rather than as part of the footnote or endnote feature of a computer program and should be numbered consecutively throughout the article. A reference list contains only references that are cited in the text. Its accuracy and completeness are the responsibility of the author(s). Personal communications (letters, memos, telephone conversations) are cited in the text after the name with as exact a date as possible. Examples of references to a book, a chapter in a book, and a journal article follow, formatted in APA style: Bobrow, D. G., & Collins, A. M. (Eds.). (1975). *Representation and understanding: Studies in cognitive science*. New York: Academic Press. Crothers, E. (1972). Memory structure and the recall of discourse. In R. O. Freedle & J. B. Carroll (Eds.), *Language comprehension and the acquisition of knowledge* (pp. 201–238). Washington, DC: Winston. Frase, L. T. (1968). Questions as aids to reading: Some research and a theory. *American Educational Research Journal*, 5, 319–322.

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