Editorial: Submissions and Publication Data from the 2019 Volume of the *Journal of Technology and Teacher Education*

RICHARD E. FERDIG
Editor-in-Chief
Kent State University, USA
rferdig@gmail.com

Introduction

The *Journal of Technology and Teacher Education* (JTATE) is the official journal of the *Society of Information Technology and Teacher Education* (SITE). Papers that are submitted to JTATE are expected to be written at the intersection of technology and teacher education. These papers can address preservice teacher education and/or in-service teacher professional development. All papers are reviewed in a double-blind review process; accepted papers are published quarterly.

I have worked closely with SITE and the *Association for the Advancement of Computing in Education* (AACE) to ensure transparency about JTATE and its practices (while ensuring a double-blind review practice). There are at least seven methods we have put in place to address this transparency.

1. JTATE has an incredibly thoughtful, well-read, extensively published, and global editorial review board (ERB). It also has an international advisory board (IAB) created to support a global voice and to ensure that the journal is not North American-centric.

2. The JTATE editor is part of both SITE's consultative council and executive committee. This ensures clear, frequent, and multi-directional communication between the journal, its leading organization (SITE), and its host (AACE).

3. The JTATE editor and ERB present at the annual SITE conference (e.g., Ferdig, 2017). These presentations typically take the form of working sessions where the editor, ERB members, and potential authors can engage and provide support and feedback. JTATE also partners with other AACE journal editors in collaborative SITE presentations.

4. The JTATE editor presents at the *National Technology Leadership Summit* (NTLS) in Washington, D.C. (e.g., Ferdig, 2018). This is another opportunity to share journal facts and disseminate information about the journal with other educational technology journal and book editors.

5. The JTATE editor participates in writing to promote shared understanding in the field. This could be through JTATE editorials (e.g., Ferdig, Sprague, Maddux, & Albion, 2007) or through collaborative writing with other educational technology editors (e.g., Bull et al., 2019).

6. JTATE publishes a year-end editorial that summarizes what has been learned about technology and teacher education during the previous year. This editorial appears in the 4th issue of each year's volume (e.g., Baumgartner and Ferdig, 2019).

7. When all submitted papers have received a final decision (e.g., accept or reject), JTATE publishes an editorial that summarizes publication data for that volume. This editorial appears in the 2nd issue of the following year, which is approximately the time it takes to reach decisions on all the previous year's submissions (e.g., Ferdig & Baumgartner, 2019). Readers often use this editorial for tenure and promotion (e.g., acceptance rates) and to better understand the topics that have been submitted (this 2nd issue editorial uniquely shows data from accepted and rejected submissions).

We used *JTATE 27*(4) to summarize all the 2019 published articles (Baumgartner & Ferdig, 2019). Those twenty-one papers broadly addressed: 1) mathematics and computational thinking; 2) professional development; 3) teacher modeling, coaching, and confidence; and, 4) a special issue on Teacher Educator Technology Competencies (TETCs). All manuscripts submitted in 2019 have now been processed and final decisions have been made. This editorial meets the seventh activity described above by sharing

data from all papers (accepted or rejected) that were <u>submitted</u> to JTATE in 2019.

2019 Submission Data

There were 139 manuscripts submitted to JTATE in 2019. The first manuscript was submitted on January 1, 2019, and the final submission for the year occurred on December 31, 2019. Chart 1 displays the number of papers submitted during each month of 2019. Chart 2 provides the average number of submissions per month over the last five years (2015-2019). Table 1 provides the 2019 submission and decision data for *JTATE*; Table 2 provides acceptances rates from 2015-2019.
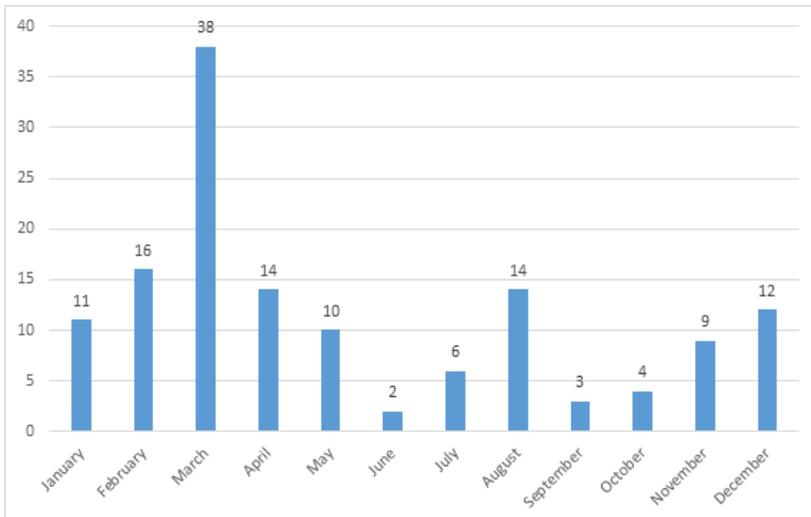

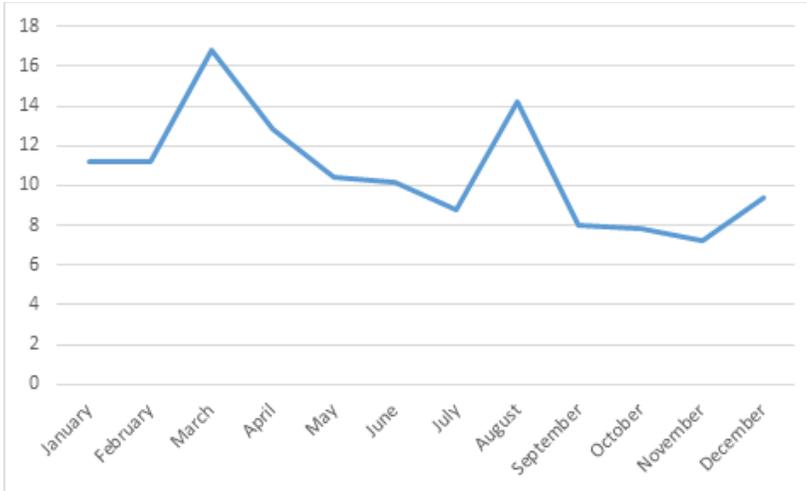Chart 1. Display of 2019 *JTATE* submissions by month.

Chart 2. Display of average monthly submissions (2015-2019).

Table 1
2019 *JTATE* submission and decision data

	Number	**Total %**
Accepted	13	9.35%
Rejected	126	90.65%
Total Manuscripts	139	100.00%

Table 2
Five-year *JTATE* submission and decision data

	Submissions	**Acceptance Rate**
2015	165	8.48%
2016	134	10.45%
2017	95	8.42%
2018	107	8.41%
2019	139	9.35%

There are several things to consider when examining these results. First, there is relative consistency across the years in terms of when JTATE submissions are the highest. The first occurs in early spring and the second

at the end of summer (see Chart 2). The fall submissions could be attributed to the fact that faculty often use summer for writing. The spring surge in submissions could be related to authors writing over Christmas break or spring break. The spring bump also conveniently coincides with the annual SITE conference. JTATE is the official publication of SITE and authors often use conference presentations as the starting point to submit full papers.

The second clear data point is that JTATE continues to have a low acceptance rate, both in 2019 (9.35%; see Table 1) and across the past five years (2015-2019; see Table 2). This could be considered a sense of pride if one assumes a low acceptance rate is associated with rigor. This is the case with JTATE. Many of the JTATE ERB members have served or currently serve on other ERB boards; some even edit other journals. Most have been with JTATE for multiple years. As such, they understand quality and rigor generally and specifically within the context, mission, and scope of JTATE. Expectations are high, which means that acceptance rates are low. However, it is worth noting that the ERB members are supportive through this process. Much like grant submissions, published JTATE authors often submit and revise their papers multiple times before finally getting accepted, with support from JTATE reviews.

Recommendations for authors based on 2019 submissions

There have been many sets of recommendations for authors submitting to JTATE; these recommendations have been provided at conferences (e.g., Ferdig, 2017) and in previous editorials (e.g., Ferdig & Baumgartner, 2019). Listed below are updated recommendations using data from accepted and rejected papers.

1. Potential JTATE authors should consider data and related advice presented in editorials. One of the goals of the JTATE editorials is to promote transparency; a second is to address issues impacting our field. But a third key goal is to support authors. For instance, this editorial shows peak submission dates of early spring and late summer. Authors needing a faster review for tenure and/or promotion could consider revising their submission dates to months with fewer overall submissions.

2. Potential JTATE authors should consider connecting with JTATE, the JTATE editor, and the JTATE ERB or IAB. JTATE has a low acceptance rate. Authors can often increase their chances of getting accepted by

connecting with the journal. There are numerous ways to do this. First, authors should read JTATE. Authors should see their paper submissions to JTATE as joining an existing conversation. Reading JTATE papers will not only help authors participate in that conversation, it will help them understand the format and needs of JTATE submissions. Second, potential authors can connect through participating in SITE presentations with JTATE editors and ERB members. Third, authors can contact the editor prior to the submission to talk about their manuscript.

3. <u>Potential JTATE authors should focus their papers at the intersection of technology and teacher education</u>. This is perhaps one of the most ignored aspects of submissions; ironically, it is the most important. Papers were most often rejected because their scope or focus was outside of what gets published in JTATE (see the scope at: https://www.aace.org/pubs/jtate/). Researchers who are only writing about teachers, only writing about teacher education, only writing about technology, or simply using teacher education students as research subjects for non-TE and technology related studies should consider submitting their work elsewhere.

4. <u>Potential JTATE authors should understand the importance of implications for research, policy, and practice</u>. A second key reason authors get rejected is that they fail to seriously acknowledge the "so what?" and "now what?" implications for technology and teacher education. They will often write lengthy sections on the literature review, methods, and results, only to shortchange their implications. Many rejected papers had less than 1 page explaining to readers the importance of their work and the next steps with clear and focused implications for research, policy, and practice.

5. <u>Potential JTATE authors should make sure their work is novel.</u> At a minimum, this includes making sure the work is not currently under review elsewhere (see *Publication Ethics* at https://www.aace.org/pubs/jtate/). However, novelty also means that authors should be writing about topics that are pushing the edges of innovation. Replication studies are valued, as are articles that join an existing conversation. However, ERB members valued articles that attempted to add innovation to the field. Table 3 contains keywords for manuscripts submitted to JTATE in 2019 (rejected or accepted). Future authors

may find this information useful in considering what other colleagues are writing about in technology and teacher education. (It is worth noting that not all topics presented here fit the scope of JTATE without the context of being used in teacher education or having utilized technology; also, this list is not meant to be a complete representation of the types of topics that could be published.)

6.   Potential JTATE authors should make sure their papers are methodologically sound. This seems like common-sense advice for all peer-reviewed manuscripts. However, it is worth noting that ERB members continually ranked papers as unacceptable for methodological issues. This could be due to authors failing to include tables, statistics, and procedures in quantitative papers. It could also be because those writing from a qualitative background failed to rigorously present and analyze the data (see Ferdig et al., 2007). There is an expectation that papers should provide reasonable argumentation for the methods chosen, the instruments used, and the ties between the methods, results, and implications.

Potential JTATE authors should make sure their paper is appropriate for a research publication.
While we appreciate teacher education faculty who ask their students to submit a 3-5-page paper to JTATE as an end-of-course requirement, submitted papers still need to meet the requirements of the journal. The same advice holds true for conference participants who attempt to submit 4-7-page conference papers to the journal. Papers do not have to be empirical; however, "how-to" papers are typically not appropriate for a peer-reviewed, research journal. Papers should show new knowledge through empirical, analytical, and/or theoretical argumentation.

Table 3

Keywords for manuscripts submitted to *JTATE* in 2019 (published and rejected)

App Smashing	Higher Order Cognitive Skills	Pinterest
Coaching	Hope	Podcasts
Collaboration	Human-Centered Design	Practicum
Communities of Practice	IoT	Reddit
Competencies	Jobs and Job Training	Robotics
Computational Thinking	Language Learning	Science
Computer Simulations	Learner Analytics	Service Learning
Creativity	Learning Transfer	Simulations
Curriculum Development	Library Education	Social Media
Cybersecurity	Literacy	Social Studies
Digital Badges	LMS	STEM
Digital Competence	Math	Stress
Digital Text	Media Literacy	Sustainable Development
Embodied Learning	Mixed Reality	Teacher Attitudes
ePortfolios	Mobile Learning	Technology
ESL	MOOCS	TPACK
Faculty PD	OER	Tutoring Systems
Feedback	Online Learning	Twitter
Flipgrid	Online Mastery	UDL
Flipped Classrooms	Pedagogical Strategies	Use of Video
Formative Assessment	Peer Mentoring	Video Annotation
Gaming	Peer Technical Support	Virtual Observations
Globalization	Personalized Learning	Virtual Reality
Google	Physical Education	VLOGS
Graphic Organizers	Physics	Wikis

Signing off

I attended my first SITE conference in 1998 and joined the JTATE editorial review board in 2002. I was appointed as an associate editor from 2005-1012 and then served as associate editor-in-chief from 2012-2015. I am now ending my 5th and final year as editor-in-chief of the *Journal of Technology and Teacher Education.* With that much history (22 years), it feels strange to be writing my last JTATE editorial as editor-in-chief.

During my tenure, we have increased the speed of review while dealing with a large workload of submitted papers. We added an international advisory board and maintained a consistent and global group of ERB members (currently at 88 members), many who have been with me since I joined as editor-in-chief. And, we have published numerous special issues that I believe have pushed our thinking in the field.

For instance, this current special issue (28-2) is focused on technology and teacher education during the COVID-19 pandemic. The origin of the

special issue was divine intervention in the form of a conversation with two editors in the field (Chuck Hodges from *Tech Trends* and Stephanie Moore from the *Journal of Computing in Higher Education*). With support from the SITE executive board, AACE, and the JTATE ERB, we went from announcement of the call to submission deadline to publication in just over a month. The medical model we tried in this special issue was directly aimed at impacting the field and doing so quickly. It shows the promise and potential of journals generally and JTATE specifically. I am proud of this work and the role JTATE has played in the relationship between technology and teacher education.

People have asked me why I am stepping down and handing off the baton. I love the journal and the opportunities I have had to engage with people through the years. But I strongly believe that journals need rotating editors. It keeps the journal fresh and invigorated with new ideas. To be somewhat ecclesiastical, there is a time for everything under heaven (Ecclesiastes 3), including me starting and me finishing the role of JTATE editor-in-chief.

The good news is that I am convinced our incoming editor, Richard Hartshorne, is going to positively and proactively impact JTATE. He brings a wealth of wisdom and experience; he has been actively engaged with journal editor conversations for years by supporting communication between editors, authors, and reviewers. He also happens to be one of the kindest and calmest people I know.

If I attempt to thank people during this brief retrospective, I will inevitably and inadvertently miss someone. I apologize in advance for missed names. But I do need to thank the following people:

- Past editors. I learned how to manage JTATE submissions from Debbie Sprague and Peter Albion. I worked most closely as associate editor-in-chief under Peter Albion, who—to this day—continues to provide support and encouragement. I learned how to edit from P. David Pearson (my mentor and advisor) who once told me he had not met a paper he did not want to revise.

- Managing editors. JTATE receives too many manuscript submissions for one person to manage. I could not have handled the quantity of papers without support from my managing editors Natasha Chenowith and Emily Baumgartner. Their support allowed me to focus on supporting authors and reviewers.

- The JTATE IAB and ERB. JTATE is a well-respected journal, but it is only because I have been a steward of what God has given me in

the forms of the IAB and ERB. Many of the ERB members have been with me since the start of my tenure as editor-in-chief. You all deserve recognition and my thanks for helping me, and more importantly, for helping authors.

- <u>AACE</u>. AACE is the organization that hosts JTATE. Gary Marks, Sarah Benson, Kathryn Mosby, and Jordan Reiter were incredibly supportive throughout my tenure. Chris Marks, who handled all the formatting and copyediting, was essential to getting JTATE out on time.

- <u>SITE leadership and the friendly society</u>. I was introduced to SITE through my friend and colleague Kara Dawson. From the very first new attendees' meetings with Dee Anna Willis to early work with SITE presidents (e.g., Ian Gibson, Niki Davis, Glen Bull, Michael Searson, Ann Thompson, Gerald Knezek, and most recently, Denise Schmidt-Crawford), everyone was incredibly supportive. They were willing to embrace my new (and sometimes crazy) ideas.

Finally, thank you to all the authors who I have had the great pleasure of working with over the last 18 years. Whether your work was published or not, you had a lasting impact on my development as a scholar.

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