A meta-analysis of JTATE publications (2000-2005): Where have we been and where are we going?

The purpose of our investigation was to determine where we have been as a field and where we are going based on what has been valued in the peer review process of JTATE over the last five years (2000-2005). We used modified coding categories from a recent meta-analysis of technology use and student outcomes (Waxman et al., 2002) to guide our study and then compared our results to recent articles about research directions in the field. This comparison suggests a tension between the values of journal editors and their editorial boards. SITE 2006 will serve as a forum to discuss our results and determine useful next steps for this (and possibly subsequent) studies.

The *Journal of Technology and Teacher Education* (JTATE) is the official journal of the *Society for Technology and Teacher Education* (SITE). It is one of the most comprehensive journals in the field and “covers preservice and inservice teacher education, graduate programs in areas such as curriculum and instruction, educational administration, staff development instructional technology, and educational computing” (AACE, online).

In many ways, articles published in JTATE provide a survey of the field. The purpose of our investigation was to determine where we have been as a field and where we are going based on what has been valued in the peer review process of JTATE over the last five years (2000-2005).

We used modified coding categories from a recent meta-analysis of technology use and student outcomes (Waxman *et al.*, 2002) to guide our study. Specifically, we analyzed and synthesized the following attributes of each article published in JTATE over the last five years: (1) Study characteristics, (2) Quality of study indicators, (3) Sources of invalidity, (4) Teacher education and technology characteristics, (5) Technology characteristics and (6) Instructional/teaching characteristics.

We then compared our results to recent articles about research directions in the field (Bull *et al.*, 2005; Pollard & Pollard, 2005; Roblyer & Knezek, 2003; A. Thompson *et al.*, 2005; A. D. Thompson, 2005) In particular, we paid close attention to the unparalleled collaborative effort of journal editors to influence research directions in the field. This comparison suggests a tension between the values of journal editors and their editorial boards.

After briefly presenting our methods, analysis and results at SITE 2006, we will facilitate a discussion about our results. We hope to determine how (and if) to proceed with additional studies and to ascertain whether our field needs to address the apparent tension between the ideals of journal editors and those who serve on their editorial review boards.

References


Waxman, H. C., Connell, M. L., & Gray, J. (2002). A quantitative synthesis of recent research on the effects of teaching and learning with technology on student outcomes: North Central Regional Education Laboratory.