Developing an Annotated List of Peer-Reviewed Educational Technology Journals

INTRODUCTION

As increasing numbers of higher education faculty leverage technology in their teaching, research and service activities and write about these experiences, it becomes increasingly important but often challenging for them to find appropriate peer-reviewed publication outlets. Sometimes, their own discipline and/or content area do not accommodate such topics. Knowing where to publish can often be more difficult a task than the mechanics of writing the article. For example, an instructor hoping to share his/her experiences integrating technology in English education might not have an easy time finding an appropriate journal in which to publish. This paper will expand on a model and process utilized to develop an annotated list of journals in criminal justice and criminology (Vaughn & Carmen, 1992; Vaughn et. al, 2004). The list developed from this model in criminal justice and criminology is only available in hardcopy—a dynamic version is not available. This expanded model includes a web-based annotated list of educational technology journals and other journals focused on technology in a variety of education-related disciplines. In contrast to the static list in criminal justice and criminology only available as hardcopies in two journals, phase two of this project involves the creation of a fully developed database-driven website offering an up-to-date means of searching for relevant journals across 20+ criteria and then downloading the resulting annotated list of journals. Users will also be able to submit the names of other relevant journals.

THE PROCESS

Initially, this author conducted a comprehensive search for relevant journals compiling a preliminary list of more than 200 journals involving technology in a variety of education content areas. This list was generated through web searches, library database searches, and through a review of bibliographies and references of relevant journal publications. In addition, in the fall of 2006 the URL of this list was posted on relevant blogs, listservs, e-mail lists, discussion boards, etc. soliciting suggestions for additional relevant journals. The resulting list consisted of over 300 relevant journals. This list attempted to gather data on more than 20+ criteria for each journal. Most of these data were primarily culled from journal websites and the actual journal publications. Some of the data was unavailable.

Using a complete enumeration sampling technique, a survey was developed and mailed to all the journal editors asking for verification of the acquired data and completion of the needed information. Editors received a hardcopy survey as well as the URL to a website where they could choose to submit the data through a web-based survey, or download the form, complete it and submit it via e-mail, fax or postal mail. Additionally, editors were also provided the opportunity to phone the author and submit the missing data verbally. Follow-up postcards, e-mails and/or phone calls were sent to editors to help increase the response rate. The survey website can be found at:

http://www.cwu.edu/~websolutions/journalSurvey/
This website also houses the backend for the database which involves the second phase of this project. The completion date for phase two, involving the development of a dynamic database-driven website, is anticipated to be sometime in the summer of 2007. The website developed for phase two will present and update this annotated list monthly. A user-friendly interface will allow users to search through the annotated list using 20+ different criteria. Their search results can be downloaded into an excel spreadsheet. In addition, the website will also provide a mechanism for visitors to submit names of appropriate publications to be included on the list, and to offer suggestions for improvement and refinement.

The development and implementation of this online survey, and the soon-to-be-released website for phase two of this project which will house the searchable database have both been funded through an internal grant.

REFERENCES