

EDUCATION JOURNAL BANDING PROJECT

A collaborative project undertaken by
SORTI
in association with the AARE



SORTI



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by

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CENTRE FOR THE
STUDY OF RESEARCH TRAINING & IMPACT

RATIONALE FOR UNDERTAKING THE EXERCISE

- **Lack of robust metrics to determine journal quality in Education...inadequate citation coverage**
- **Importance of drawing on the wider scholarly community in Education to determine esteem ratings as an alternative**
- **Take into account the Australian context**
- **Given the diversity and number of sub-fields in Education Research there was need to take these sub-fields into account**

JOURNAL POOL

- We started with a search for all journals published in English (including specialist areas e.g. engineering and medical education). There are more than 900 that carry research-based articles, are accessible, have a defined refereeing process and have been in existence for a more than a year.
- Details on the foci of each journal were obtained. Categorisations were made on the basis of how they described their coverage on the website or in the journal
- The team & current President of AARE went through several iterations of assigning journals to categories until consensus on groupings was obtained (drew also on UNESCO and ABS frameworks, with an eye to reclassification of the latter).

Journal Categorisation & Survey (1)

- If necessary the editor was contacted and asked to nominate their journal's area. We also collected a range of information about the journal including editorial boards, refereeing procedures, publisher etc
- Many journals in Education are 'comprehensive' and have a broad scope such as AJE, AER, ER
- Other journals tend to fall into categories or sub-fields primarily based on level (e.g. higher education), discipline (e.g. psychology), curriculum and practice (e.g. teaching areas)
- We arrived at 26 categories and developed them into drop down lists to ensure accuracy in the survey phase

Journal Categorisation & Survey (2)

- **In the database we collected of 907 Education journals with some refereeing process, slightly less than 20% have an ISI citation rating.**
- **Ratings range from 0.008 to 5.7 which is very low when compared to disciplines that focus on citation impact factors.**
- **The mean rating is 0.7. The median and mode are both close to 0.5.**
- **Most 'additional' journals nominated by Survey respondents were already included, but where they were not they were added to our master list and included in analyses if they had a recognisable refereeing process.**

APPROACH DETAILS (1)

Journal mapping phase to identify journal detail

- Title, Previous/ Alternate Title ,ISSN, ISSN Alternate Edition ,
- Journal Website (URL), Editor's Email, Language
- Start Date, No issues per year, Publisher, Place of Publication
- Length of research articles; Referencing Style, Abstract (Yes/No)
- Research Orientation – of content of journal; Audience
- Type of Refereeing of research articles
- Citation Service (Yes/No); Thomson Scientific 2005 Impact Factor
- Indexed/Abstracted (Yes/No)
- Editorial Board (Yes/No)
- International Editors (Yes/No)
- Subjects (from Ulrich's or journal website)

ALSO

- Gathered data about experience, gender, employment, areas of research interest etc.

APPROACH DETAIL (2)

Steps taken:

- Each journal was allocated to one of 26 areas within Education (sub-field or discipline)
- A Pilot Survey was undertaken with approximately 30 respondents and refinements were made.
- The Australian version of the survey was made available on-line requesting respondent background information, and including journal quality, use and impact sections.
- The International version of the survey was made available requesting respondent background information, and included only the journal quality section.

ISI by sub-field

The next two slides show:

- The number of journals allocated to a subfield (bearing in mind some fields were so small they had to be grouped)
- The number of journals in that grouping with an ISI as a percentage of all journals with an ISI in the database of journals
- The number of journals in that grouping with an ISI as a percentage of all journals in the group

JOURNAL CATEGORIES & ISI

Journal Sub-discipline	Number	Percent in dbase with an ISI	% of each sub-discipline in dbase with an ISI
Admin/leadership/educ.management/policy	48	3.9	14.6
Assessment/measurement/research methods	16	3.3	37.5
Comparative/cross-cult/indigenous/ethnic	23	2.2	17.4
Comprehensive/general Journals	82	8.3	18.3
Creative arts/media/communication	33	0.6	3.0
Cultural context/sociology/anthropology	39	3.3	15.4
Design & technology	5	0.6	20.0
Early childhood education	17	1.1	11.8
Economics/acc'g/business/management	24	1.1	8.3
Educational psychology	53	15.0	50.9
Educational technology/computing/ICT	58	4.4	13.8
English/literacy education	27	4.4	29.6
Higher education	66	3.3	9.1

JOURNAL CATEGORIES & ISI(cont)

Journal Sub-discipline	No	Percent in dbase with an ISI	% of each sub-discipline in dbase with an ISI
History/philosophy of education	18	1.1	11.1
Languages/linguistics/ESL/TESOL/LOTE	43	6.1	25.6
Law/polit.sc/internat.relat/social work	15	1.1	13.3
Mathematics	22	0.6	4.5
Medical/nursing education	38	8.3	39.5
PE/sport/personal health/hygiene	23	2.8	21.7
Pedagogy & curriculum: theory & practice	14	1.7	21.4
Religion/religious education	18	0.0	0.0
Science/engineering	67	9.4	25.4
Social sciences/humanities/environment	7	0.0	0.0
Special education including gifted	57	12.2	38.6
Teacher education	53	3.9	13.2
Vocational/further/adult educ/training	36	1.1	5.6
TOTAL	902	100.0	20.0

THE SAMPLE TO DATE

Respondents (N = 628) as at 1 June 2007:

- 83% Australian, 17% international
- 63% female
- Employment – 82% University, 10% primary/secondary/pre schools
- Areas of responsibility – 76% research, 72% teaching, 48% management

Number of areas of interest nominated (up to 3 were requested): 1664, ie, an average of 2.6 per respondent

Number of journal nominations (in list of up to 10) with highest academic esteem: 3995, ie, an average of 6.4 per respondent.

CRITERIA FOR SELECTION OF HIGHEST QUALITY JOURNALS

CRITERIA/REASONS %	Wellington & Torgerson*		SORTI/ AARE
	UK	USA	
Entry process (eg, rejection rates)	5.3	12.8	3.1
Refereeing process	12.3	12.8	7.4
Editorial board	9.6	12.8	4.5
Authors	8.8	8.5	4.5
Content	21.7	29.8	56.8
Journal and publisher	7.0	2.0	5.8
Readership, citation & impact	19.3	21.3	6.9
Internationality	16.7	0	4.8
NO. OF COMMENTS	114	47	1009

* Wellington, J. & Torgerson, C.J. (2005). Writing for publication: what counts as a 'high status, eminent academic journal'? *Journal of Further and Higher Education*, 29, 1, 35-48.

BREAKDOWN OF CONTENT CATEGORY FOR AUSTRALIA (from the previous slide)

TOTAL OF COMMENT ON CONTENT:	56.8%
• CONTENT – Quality:	18.5%
• CONTENT – Currency, diversity, local relevance:	7.2%
• CONTENT – Relevance to self:	31.0%

ESTEEM MEASURE OF JOURNAL QUALITY

- **The intent is to have bands of journals for each area based on esteem indicated by respondents. An overall list of journals in bands is also intended.**
- **At this stage 4 bands are the most supportable**
- **For some areas, only three bands are evident.**

Ranking Metrics

- **Journals in each area and the overall list are ordered by the proportion of selections divided by the number of indications of interest in that area**
- **Refinements to this could include weighting the proportion by number of journals in an area, or weighting by the SD of the nominated top journals in an area**
- **These refinements result in few differences in the banding (i.e. a shift in only a small number of journals between bands)**

Some data thus far

The following two slides show:

- the numbers of journals in each area of interest
- The numbers of responses received
- The percentage of responses in that area

- The coloured rows indicate those areas where we have relatively small numbers of respondents, and therefore have less confidence in the results obtained to date. The survey is still open for responses.

AREA OF INTEREST (628 RESPONDENTS)	No. jour.	No. resp	% resp
Admin/leadership/educ.management/ policy	48	123	7.4
Assessment/measurement/research methods	17	74	4.4
Comparative/cross- cult/indigenous/ethnic	23	59	3.5
<i>Comprehensive/general</i>	82	10	0.6
<i>Creative arts/media/communication</i>	35	29	1.7
Cultural context/sociology/anthropology	39	87	5.2
<i>Design & technology</i>	5	16	1.0
Early childhood education	17	106	6.4
<i>Economics/accounting/business/ management</i>	24	11	0.7
Educational psychology	53	74	4.0
Educational technology/computing/ICT	57	81	4.9
English/literacy education	27	59	3.5
Higher education	67	130	7.8

AREAS OF INTEREST (CONT.)	No.jour	No.resp	% resp
<i>History/philosophy of education</i>	18	47	2.8
<i>Languages/linguistics/ESL/TESOL/LOTE</i>	42	31	1.9
<i>Law/polit.sc/internat.relat/social work</i>	15	18	1.1
Mathematics	23	69	4.1
<i>Medical/nursing education</i>	39	20	1.2
<i>PE/sport/personal health/hygiene</i>	23	31	1.9
Pedagogy & curriculum: theory & practice	15	172	10.3
<i>Religion/religious education</i>	18	13	0.8
<i>Science/engineering</i>	66	33	1.9
Social sciences/humanities/environment	8	52	3.1
<i>Special education including gifted</i>	56	44	2.6
Teacher education	53	197	11.8
Vocational/further/adult educ/training	37	73	4.4

A CROSS-NATIONAL VALIDATION

- The next slide shows some results of the cross-national study conducted by Wellington & Torgerson (2005) compared with our results.
- The UK results listed the top 5 journals, the USA results the top 6 journals.
- To include both the UK and USA perspectives, the results from our Australian study list the top 12 journals (to date).

A CROSS-NATIONAL VALIDATION: POSITION OF TOP JOURNALS ACROSS THREE SAMPLES

JOURNAL	UK Rank[^]	USA Rank[^]	AUSTRALIA Rank (top 12)
Oxford Review of Education	1		8
Journal of Education Policy	2		*
Higher Education	3		*
British Journal of Educational Studies	4		11
British Educational Research Journal	5		1
Harvard Educational Review		1	3
Educational Researcher		2	4
Review of Research in Education		3	6
Phi Delta Kappan		4	*
Teachers College Record		5	*
American Educational Research Journal		6	5
Australian Educational Researcher			2
Australian Journal of Education			7
J. for Research in Mathematics Education			9
British Journal of Sociology of Education			10
International Journal of Educational Research			12

[^] UK & USA results from Wellington & Torgerson, 2005.

* See the following slide.

Additional information on rankings

(see previous slide)

- The overall consistencies of the Australian results with both of the UK and USA lists, and the lack of consistency between the UK and USA 'top journal' lists are apparent.
- Although the journals marked * on the previous slide were not in the top 12 journals on the overall Australian list, they were ranked highly in their specific area lists.
- This result reinforces the importance of having access to area-specific banding lists within Education in addition to the overall banding list of journals.

Validation & Testing

- Comparison with other lists, taking into account the discipline spread in those lists
- Comparison with other published sources
- A further stage will be to consider the bands in the light of other information held about each journal: related to the nature and constitution of editorial board, whether the journal was indexed, any citation indices, and factors such as the longevity and (where appropriate) the number of annual issues of the journal

Availability of survey

Full-length Survey:

www.newcastle.edu.au/forms/bandingsurvey/

Short (International) version of survey:

www.newcastle.edu.au/forms/bandingsurvey/2/

SORTI website:

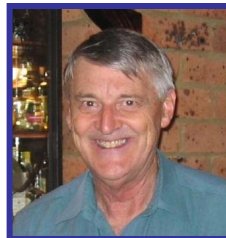
<http://www.newcastle.edu.au/centre/sorti/>

Thank you to respondents to the survey

Assessing the quality and impact of education journals



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