

# Revista de Educación 2007 Annual Report

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*Editor*

As our readers know, each year the first two issues of the Journal report on the previous year's editorial activities. As such, the first 2008 issue (number 345) collated the 2007 bibliographical index and in this second edition we will include a complete listing of the external reviewers who have evaluated articles during this same period, as well as the yearly report that collects the most significant statistical data regarding received and published articles; information relevant to the editorial process; indexing impacts; and the main initiatives adopted to improve the Journal and its distribution in 2007.

## Received and Published Articles in 2007

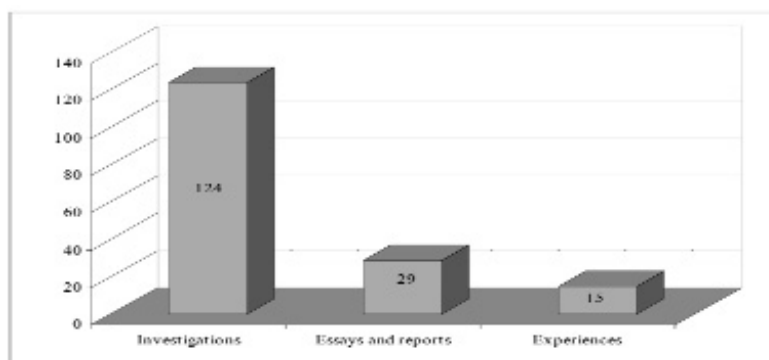
### Received Articles

During 2007 the editorial team received 168 articles (39 more than 2006), the large majority of them being research based studies, followed by essays and reports and innovative educational experiences. This clearly demonstrates that the Journal is well known amongst potential authors (Graph I).

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GRAPH I. Classification of Received Articles in 2007

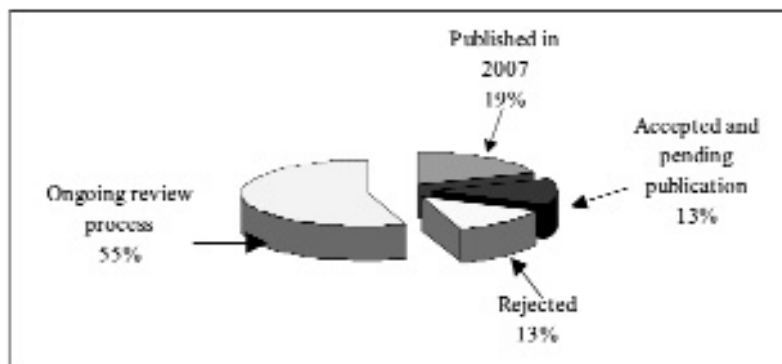
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## External Review Results: Articles Accepted and Declined

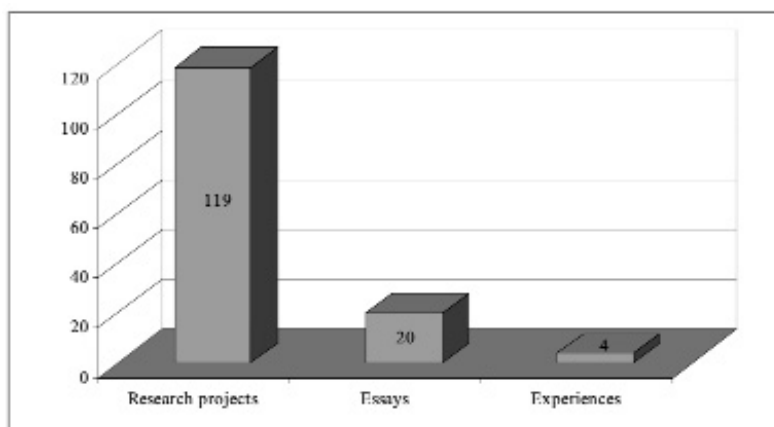
Of the 168 articles received in 2007, 19% (32) were published this same year; 13% (22) were rejected; another 13% were accepted and are pending publication in future editions; and finally 54.7% (92) are still following the external review process due to being presented in the second half of the year (Graph II).

GRAPH II. Breakdown of 2007 Received Articles



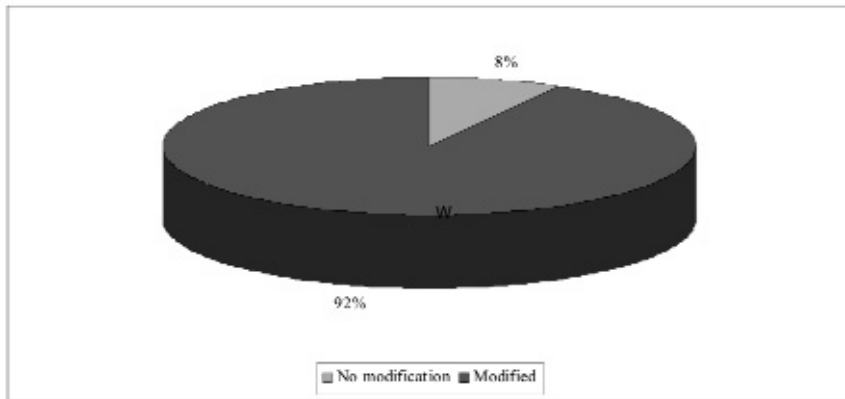
From the group of articles that have been accepted or are in the evaluation period (143), the large majority are research projects and studies, which is in keeping with the type of articles received and the nature of the Journal (Graph III).

GRAPH III. Classification of Accepted Articles (2007)



Lastly, we should point out that practically all accepted articles were, in the first instance, provisionally accepted (in 92% of the cases, as shown in Graph IV) pending the inclusion of suggestions or proposed modifications made in the external reviewer's reports.

GRAPH IV. Percentage of Accepted Articles with and without Modifications



## Published Articles

The tally of published works includes both received articles as well as those commissioned by the Journal and proposed by either the co-ordinator or guest editor for this end. It also includes those accepted following specific 'calls for papers'. All the articles were submitted to the external review.

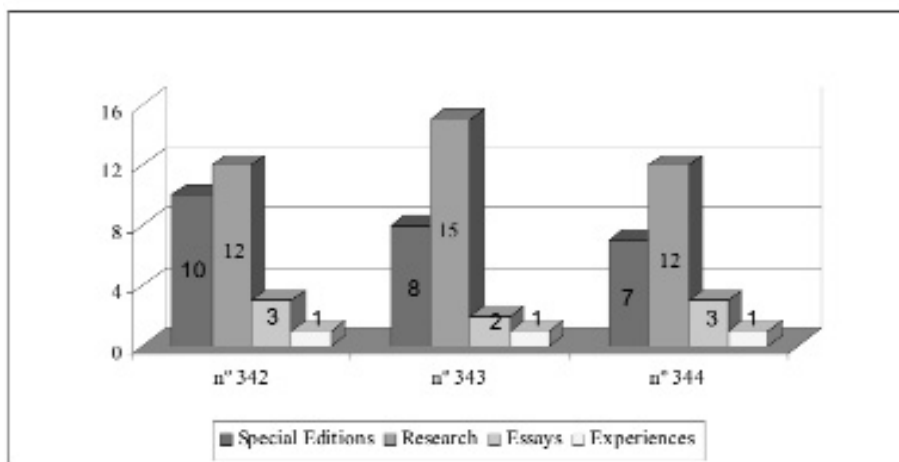
During 2007, 86 articles were published in the three normal editions and the one special edition of the Journal. Table I shows the number and section of published works.

TABLE I. 2007 Published Works

Edition	Commissioned by the journal (Monographic and Extraordinary)	Sent by authors			Total
		Research Projects and Studies	Essays and Reports	Educational Experiences (innovation)	
342	10	12	3	1	26
343	8	15	2	1	26
344	7	12	3	1	23
Extraordinary	11	Without classification			11
<b>Total</b>	<b>36</b>	<b>39</b>	<b>8</b>	<b>3</b>	<b>86</b>

In Graph V one can see that the majority of published articles in the journal's normal editions correspond to the research section.

**GRAPH V.** Number of Published Articles in Normal Editions and their Corresponding Classification (2007)



As is normal, commissioned articles are published in the monographic section of both normal and extraordinary. During 2007 these have dealt with the areas of interest detailed in Table II and were co-ordinated by different specialists (guest editors).

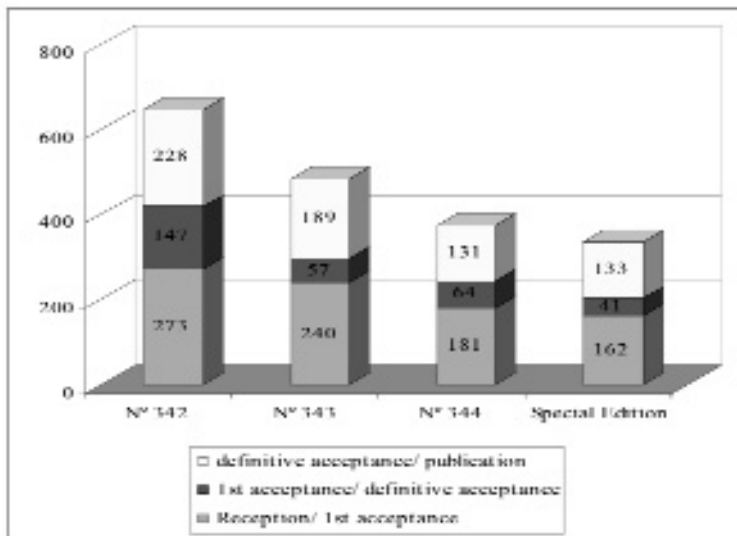
**TABLE II.** Topics Dealt with by Single Authors (2007)

Issue 342	Gender Violence and Power Relationships: The Implications for Education. Guest Editor: Juana María Sancho Gil (Universidad de Barcelona).
Issue 343	Teaching and Learning of Spanish as a Second Language (L2) in Multilingual Educational Contexts Guest Editor: Concha Moreno García (Universidad Antonio de Nebrija).
Issue 344	Consensus and Dissent: is Possible the National Agreement on Education? Guest Editor: Manuel de Puelles Benítez (Universidad Nacional de Educación a Distancia).
Extraordinary Issue	Reforms and Educational Innovations in Spain (1907-1939). In the 100th Anniversary of the Committee Broadening Studies (IAE) Guest Editor: Antonio Viñao Frago (Universidad de Murcia).

## The Editorial Process: Management, Review and Publication of Works

As part of the strategic plan started by the Journal at the end of 2005, one of the objectives was to reduce the time between the reception and publication of accepted articles. Despite the large number of received studies this period has been notably reduced, and especially so in the second half of 2007. In 2007 first issue (342), the time required from start to finish for the editorial process was one and a half years. In the second issue (343) this was reduced by two months; in the third it was one year; and finally, in the 'special edition', the time required was nine months (Graph IV). Without doubt, this is a clear indicator of the improving editorial process.

GRAPH VI. Average Time (in Days) between Reception, Acceptance and Publication (2007)

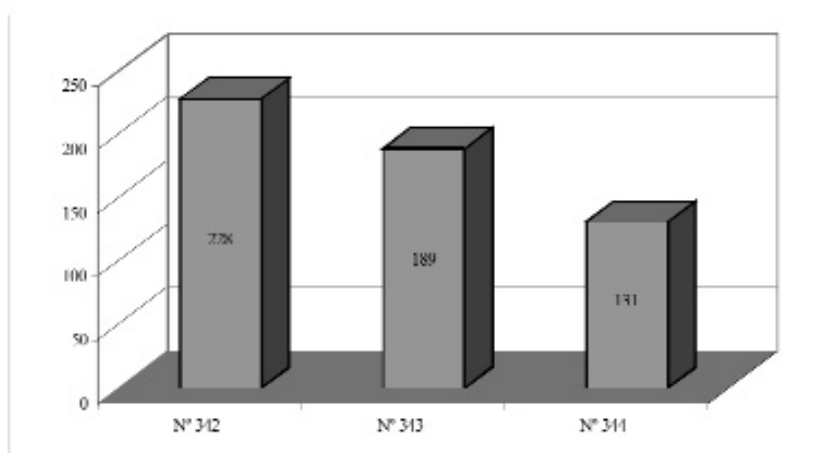


Focusing on the analysis of the time taken between full acceptance of an article and its publication, the move from seven and a half months at the beginning of the year to little more than four at the end of the same period, means that more articles were published as time went by (Graph VII).

Bearing in mind these timeframes, one must consider the volume of papers published by *Revista de Educación* (an average of 22 each edition, which is far more than the

average number published by other Spanish scientific journals in this area). *Revista de Educación* takes articles to press in the fourth edition after their full acceptance. If we consider that it is an objective of the Journal to maintain a high volume of quality, published works, whilst bearing in mind the rigorous and demanding review process, we positively value this indicator's evolution. Notwithstanding, there is a part of the process that still must and can be improved: the time between the reception and provisional acceptance of an article following its first external review.

GRAPH VII. Average Time (in Days) between Definitive Acceptance and its Publication



It is certain that in the total time taken to publish an article, the revision process plays a decisive role. Bearing in mind it is a complex process that must be performed with the necessary guarantees (every article is evaluated by at least two external reviewers, according to a double blind rule) there are three actors who play a role: the Journal; the external reviewers (two or three); and the article's authors. Whilst the Journal is responsible for speeding up the process with respect to the management and work of its external reviewers, it is also the responsibility of each article's authors to manage and reduce the occasionally excessive time taken to make the requested changes as per the reviewers' reports (Graph VI).

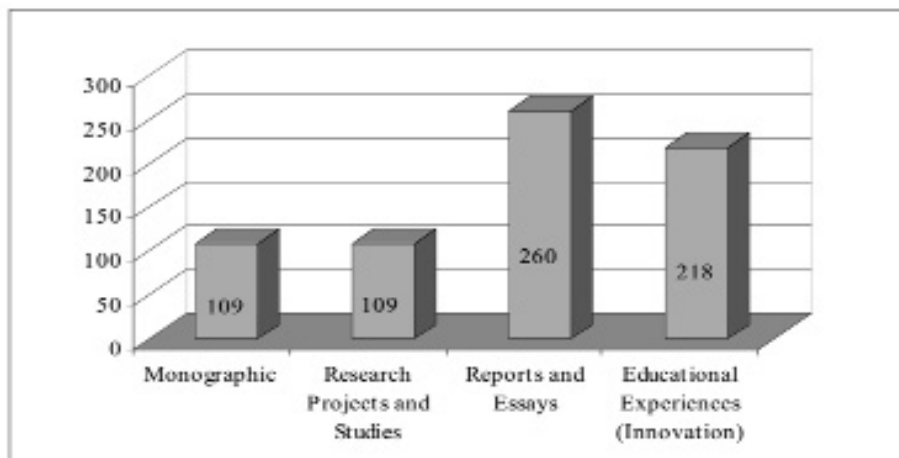
In this regard, it should be pointed out that the average time taken by the reviewers in 2007 has been greater (about two and a half months) than that established by the Journal, although it must be borne in mind that this average has been affected by the

fact that eight articles were evaluated by three reviewers (so as to settle disagreements that came about as a result of the first two evaluations) and another eight papers went through three review rounds before being finally accepted. The time dedicated to these 16 papers increases the total average external review period, whilst if they were excluded, the average time would not be even two months.

To conclude, by the end of the year the review periods have been considerably reduced as a result of the application of two measures: The steadily increasing number of external reviewers available for the Journal (nowadays 207 specialists collaborate across different educational topics and areas); and, above all, the strict adherence by reviewers to prepare and send their evaluations within 15 days.

Lastly, we will see that the average time between final acceptance and publication varies depending on an article's classification (Graph VIII).

**GRAPH VIII.** Average Time (in Days) between Acceptance and Publication According to Section

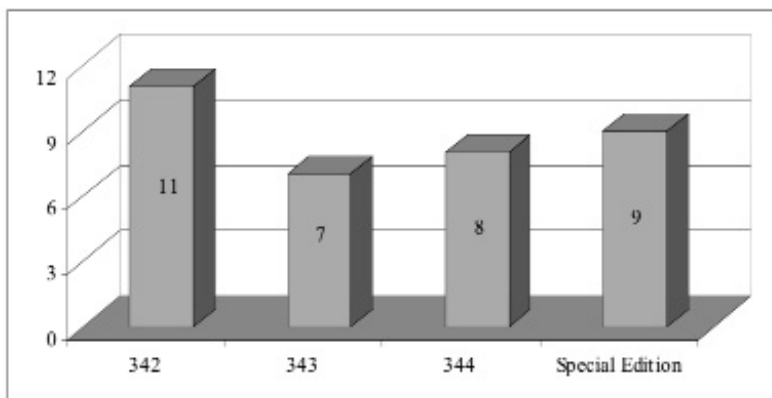


In the 'monographic' and 'research' sections this time was some three months at the end of 2007, whilst those in 'reports and essays' and 'educational experiences' took an average of some seven and a half months to be published. This difference is due to the weighting given to the different sections of the Journal whose fundamental aim is the publication of articles that communicate the results of new and original investigation. Due to its repercussions, the rules of Revista duly note this point for potential authors of essays, reports and experiences.

## Readership of Relevant Papers in the Area of Education

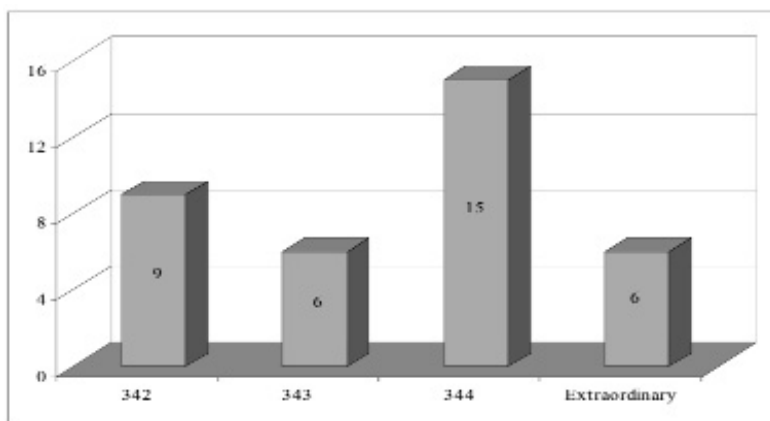
In 2007, 35 reviews of noted papers were published (according to the topic and journal's prestige) that were edited between 2006 and 2007 (Graph IX). These include the reviews received and requested by the Journal, according to its own rules.

GRAPH IX. Number of 2007 Published Reviews 2007



In the same way, a total of 36 bibliographic references (Graph X) are published of a selection of some of the best papers sent to the editorial team by both Spanish and international publications (selected by the journal's quality).

GRAPH X. 2007 Published Bibliographic References



Both the reviews and the references have been published according to the order in which they were received by the editorial team.

## Follow-up of the Editorial Strategy Started in 2005

In 2007 the process of aligning *Revista* with the most demanding quality indicators of scientific journals in social sciences has continued.

We will highlight two of the most important initiatives adopted by the direction in the last year. Firstly, an external evaluation of the Journal was commissioned using the expert team in bibliometrics and documentation from the University of Granada. This same team produces the Index of Spanish Social Science Journals (INRECS). The resulting recommendations for improvement made in their report have been adopted. These include, amongst others, the renewal of the rules and external reviewer's evaluation reports employed by the Journal.

Afterwards the Journal has requested its evaluation by the Institute of Scientific Information (ISI-Thomson) with the objective of being included in the Social Sciences Citation Index (SSCI). This process was begun by ISI at the end of 2007. Without a doubt, it is an ambitious objective, but we are motivated to achieve it as much by the quality of the Journal, as well as the benefits that its inclusion in this index would mean for the work done by the large community of educational researchers who publish Spanish language articles.

We hope that these measures adopted in this period will allow the Journal to improve its ranking in the impact index, especially on the international stage. Fundamentally, this means working to incorporate invited editors, authors and relevant manuscripts with an impact indexing and to procure its inclusion in new databases.

At a national level, it is important to point out that *Revista de Educación* is in the 4<sup>th</sup> place of RESH (Index of integrate evaluation and index of citations of Spanish Social and Human Sciences Journals, of the system DICE/CINDOC/CSIC), which is the system used by the ANECA (Agencia Nacional de Evaluación de la Calidad y Acreditación). At the same time, it maintained its position in the highest ranking places of the top quarter of the Index of Spanish Social Science Journals (INRECS), having done so for more than one decade.

In 2007 the Journal has been included in new bibliographic documenting media. These are namely:

- *Spanish Databases*: DOCU (Documentation Centre of the Committee for University Co-ordination).
- *Foreign Database*: PIO (Periodical Index Online, United Kingdom); IPSA (International Political Science Abstracts).
- *International Catalogue*: Library of Congress (LC); King's College London; University of London-ULRLS.

## Distribution of the Journal

The Journal is distributed by both individual and institutional subscription; sales made via the *Subdirección General de Información y Publicaciones del Ministerio de Educación y Ciencia* (Ministry of Education and Science's Department of Information and Publications); and by its exchange with other prestigious national and international educational journals that contribute funds to the Ministry of Education and Science's library.

- PRINTED COPIES: 2,000 copies.
- SUBSCRIPTIONS: 344 copies.
- FREE DISTRIBUTION TO INSTITUTIONS: 500 copies.
- EXCHANGE WITH PRESTIGIOUS NATIONAL AND INTERNATIONAL JOURNALS: 114 copies (63 Spanish journals, 15 with European and North American journals, 36 with Ibero-American journals).

PUBLIC RETAIL PRICE: 13 Euros

THE ELECTRONIC VERSION IS FREE

Likewise, advertising is included in professional journals and educational periodicals with the aim of promoting the published works not only via scientific channels but also between members of the educational community.

Lastly, it must be pointed out that the Monographic regarding the 'Reforms and Educational Innovations in Spain (1907-1939). In the 100<sup>th</sup> Anniversary of the Committee for Broadening Studies (JAE)' was the topic presented at the office of the *Consejo Superior de Investigaciones Científicas* (Council for Scientific Investigations) the 12<sup>th</sup> July 2007. Numerous specialists and researchers from the area of Educational History attended this event.

The work undertaken in 2007, and which is the topic of this report, allows us to hope for important achievements for *Revista de Educación* by its meeting the highest publishing standards; the material covered; its national and international representation; and, decisively, the impact of the authors' work it publishes.