

## Special Announcement

### ***Educational Researcher: A New Structure for 2010 and Beyond*** ***Effective July 1, 2009***

The American Education Research Association (AERA) is pleased to announce that the *Educational Researcher (ER)* seeks to publish a broader set of article types. Accordingly, effective July 1, 2009, all manuscript submissions to *ER* will utilize the new article types. The changes will be evident starting in volume year 2010.

*ER*'s core mission is unchanged. AERA's goal is to enlarge *ER*'s research ambition and reach within its same overarching mission. *ER* will continue to use rigorous peer-review toward publishing notable findings in the field. The new article types include research articles—feature articles, reviews/essays, briefs, and technical comments—and commentaries—policy forum, letters, and books et al. AERA Highlights will continue to appear in *ER*.

#### **Mission**

*Educational Researcher* publishes scholarly articles that are of general significance to the education research community and that come from a wide range of areas of education research and related disciplines. *ER* aims to make major programmatic research and new findings of broad importance widely accessible. It is published nine times per year.

#### **New Article Types**

Effective July 1, *ER* encourages submissions of various types of research articles—feature articles, reviews/essays, and briefs. Technical comments may also be submitted. In addition, *ER* publishes commentary articles under the demarcations of policy forum, letters, and books et al.

#### **Research Articles**

*Feature Articles* present important new research results of broad significance. Feature articles should include an abstract, an introductory paragraph, up to five figures or tables, and up to 40 references, with text totaling no more than 5,000 words. Significant feature articles may be somewhat longer than 5,000 words at the discretion of the editors. Methods need to be sufficiently presented in research article to warrant results, but information should usually be included in supplementary online material to further support the paper's conclusions. All Feature Articles undergo peer review; they may be solicited or unsolicited.

*Reviews/Essays* describe new developments of broad significance and highlight unresolved questions and future directions. Reviews/Essays are research-based and aim to convey new developments in the state of the knowledge and its implications, whether theoretical, empirical, or methodological. Reviews/Essays should include an abstract, an introduction that outlines the main point, brief subheadings, and up to 40 references, with text totaling no more than 4,000 words. All Reviews/Essays undergo peer review; they may be solicited or unsolicited.

*Briefs* are brief analyses focusing on a specific topic or question using new data or existing databases (e.g., available from the National Center for Education Statistics). Briefs should include a brief introduction of the issue or question, a brief discussion of the data, up to two figures or tables, and a maximum six references, with text totaling no more than 1,000 words. Titles should be no more than eight words in length. Authors should also submit an

abstract of 100 words or less, which will appear online only. Methods (quantitative and/or qualitative) should be included in supporting online material. Manuscripts are peer-reviewed in the usual manner.

*Technical Comments* discuss articles published in *Educational Researcher* within the previous 6 months. Technical Comments should have no more than two figures or tables; authors should submit a brief abstract of no more than 50 words to accompany their comment, with text totaling no more than 1,000 words. The authors of the original *ER* article are given an opportunity to reply. Comments and responses are peer-reviewed and edited as needed. The full text of comments and responses is published online only; abstracts of the discussions appear in the Letters section of the print journal.

*Other Works*. Authors are encouraged to contact the editors directly if they wish to prepare an article of a genre or length that does not readily fit within the above submission types.

### **Commentaries**

*Policy Forum* presents issues related to the intersections between education research and policy. Essays should be 1,000-2,000 words long plus 1-2 figures. Submissions may be solicited or unsolicited.

*Letters* discuss material published in *Educational Researcher* in the last 3 months or issues of general interest. Letters may total up to 300 words. Submissions are unsolicited.

*Books et al.* presents reviews of current books, multimedia, exhibitions, and films of interest to *Educational Researcher* readers. They may total up to 1,000 words. Submissions are solicited.

### **Special Issues or Sections**

On occasion, the *Educational Researcher* can publish special issues or sections on topics that are sufficiently compelling or of broad-based significance for the field or for the advancement of education research that they deserve wide attention and dissemination. Please contact the editors for guidance. Special Issues or Sections also require review and approval of the Publications Committee.

*Direct submissions to <http://mc.manuscriptcentral.com/edr>*