

PERCEIVED VALUE OF JOURNALS FOR ACADEMIC PRESTIGE,  
GENERAL READING AND CLASSROOM USE: A STUDY OF  
JOURNALS IN EDUCATIONAL AND INSTRUCTIONAL  
TECHNOLOGY

Kaye Evitt Bray, B.A., M.I.S., M.S.

Dissertation Prepared for the Degree of  
DOCTOR OF PHILOSOPHY

UNIVERSITY OF NORTH TEXAS

May 2003

APPROVED:

Terry Holcomb, Major Professor  
Brian O'Connor, Committee Member and  
Associate Director of the Interdisciplinary  
Information Science Doctoral Program  
Linda Schamber, Committee Member  
Martin Jaeckel, Committee Member  
Philip M. Turner, Dean of the School of Library  
and Information Sciences  
C. Neal Tate, Dean of the Robert B. Toulouse  
School of Graduate Studies

Bray, Kaye Evitt, Perceived value of journals for academic prestige, general reading and classroom use: A study of journals in educational and instructional technology. Doctor of Philosophy (Information Science), May 2003, 177 pp., 13 tables, references, 58 titles.

Conducting research, evaluating research, and publishing scholarly works all play an extremely prominent role for university faculty members. Tenure and promotion decisions are greatly influenced by the perceived value of publications as viewed by members of faculty evaluation committees. Faculty members seeking tenure may be limited to publishing in a limited group of journals perceived to be valuable by members of an academic committee.

This study attempted to determine the value of various kinds of periodicals (journals, magazines, and e-journals), based on three principal criteria, as perceived by professionals (university faculty, K-12 practitioners, and corporate trainers) in the educational/instructional technology (E/IT) field. The criteria for journal evaluation were Academic Prestige, General Reading, and Classroom Use.

The perceived value of journals based on each criterion was compared to determine any significant differences. Members of the Association for Educational Communications and Technology (AECT) were asked to rate 30 journals in the E/IT field using the three criteria. Statistically significant differences were found among ratings in 63% of the journals. The statistical analyses indicated that differences in the perceived value of journals among E/IT professionals across the three criteria (Academic Prestige, General Reading, and Classroom Use) were statistically significant. It is also noted that refereed journals were rated higher than nonrefereed journals for the Academic Prestige criterion.

Survey respondents indicated that individual journals were not valued for the same reasons. This finding implies that the formation of any equitable measure for determining the

value of faculty members' journal article publications would be best if based on definable criteria determined by colleagues. Lists of valued journals for each area of faculty assessment would provide standards of excellence both inside and outside the E/IT field for those who serve on tenure and promotion committees in educational institutions.

Copyright 2003

by

Kaye Evitt Bray

## ACKNOWLEDGMENTS

I would like to thank the professors on my committee for their guidance and support: Dr. Terry Holcomb for his mentoring and constant encouragement, Dr. Brian O'Connor for his helpful guidance and advice, Dr. Linda Schamber for her expertise and tireless attention to detail, and Dr. Martin Jaeckel for his insight and assistance. I appreciate their help more than they will know.

I appreciate those in Information Science who have encouraged me along the way: Dr. Brian O'Connor, Dr. Linda Schamber, Dr. Donald Cleveland, Dr. Ana Cleveland, Dr. Samantha Hastings, Dr. Amanda Spinks and others. I also appreciate Dr. Terry Holcomb, Dr. Jon Young, Dr. Demetria Ennis-Cole, Dr. Gerald Knezek, Dr. Mark Mortensen, and others for allowing me the opportunity to be a part of the Computer Education and Cognitive Systems (CECS) team. The experience and knowledge I have gained have been an invaluable part of my education and my dissertation.

There are others I wish to thank who have played an important part in my journey: my husband, Philip Bray; sons, Benjamin and Jonathan Bray; daughter and son-in-law, Bonnie and Shane Dennehey; and granddaughters, Krista and Mikayla Dennehey. I am also grateful for the encouragement of my parents Truman and Jean Evitt, and my in-laws Glenn and Donna Bray. Most importantly I wish to thank God for allowing me the opportunity for this wonderful experience.

Thank you.

# TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS .....	iii
LIST OF TABLES.....	vii
Chapter	
1. INTRODUCTION.....	1
Introduction.....	1
General Background.....	1
Problem Statement.....	3
Purpose of the Study .....	4
Educational/Instructional Technology .....	4
Significance of the Study .....	7
Research Questions.....	8
Hypotheses.....	8
Research Design.....	8
Limitations of the Study.....	9
Summary .....	9
2. LITERATURE REVIEW .....	10
Introduction.....	10
Background of Scholarly Publishing.....	10
Rankings in Publishing.....	12
Purpose of and Perceptions about Publishing .....	15
Evaluation Criteria and Perceived Value .....	18
Evaluation Criteria.....	19
Perceived Value.....	19
Reliability of Refereeing as Criterion .....	21
Publish or Perish? .....	23
Summary .....	24
3. METHODOLOGY .....	25
Introduction.....	25
Survey Development.....	25
Journal Title Compilation.....	25
Expert Panel Survey A.....	26
Journal Description Database .....	27
Expert Panel Survey B .....	28

Journal Value Survey.....	30
Data Collection.....	30
Sampling.....	30
Procedure .....	30
Response Rate .....	31
Data Analysis.....	32
Methodological Issues .....	32
Validity.....	32
Reliability.....	34
Summary .....	35
 4. RESULTS .....	 36
Introduction.....	36
Journal Visibility.....	36
Journal Rankings by Criterion Values.....	37
Overall Journal Rankings .....	43
Ranking by Classroom Use vs. Academic Prestige.....	44
Ranking by General Reading vs. Academic Prestige .....	45
Ranking by General Reading vs. Classroom Use.....	46
Statistical Tests of Criterion Values .....	47
Journals Rankings by Review Process .....	49
Additional Journals Suggested .....	50
Summary .....	51
 5. CONCLUSIONS.....	 52
Introduction.....	52
Hypotheses.....	52
Findings.....	52
Limitations .....	54
Implications .....	55
Applications.....	56
Suggested Future Research.....	56
Summary .....	57

## APPENDICES

A. Expert Panel Survey A: Survey Instrument.....	58
B. Journal Description Database: Records Showing Data By Fields.....	68
C. Expert Panel Survey B: Instrument and Frequency Distribution .....	117
D. Journal Value Survey: Rating Instrument .....	122
E. Journal Survey Email and IRB Approval.....	126
F. Results of Final Survey in Chart Form.....	129
G. Results of Final Survey .....	145
H. Significant Differences Between Criterion Values.....	158

I. Statistical Tests of Criterion Values .....	161
J. Additional Journals Suggested.....	169
REFERENCES .....	173



## LIST OF TABLES

Table 1	<i>Top 10 Journals Ranked by Visibility</i> .....	37
Table 2	<i>Top 10 Journals Ranked by Academic Prestige</i> .....	38
Table 3	<i>Top 10 Journals Ranked by General Reading</i> .....	39
Table 4	<i>Top 10 Journals Ranked by Classroom Use</i> .....	40
Table 5	<i>Summary of Journal Rankings</i> .....	41
Table 6	<i>Top Five Overall Journal Rankings</i> .....	44
Table 7	<i>Statistical Journal Results</i> .....	48
Table 8	<i>Top Four Suggested Journals</i> .....	51
Table 9	<i>Overall Journal Rankings</i> .....	146
Table 10	<i>Journals Ranked by Academic Prestige</i> .....	148
Table 11	<i>Journals Ranked by General Reading</i> .....	151
Table 12	<i>Journals Ranked by Classroom Use</i> .....	153
Table 13	<i>Journals Ranked by Visibility</i> .....	156

# CHAPTER 1

## INTRODUCTION

### Introduction

Having taught many different grade levels (elementary, middle school, high school, undergraduate, and graduate, as well as working as an elementary school librarian), I came to realize that the acquisition and dissemination of information is important at all levels. I also noticed that while teaching is currently the main area for evaluation at the K-12 level, publication is the main area for evaluation at the university level. I became curious about which journals were considered valuable for evaluation purposes and why.

This study examined the issue of which journals are perceived as valuable in the educational/instructional technology (E/IT) field and whether they are valued for different reasons. It also compared the review process of journals to the perceived value of the journals. Criteria for determining the “best” journals could reduce the number of journals that are not utilized as core journals. This would be a boon to both faculty for evaluation purposes and libraries for cost purposes.

### General Background

University faculty members at a university are expected to fulfill many roles in our educational institutions. One of the most noticeable is that of teacher. However, conducting research, evaluating research and publishing scholarly works all play an extremely prominent role. Faculties depend heavily on publications to monitor research progress and to provide ideas for daily instruction and service work. Tenure and promotion are greatly influenced by the perceived value of publications as viewed by members of faculty evaluation committees. Almost all faculties,

including E/IT professionals, depend on both writing and consuming information in attempts to improve personnel evaluation, which leads to higher compensation.

In the 1960s and 1970s, publication of scholarly works transferred from institutional to commercial journal publishers due to the increasing amount of research needing to be published. The transfer was also prompted by long delays between research and publication. At the same time, copyright ownership of scholarly works transferred from authors to commercial publishers in exchange for widespread dissemination of the work. The exchange was an opportunity for enlarged profits for commercial publishers. The drive for profits in turn created new demands on publishers to increase the number of subscribers and find ways to draw attention to their journals in a competitive market (Zemsky, 1998). Current academic practices (hiring, promotion, tenure and research funding) are generating increasingly large amounts of literature, which also contribute to the rising costs of scholarly literature (Association of Universities and Colleges of Canada-Canadian Association of Research Libraries, 1995).

Publication for any reason, including publisher capital growth and faculty tenure and promotion, may produce information faster than it can be consumed; many issues of current journals seem to serve as tabletop decorations rather than dog-eared information sources. The abundance of new titles can be argued to be destroying both trees and library budgets. Ultimately the budget and quality of faculty and institutions are affected. Relief is needed from the increasing costs, both financial and natural resources, of making scholarly output available. Early attempts at electronic publishing (e-zines and e-journals) have not yet proven to be solutions. Very good electronic journals are produced, but few are successful without a paper version for audiences that are slow to switch to the all-digital format.

One suggestion to halt the increasing number and cost of scholarly journals is to make the quality of scholarly work more important than the quantity of articles and papers published (Zemsky, 1998). Faculties, institutions and libraries working toward shaping a broader market for scholarly materials could facilitate this change. As long as a publishing record is a major criterion for scholars, journals will be expanded or new ones created (McClure, 1991). If the emphasis were on quality instead of quantity, the race to publish might be diminished.

Another possible solution, which is the basis of this study, is the compilation of an acceptable list of journals by academic committees within specific subject areas based on both scholarly and practitioner views. Such a list would be a more objective instrument for academic evaluation and tenure because it would include journals important to both scholars and practitioners, not just journals held in high esteem by a small group of academics (Blake & Tjoumas, 1995). This list could be used to determine which journals to purchase for faculty use, as well as used as a publishing guideline by faculty and by tenure and promotion committees.

Does the practice of limiting scholarly publishing for tenure and promotion to journals considered academically prestigious discourage the open exchange of ideas? Changing the way academics look at journals might be a practical solution to the teaching versus research debate, allowing articles published in order to benefit teaching and scholarly reading to play an important part in the role of scholarly publishing. Boyer (1990) suggested the need for academics to stop the teaching versus research debate, recognizing different people's talents and the different functions performed by higher education faculty.

### Problem Statement

An important part of research is deciding where to publish. Some journals are considered to publish more valuable articles than others, but often this value is subjective. Faculty members

seeking tenure may be limited to publishing in a limited group of journals perceived to be valuable by a committee. Refereed journals may be perceived as valuable based on that criterion alone. It is not clear what criteria beyond being refereed make journals valuable, nor is it clear which journals are important for tenure decisions and which are important for other purposes, such as teaching.

### Purpose of the Study

This study attempted to determine the value of various kinds of periodicals (journals, magazines and e-journals) based on three principal criteria as perceived by active professionals in the E/IT field. (These various kinds of periodicals are referred to as journals for purposes of this study.) The E/IT field strongly emphasizes teaching as well as research productivity. Specifically, this study investigated which journals in the E/IT arena were perceived as valuable, comparing the results with each journal's review process of refereed or nonrefereed. Each journal was assessed to determine how it was considered to be of value based on the following three criteria, with the journal ratings in these different areas then being compared:

1. Academic Prestige (author promotion and tenure)
2. General Reading (professional/personal development)
3. Classroom Use (lectures, student readings, handouts)

### Educational/Instructional Technology

Before looking at journal publishing in E/IT, it is important to clarify the terms and definitions used for E/IT. Basic to E/IT is the idea that media serve as channels between the instructor, sources of information, and the learner. Anglin (1995) stated that the terms educational technology and instructional technology are often used interchangeably in the literature. He synthesized the major definitions from the past into proposed definitions:

1. Instructional Technology: “The systemic and systematic application of strategies and techniques derived from behavior and physical sciences concepts and other knowledge to the solution of instructional problems” (p. 7).
2. Educational Technology: “The combination of instructional, learning, developmental, managerial, and other technologies as applied to the solution of educational problems” (p. 8).

According to Newby, Stepich, Lehman, and Russell (2000), instructional technology is a convergence of three disciplines: Instructional Design, Media Sciences, and Instructional Computing. Roblyer and Edwards (2000) suggested as a definition: “Educational technology is a combination of the processes and tools involved in addressing educational needs and problems, with an emphasis on applying the most current tools: computers and their related technologies” (p. 6). The authors described educational technology from four perspectives: technology in education as media and audiovisual (AV) communications, as instructional systems, as vocational training tools, and as computers and computer-based systems.

There are terms that I would like to clarify. First, the terms educational technology and instructional technology are generally used synonymously in the literature, and are used as such in this study. Second, the E/IT field is comprised of people having different roles in the field. These main roles are: university faculty, K-12 practitioners, and corporate trainers. For purposes of this study, members from all areas of E/IT will be referred to as professionals.

A recent controversy at a local state university encouraged my examination of the current use and perceived status of E/IT publications. Some faculty members were denied promotion or tenure based on a criterion that acknowledged only publications in refereed journals. In addition, a publication that most specialists in the field deemed refereed and of high quality was downgraded

by an evaluation committee of mixed academic backgrounds. Administrative personnel suggested that it would be helpful to have an updated review of recommended E/IT journals. With respect to this suggestion, I created a journal description database as part of this study to determine perceived journal value.

Assessing journal value is clearly a difficult subjective task. Koong and Weistroffer (1989) conducted a survey of Management Information Systems Faculty and made some observations that are relevant to journal quality. First, where researchers publish and their reading material sources may not be the same. Second, journals may be highly regarded as places to acquire information but not to disseminate information. Third, disciplines tend to have key journals regardless of how their quality is assessed. A survey by Hannafin (1991) showed differences in E/IT faculty's classification of leading journals for basic research and for applications. Hannafin analyzed faculty resumes and discovered that some faculty members published regularly in some of the perceived leading journals, but comparatively little in others.

Some measure of guidance is available for prospective contributors on which journals to consider for article submission. Clemente, Shapiro, Milheim, and Bohlin (1990) studied publishing opportunities in journals from the areas of educational communications, technology, and library science. The authors compiled a summary of publishing requirements, guidelines, and helpful suggestions based on responses by editors to a questionnaire. Price and Maushak (2000) published a guide to educational technology journals for prospective authors, discussing popular types of articles as well as hints for publishing articles.

Price and Maushak also ranked the top five journals in the E/IT field based on an email survey:

1. *Educational Technology Research and Development*
2. *Performance Improvement Quarterly*
3. *Educational Technology*
4. *Journal of Educational Computing Research*
5. *Instructional Science*

#### Significance of the Study

If publishing in journals of perceived value is deemed important for evaluation purposes (tenure, promotion, and compensation), this perceived value must be more fully and carefully established. Combining the value of journals for academic recognition with the value of journals for professional/personal development and use in the classroom helps evaluation scores become more useful.

As long as many evaluation committees consider refereed journals the benchmark for scholarly publishing, tenure and promotion will be strongly influenced by which journals are refereed. It is important that tenure and promotion committees have accurate information about the journals, linked to the journals' uses, on which to base their decisions (Via, 1996). Committee decisions could then be based on ratings that allow publication in both nonrefereed and refereed journals that are quality edited and that publish articles perceived as valuable by peers.



## Research Questions

The research questions are:

1. Does the perceived value of journals vary significantly depending on whether they are rated using criteria for Academic Prestige, General Reading, or Classroom Use?
2. How does the perceived value of journals based on the criterion for Academic Prestige compare with the journals' review process of refereed or nonrefereed?

## Hypotheses

The hypotheses of this study are:

1. The ratings of journals based on each of the three criteria (Academic Prestige, General Reading, and Classroom Use) will vary significantly.
2. The ratings of refereed journals based on the criterion of Academic Prestige will be higher than the ratings of nonrefereed journals.

## Research Design

This study was a comparison of E/IT journals by professionals in the field. First, an expert panel reviewed an initial list of journals. Based on their input, a second more comprehensive list of journals was created, as well as a database of information about the journals. A second expert panel rated the journals by placing them in a top, middle, or low group based on their perceptions of value. This information was used to narrow the list to 30 core E/IT journals and to create a survey for comparing the journals. The survey was distributed to E/IT professionals across the nation. It compared the perceived value of journals based on three criteria: Academic Prestige, General Reading, and Classroom Use, with a Don't Know/No Opinion option. The results were used to rank the journals and analysis of variance (ANOVA) tests were performed to determine the statistical significance of differences between the ratings by criterion for each journal.

### Limitations of the Study

This study assessed journals that focus on E/IT. Although scholars from other disciplines may have an interest in journals in this area, the respondents were from the E/IT arena. Therefore, the results of this survey can only be generalized to this field.

This study was conducted to capture respondents' perceptions regarding E/IT journals. No attempt was made to measure the quality of the articles published in the journals under consideration, or to analyze article citations, research methodologies, or statistical procedures.

### Summary

Given the importance of the problems posed by the state of academic publishing, I decided that a richer and deeper study would be beneficial. This study examined whether E/IT professionals perceive E/IT journals as valuable for the same or for different reasons. The importance of publishing in journals that are valued and why it is considered important is illustrated in the review of the literature that follows.

## CHAPTER 2

### LITERATURE REVIEW

#### Introduction

Scholarly publishing plays an important part in academia. This chapter looks first at the background of scholarly publishing and academic journals. Second, it describes different ways to publish research as well as scholarly journal rankings. Third, it examines purposes and perceptions about publishing. Fourth, it looks at evaluation criteria and perceived value of articles and journals. Last, it considers the future of publishing.

#### Background of Scholarly Publishing

Although it may come as a surprise to many, research and writing were not a major consideration for evaluation in higher education or training prior to World War II. Teaching was ranked ahead of research and service in the traditional model of scholarship (Bavaro, 1995). However, over the last several decades, scholarship has become more heavily emphasized while teaching and service have become less emphasized, with the definition of scholarship being research leading to publication (Boyer, 1990; Metzler, 1994). The development of nuclear energy during World War II showed the importance of research to military strength (*Restructuring the university reward system*, 1997). After the war, employee research and publication became major criteria for the evaluation of faculty for tenure and promotion (Blake & Tjoumas, 1995).

Boyer (1990) discussed three phases of American scholarship. In the first phase, the colonial college focused on teaching: building character and preparing students for civic and religious leadership. The second phase was more practical, adding service as a goal (not just serving society but reshaping it) in order for education to be considered useful (the beginning of

applied research). The third phase, advancement of knowledge through research, slowly began to take root in the late 1800s, becoming more prevalent in colleges and universities after World War II. In 1945 Vannevar Bush published a report in which he urged federal support for research, stating that scientific progress was imperative to the health, prosperity and security of our nation. Soon faculty hired as teachers were being evaluated primarily as researchers. Bavaro (1995) noted that in the last decade there has been a trend to go back to academic roots, looking beyond publication as the main evaluation measure, with some researchers suggesting that more emphasis be placed on teaching and service.

The U.S. government's support of research has encouraged dissemination of research results for many years. However, today the Department of Defense is reviewing the possibility of securing and limiting accessibility of some scientific materials and research results as a result of the terrorist attacks on September 11, 2001. In opposition, Vest (2002), president of the Massachusetts Institute of Technology (MIT), discussed this issue in an address to the National Association and College and University Attorneys. He stated that an ad hoc committee at MIT looked at the access to and disclosure of scientific information at the university level and concluded that the guiding principle should be one of openness. The committee suggested that ultimately the well being of the nation would be damaged from indiscriminately discouraging or limiting the open exchange of ideas. He concluded his address with encouragement for an open educational system that allows for the flow of ideas, students, and scholars across national boundaries.

## Rankings in Publishing

The idea that academics must publish or perish still seems to be solidly in place. Although teaching may now be more strongly supported, most academics must find good sources of publications to enhance their rank and income.

Schoenfeld and Magnan (1992) listed three common ways professors publish their work: (1) the standard research paper or professional book, (2) the interpretive article, essay or monograph, and (3) the textbook. They also suggested a ranking order of where to publish, in descending order by what they call a “Nielsen rating”:

1. Refereed scholarly journal, the more prestigious the better
2. Refereed professional journal or book
3. Book chapter
4. Nonrefereed semiprofessional periodical or textbook
5. Conference proceedings, essay collection
6. Semitechnical general circulation magazine
7. General circulation magazine or newspaper
8. Radio or TV documentary

They stated that along with the ranked order of ways to publish, scholarly journals have their own ranked order. Three techniques commonly used by scholars to evaluate professional journals are:

1. Reputational approach, in which a panel of scholars votes subjectively on which journals in a particular field are more prestigious;
2. Citation analysis approach, in which bibliometric researchers determine the number of times a journal’s articles are cited or quoted elsewhere;

3. Rejection rate approach, in which the easier it is to be published in a journal, the lower its “Nielsen rating.”

In a review of journal rankings in the literature, Nisonger (1999) discovered that, in Library and Information Science, a large proportion of published rankings are “subsidiary” to the main article content in that the rankings are not the primary focus of the article. He went on to list the most frequently used ranking criteria:

1. Citation data: Measure of citations a journal receives from subsequent journal authors
2. Production: Number of articles a journal produces
3. Subjective judgment: Opinions of presumed experts in the field, usually obtained by surveys
4. Reading: Surveys of specialized groups concerning which journals they read

Aside from the ranking of five educational/instructional technology (E/IT) journals by Price and Maushak (2000), there appears to be little or no discussion of journal ranking or ranking criteria in the E/IT literature. The lack of attention to this topic in a field that strongly emphasizes teaching as well as research productivity helps support the focus on E/IT as an appropriate context for this study. The sources cited here come from higher education literature in general or from various social sciences, particularly Library and Information Science.

Several rankings exist for Library and Information Science journals. Kim (1991), Kohl and Davis (1985), and Tjoumas and Blake (1992) compared aspects such as the value of journals in promotion and tenure decisions, differences in journal perceptions among directors of Association of Research Libraries (ARL) libraries and library school deans, and differences in journal perceptions among public library and school library faculty. Mylonopoulos and Theoharakis

(2001) ranked journals in two tiers, based on their perceived contribution to Information Science and on the readership of top journals.

Not all criteria are applied consistently. Beed and Beed (1996) suggested that the number of times a journal is cited in other journal articles does not measure journal quality; that it measures influence, not excellence. Some evaluators respond to high numbers of subscribers, although this may not indicate the number of readers or whether the readers value the articles. Schoenfeld and Magnan (1992) also mentioned a variation among ratings of solicited articles, with some scholars rating solicited works higher than unsolicited and other scholars giving less credit for solicited works. Taking everything into consideration, they suggested that there appears to be greater variation among the quality of articles in a given journal than among articles in different journals.

Nelson, Buss and Katzko (1983) suggested that scholarly publications can be evaluated using direct and indirect evidence. Direct evaluation could take the form of articles read by peer readers who are not on the tenure and promotion committee, or it could be based on citation counts (though this would be a cumbersome task in many situations). Indirect evaluation could involve data provided by the journal, such as acceptance policies, percentage of articles accepted, refereed or nonrefereed review process, citation counts of journal articles by other journals, and peer journal ratings.

Koong and Smith (1989) offered five criteria to determine journal quality based on a review of the literature about higher education hierarchies: perceptions (opinions); citations (works cited by fellow researchers); usage for publishing (number of times fellow researchers are published in that journal); usage for reading (number of times source is referred to by peers); and factual information about the journal itself.

A faculty member's publishing contribution, when used as the sole measure of scholarship, distorts the value of that person to the community (Brown, 1997). Rating publications solely on peer review and journal prestige can create problems of its own. The people who decide what to publish affect the whole field of research, while a scholar ahead of his or her time, or not publishing on hot topics, may not be accurately represented by publication and/or citation counts.

Additionally, a review of current state practices reveals that some states include research use and writing skills as performance criteria even for teachers at the K-12 level. All such practices seem to demand a closer look at the strengths and weaknesses of the large selection of journals now available. Not only should university academics question quantity of published articles over quality of articles, but also differences in perceptions regarding periodical prestige (Blake & Tjoumas, 1995; Schweitzer, 1989).

#### Purpose of and Perceptions about Publishing

The purpose of academic publications is to certify, disseminate, index, and archive research and scholarship (Zemsky, 1998). Although it is not their original purpose, publications also serve as tickets to promotion, tenure, and higher income. But, how much should it matter where faculty publish their papers?

Often there is a preconceived idea about which journals are best for demonstrating outstanding publications. Many journals are categorized as academic (scholarly), or nonacademic (professional) publications. Academic publications are preferred because of the perception of their having a greater impact on research (as well as tenure, promotion and compensation). In some instances, publishing in a nonacademic journal is viewed as service, not as research (Schmidgall, Woods, & Rutherford, 1996). However, faculty members often rely on nonacademic publications



to assist with their research as well as for teaching and personal updating. Articles from these publications are assigned as reading material for students and are used in lectures.

What makes a journal academic? Why is peer review often the sole criterion? Are reviewers (administrators and committees) truly supporting the best and the brightest faculty? The literature shows that a major criterion for evaluation of faculty research is publication in refereed journals (Bradigan & Mularski, 1996; Euster & Weinbach, 1986; O'Neill & Sachis, 1994). According to Zemsky (1998), the peer-review process is believed to help certify the value of a contribution as well as the value of the contributor. Is this a fallacy?

Traditionally, nonacademic journals are thought of as nonrefereed. While some have editorial boards that review articles, the common feature is an open review process, with the reviewers knowing the author's name and affiliation. By contrast, refereed journals are usually blindly and independently reviewed by at least two experts or peers in the field (O'Neill & Sachis, 1994).

Smith and Gough (1984) stated an unwritten rule of academic publishing: refereed journal publications carry more weight for promotion and tenure purposes than nonrefereed publications. They compared refereed and nonrefereed publications and suggested other factors that can make a difference in journal quality. Based on a survey of journals, they stated that solicitation of articles serves much the same purpose as refereeing, while refereed publications that are not blind reviewed have many conflicts. Even if a publication has blind review, referees can often guess the identities of authors because of their familiarity with the work in their own specialties.

Smith and Gough went on to say that editors play a major role in the decision of publishing a manuscript, whether the journal is refereed or not. They sometimes reject or accept manuscripts immediately, without sending them to referees or staff. In addition, the authors noted

that some editors (perhaps all) do not send solicited manuscripts to referees. More importantly, most editors surveyed said they have a lot of (if not total) control in choosing the referees of their publication.

The peer-review process can be influenced greatly by the editor. Silverman (1999) indicated that there may be as few as one to more than five reviewers for any given manuscript, and that this may include the editor. He agreed that editors may influence the peer-review process by their selection of peer reviewers, soliciting additional reviews if they do not like the decision, and giving different amounts of weight to each peer-review decision. In fact, he suggested that editors may function as peer reviewers if they feel qualified about the topic, and that they may single-handedly reject a manuscript, even though decisions made by editors alone are not usually regarded as peer reviewed.

Smith and Gough (1984) reported that when the referees for a given manuscript disagree, most editors said they or their staff makes the final decision. Editors of nonrefereed publications usually send unsolicited manuscripts to two or three editorial staff members or outside readers. Many outside readers are as well qualified to make decisions as the members of review boards of refereed journals. These same outside readers may serve as reviewers for refereed journals.

Interesting comments by editors came to light in Smith and Gough's survey: (1) Many lower-ranked journals have referees just in order to gain respectability. (2) Referees sometimes send in late, hastily written reviews. (3) Referees are sometimes cranky and prejudiced, and are rarely in agreement. (4) Refereeing can narrow the range of published material. In spite of these factors, Smith and Gough noted that refereed journals are chosen for publishing purposes because they hold more appeal for specialized audiences, have a higher status than nonrefereed journals

(whether earned or not), and are held in higher esteem by promotion and tenure committees even when they are not personally knowledgeable about each journal.

### Evaluation Criteria and Perceived Value

Three major areas for evaluation of faculty members are teaching, research, and service. The importance of service has virtually disappeared in many disciplines. According to Blake and Tjoumas (1990), research and publication are now the main criteria in evaluating the work of library and information science educators. Fedler and Smith (1984) concurred that the rewards of tenure and promotion are based primarily on research and secondarily on teaching, with many administrators primarily interested in the quantity of articles on a faculty member's publication list. This practice favors faculty producing large quantities of research, as opposed to quality research, by supporting the publish or perish idea that anything will do as long as it is in print. Fedler and Smith went on to state that although some scholars take the position that research expands the researcher's knowledge, others insist there is no relationship between research and teaching, even to the point that research discourages good teaching by taking time away from the classroom. Soderberg (1985) compared rewarding faculty for numbers of publications with rewarding them for number of classes or students.

Another significant point made by Blake and Tjoumas (1990) is that practitioners, who comprise the largest portion of the Library and Information Science discipline, may not actually read the articles published by university faculty. The emphasis placed on scholarly publishing may have created a gulf between theory and practice, intellectually isolating faculty from their profession. This may also be true in the E/IT field.

Glassick, Huber and Maeroff (1997) suggested four forms of scholarship: discovery (research), integration (intra/interdisciplinary), application (service), and teaching. They stated

that many academicians want scholarship to include more than research, and many historians agree that true scholarship includes works aimed at nonprofessionals (practitioners) in addition to monographs and refereed articles.

#### Evaluation Criteria

Beyond peer-reviewed articles, the number of publications and the number of citations made to articles are suggested as effective criteria for evaluating faculty research (Blake & Tjoumas, 1995). Several attempts have been made to survey and identify criteria for quality of articles. A survey of library directors by Bradigan and Mularski (1996) ranked the four most important criteria for journal article evaluation. These criteria are:

1. Articles appearing in refereed journals
2. The nature of the article
3. The perceived value of the journal
4. Solicited assessments of the articles by experts outside the institution

#### Perceived Value

What is the perceived value of a journal? A survey of deans of schools of Social Work provided by Euster and Weinbach (1986) showed that whether or not a journal was refereed ranked highest in assessing the quality of a journal, and that whether the article was invited or personally contributed ranked lowest in importance. A survey of faculty by Bradigan & Mularski (1996) indicated they are not always aware of their peers' or their own perceived value of the journals, nor are they knowledgeable about the specific criteria used for journal evaluation. In addition to faculty evaluation, the perceived quality of a publication can also influence external perceptions of the prestige and reputation of any given academic program (Garand & Graddy, 1999; Schmidgall et al., 1996).

A study by the Legislative Office of Education Oversight (*The faculty reward system in public universities*, 1993) found three primary reasons for today's emphasis on research:

1. National competition for university prestige
2. Lack of clear-cut standards for judging teaching and service
3. Existence of a national educational culture that stresses research publication

In addition, three consequences of emphasizing research were found:

1. A negative impact on undergraduate education resulting directly from the lack of emphasis on teaching
2. A lack of attention given to service, with faculties being less likely to share their knowledge outside academic circles
3. A lack of collaboration among faculty members, because they are seldom rewarded for working within or across disciplines

Even its name can change how a journal is perceived. An informal inquiry of colleagues who are editors or reviewers for scholarly journals led to several similar statements that a "magazine" could probably get a higher valuation by simply changing its name to "journal" (Blake & Tjoumas, 1995). Blake and Tjoumas suggested that unless a meaningful measure can be agreed upon for determining research quality, there are only subjective, instead of objective, means for determining qualifications of faculty for tenure or promotion. Many institutions seem to have folded their hands and fallen back to simply counting numbers and using the limited information available to the current year's faculty evaluation committee to weigh the value of publications.

But what about whether particular journals are used more for imparting knowledge to students and/or increasing a scholar's own knowledge, compared to publishing for tenure and promotion? Each form of criterion has its pros and cons for evaluation of scholarly publications.

## Reliability of Refereeing as Criterion

According to Miller and Serzan (1984), there is a lack of standardized reviewing procedures for refereed journals. They found that guides and directories often have standards that are conflicting and unclear for classifying journals as refereed, and that the journals themselves vary in their interpretation of refereed (referees, ad hoc reviewers, editorial collaborators, etc.).

Miller and Serzan found that refereed journals use reviewers or referees (selected experts or peers) to evaluate unsolicited manuscripts and advise the editor, and that there is no set standard on the number or type of reviewers or other editorial and reviewing practices. Matkin and Riggan (1991) described refereed to mean more than one reviewer judges the manuscript, and blind to mean reviewers and writers do not know each other's identity. However, even though institutions recommend that faculty members publish in refereed journals, most administrators are uncertain what exactly refereed means (Henson, 1999, 2001).

Although it is assumed that prestigious journals are refereed, Miller and Serzan (1984) found that prestige and quality do not go hand in hand. They developed 12 procedural criteria for classifying a refereed journal based on the literature of scholarly publishing, descriptions of present practices, and ideas for improving the manuscript selection process:

1. Guidelines published regularly
2. Style requirements published regularly
3. Author's name removed from manuscript
4. Two or more do preliminary screening
5. Outside experts who are not board members review manuscripts
6. One or more experts, in addition to the editor, select outside reviewers
7. Two or more reviewers, excluding the editor, review each manuscript

8. Reviewers use evaluation criteria form
9. Evaluation form published regularly
10. Evaluation form, with reviewer's comments, sent to author
11. Reviewers' comments (on form or not) sent automatically to author
12. Signed reviewers' comments (on form or not) sent to author (controversial)

Miller and Serzan's study results indicated that most academic and professional journals do not meet these criteria, with only 2 out of the 12 criteria being met by more than 70% of the journals in the sample. The authors stressed that quantitative measures must be used to assess journal quality.

Dancik (1991) listed some criticisms of the peer-review system: the time between submission and publication of a manuscript is often too long, the peer-review system is expensive, peer review has not stopped fraudulent publishing, referees may be unethical or biased, and anonymous reviews are questionable. Zemsky (1998) suggested electronic forms of scholarly communication in the search for a more timely and convenient means of disseminating research results. The Internet can be used as a vehicle for review and can increase the speed of circulation and the audience range.

Weller (1991) also expressed concerns about the peer-review process. She defined peer review as a series of interactions among the editor, author, and reviewers, with each interaction having a potential for bias. She mentioned cases of suppression of innovation by the peer-review process, giving an example of two Nobel Prize winners who had manuscripts of their work initially rejected.

## Publish or Perish?

Many teacher educators, whose passion is to change and improve the way teachers are prepared, feel torn between the demands of scholarly publishing and the teaching that they love (Cole, 2000). For them, it is no longer a matter of publish or perish but of perishing by publishing. The time and energy required for academic publishing take a toll on their own interests in teaching, program development, and/or community work.

According to Wilson (2001), more pressure is being put on junior faculty to publish. Many universities are reviewing faculty after their first three or four years and terminating their employment if it looks as if they will not meet publishing expectations by the six-year tenure deadline. The number of scholarly articles and even books required for tenure and promotion is increasing, with some tenured faculty wondering if they could meet the requirements by today's standards. Wilson concluded that much of the tenure decision is based on articles that probably should not have been written in the first place.

Researchers are looking for ways to reduce the rising costs of scholarly literature, as mentioned in chapter one. In 1998, Wilson published an article describing a plan under consideration by a group of academics to create alternative outlets for both print and online material. With the cost of scholarly journals being so high, this plan primarily has a financial motive. It is described as separating peer review from publishing. Certification panels established by scholarly groups would give each article a grade or stamp of approval. The professors could publish the article in journals of their choice, or even post articles on the World Wide Web.

Schad (1997) pointed out that although scientific societies' top priority in publishing journals is to preserve scholarly research, in reality the societies can be viewed as providing a service to scholars to gain tenure, promotion, and research grants. Kaplan (1977) noted that some



scholars are of the opinion that many major journals have become closed societies, accepting for publication only articles by well-known authors.

Other ways besides certification panels have been suggested to lower the cost of publishing. As reported by Berry and Bryant (1998), the Association of Research Libraries (ARL) suggested a redefinition of the scholarly publishing model. The Pew Round Table at the 1998 ARL annual conference suggested that one way to overcome the costs of scholarly publishing would be to separate publication from faculty evaluation for the purposes of promotion and tenure, ending the preoccupation with numbers of publications to indicate success. Stern (1999) discussed pricing models that can reduce the cost of scholarly materials to libraries. He also suggested that nonjournal and non-peer-reviewed material be considered important and be included in abstract and indexing services. Stern's suggestion concurs with the basis for my study.

#### Summary

This study addressed the issues of rising journals costs and scholarly evaluation by looking at ways to broaden the view of acceptable journals in which to publish. The purpose of this study was to rank journals in E/IT using criteria of Academic Prestige, General Reading, and Classroom Use, regardless of peer-review or non-peer-review process of the journals, in order to determine whether the perceived value of these journals varies based on the criteria employed. It is hoped that these rankings will give useful information for the purpose of evaluating faculty for tenure and promotion.

## CHAPTER 3

### METHODOLOGY

#### Introduction

This chapter describes the methodology used for this study. The first section describes the steps of survey construction, using two expert panel groups to compile the educational/instructional technology (E/IT) journal list and determine three criteria for evaluating the journals. The second section describes the survey and its format. The third section describes population sampling and the procedure used to distribute the survey. The fourth section describes the data analysis methods. The last section discusses the methodological issues of validity and reliability.

#### Survey Development

##### Journal Title Compilation

I started by searching *Cabell's Directory of Publishing Opportunities in Education* (Cabell & English, 1999) to locate journals related to the field of E/IT. The search was based on the following terms: education, educational, educator, instruction, instructional, learning, and technology. There were 137 journals that had at least one of these terms in the title. The description of each journal was then researched. The basic criteria for inclusion in the list were relationships to educational technology, instructional technology, educational computing, or distance education. If the journal did not appear to be related to these areas, it was subtracted from the list.

Next I conducted searches for additional journals using Dialog (an online information service), the Internet (virtual libraries, Yahoo directories, and meta-search engines such as Meta-

Crawler), and the University of North Texas (UNT) library catalog. I searched using the same basic terms and looked at the descriptions to limit the search to journals that met the same criteria listed above. I also searched for research articles that attempted to rank publications in the E/IT field to make sure none of the relevant journals listed in those articles had been overlooked. I checked the collection of journals located in the UNT Computer Education and Cognitive Systems (CECS) Advanced Technology Lab to make sure all journals meeting the criteria were on the list. Finally, I inquired among CECS faculty for journals they consult that I might have missed.

#### Expert Panel Survey A

Initially 90 journals were included in the list. The expert panel survey was formatted as a hard copy with scales for rating the perceived value of each journal to the E/IT field (Appendix A). This survey was created in order to eliminate journals not considered relevant to the E/IT field and to add any overlooked journals.

Five professors in E/IT were recruited to serve as an expert panel. Panel members were asked to rank each journal on a scale of 1 to 10 based on two criteria: Value for Professional Development and Value for Author Promotion and Tenure. They also had the option of checking No Opinion or I Don't Know This Magazine.

The resulting ratings for the journals were varied. Panel members marked the I Don't Know This Magazine option for an average of 26 of the journals in the survey. The No Opinion option was marked for an average of two of the journals in the survey. Five of the journals were marked as No Opinion or I Don't Know This Magazine by all five panel members. This information was useful to better consolidate the journal list.

After panel members completed the survey, they were informally interviewed to elicit feedback on the survey design. They suggested that the categories be worded more explicitly to better differentiate between criteria and to clarify the meaning of “professional development.” The panel members gave additional ideas for the criteria to be used. Another suggestion from all participants was to narrow the list of journals because it was too long to comfortably sit and evaluate. At the same time, participants suggested more journal titles and one criterion to add to the survey. The revised list contained 103 journals representing the interests of these E/IT faculty members, to be evaluated using three criteria. Due to the low response in the No Opinion category, I determined to combine the No Opinion and I Don’t Know This Magazine categories in future surveys.

#### Journal Description Database

More precise information on each of the 103 journals was needed in order to better analyze the journals. I began by creating a database of information about these journals, initially gathering information from Cabell and English (1999), then adding to, verifying or updating the data from journal Web sites and from hard copies of the journals themselves.

I copied or printed out publishing information, author guidelines, and one article from each journal, trying to collect data that would be of interest to scholars and prospective authors. When information could not be located from these sources, I emailed the journal editor requesting the information. Most editors replied courteously and promptly. When no reply was received, I tried another email address, such as an assistant editor. If there was still no reply, I made a phone call. If I was not able to gather the needed information, I left that record incomplete. About 50 emails and 10 phone calls were made to obtain information, with about five of the records being left incomplete.

The journal attributes used in the database are:

1. Name of Journal
2. Classification
3. Mission
4. Targeted Audience
5. Sponsor/Supporting Society
6. Curriculum Area
7. Curriculum Level
8. Office Location
9. Issues per Year
10. Articles per Issue
11. Review Process
12. Review Period
13. Style
14. Article Length
15. % Accepted
16. Website
17. Cost
18. Format

See the journal description database (Appendix B) for a display of all 103 journal records.

#### Expert Panel Survey B

At this point I realized from my research of the journals and talking with professors in the CECS department that the list included not only core E/IT journals but also journals from other

fields that are sometimes used by E/IT faculty. Plus I realized from previous feedback that as it would be difficult to convince survey respondents to evaluate a long list of journals, I needed to narrow the list. To do this, I divided the journals into categories. I looked at chapter headings in E/IT textbooks (Heinich, Molenda & Russell, 1996; Seels & Richey, 1994) to identify major subjects and at journal descriptions from my database, specifically the journals' missions, targeted audiences, and curriculum areas. I divided the journals into logical piles and asked several E/IT specialists from the CECS faculty to review the categories. The result was 10 categories: High-End Technology, International, Research, Educational Technology, Education & Cognition, Solicited, Information Science, Library Science, Technology Education, and Other.

The focus was narrowed to core E/IT journals by eliminating journals from all categories except Educational Technology and Education & Cognition. Some journals in the Solicited category (journals that only solicit articles) were also included due to their focus on both the target audience and curriculum area of educational technology. This narrowed the journal list to 54 for a second survey.

Expert Panel Survey B (Appendix C) was intended to narrow the list even further. This was done for two reasons: to keep the list short enough to encourage respondents to complete it and to further verify the appropriateness of all core journals on the list. This survey was made available on the Web to 10 E/IT university faculty members throughout the nation as well as to eight CECS faculty at UNT. Respondents were asked to mark each journal, based on their perception of its value in the E/IT field, as being in the Top 1/3, Middle 1/3, Bottom 1/3, or Not Familiar. The results were 11 responses, returned via email. Journals with frequencies in the Top 1/3 category of 3 or greater or frequencies in the Top 1/3 and Middle 1/3 categories of 6 or greater were included in the final Journal Value Survey. I decided to use these frequencies to try

to encompass the highest rated journals overall, including journals with a high rating in the top category as well as those with a high rating in the top and middle categories combined. This brought my list of journals to a more reasonable number for purposes of the survey.

### Journal Value Survey

The final Journal Value Survey (Appendix D) listed 30 journals, with a five-point Likert scale for evaluating each journal on the basis of each of three criteria: Academic Prestige, General Reading, and Classroom Use. An alternative choice for each journal was Don't Know/No Opinion. The survey was formatted for online Web access.

### Data Collection

#### Sampling

The sample population came from the members of the Association for Educational Communication and Technology (AECT) and CECS faculty at UNT. I determined AECT to be the most appropriate group for purposes of this survey. AECT was founded in the 1930s to serve higher education instructors with a focus on media and audiovisual (AV) communications. Its mission is to provide leadership in educational communications and technology by linking professionals in the educational technology field. The demographics of AECT members are approximately 66% university faculty, 25% K-12 practitioners, and 10% corporate trainers, with members in all 50 states. AECT allows members access to its membership directory, and gave additional permission to access the membership database for the purpose of this study,

#### Procedure

The study was approved by the Institutional Review Board (IRB) for research involving human subjects. Potential respondents were sent an email letter (Appendix E) explaining the

purpose of the study and giving the URL where the Journal Value Survey could be accessed. Data were collected for approximately three months, from May to July 2001.

Cost and time considerations led to the use of email to distribute this survey. Therefore, only AECT members who had email addresses were included. Some email addresses were eliminated because they were incomplete. About 50% of the emails were returned with automated notices that the message was undeliverable or the addressee was unavailable at that time to respond to emails. From all of the returned messages, it became apparent that many of the email addresses listed in the organizational member list were not current.

#### Response Rate

In response to the approximately 600 emails that were successfully sent, 129 usable surveys were submitted, for a 21.5% response rate. There are several possible reasons for the low response rate. First, this survey was sent out in May, which may have contributed to the low response rate because summer break was beginning. For this same reason, no follow-up mailing was sent. I suggest that future surveys be sent out no later than spring break.

Another possible impact on response rate was possible resistance to surveys received through email. Although email is a fast and easy way to distribute survey materials, recipients can be inundated with the quantity of emails received. It is easy to just delete the email and not respond to the survey, especially as there are no visible postage and supply costs per survey.

Although the AECT membership list was utilized, to recipients of the email it was just another survey request. If an AECT endorsement had been included in the email, the response rate might have been positively affected.



## Data Analysis

I saved the Web-based survey responses as a text file, and then opened the text file in Excel to create a spreadsheet. I then put the results of the final survey in chart form (see Appendix F). The respondents were asked not to rate journals unfamiliar to them in order to increase the validity of the results. Statistical analysis was conducted using SPSS.

The hypotheses were tested using Fisher's LSD post hoc test. Analysis of variance (ANOVA) tests were conducted to analyze the data for this study. Significant F statistics were followed by post hoc comparisons designed to investigate mean differences among the three criterion groups. The post hoc comparisons were made using Fisher's LSD test to determine which means were significantly different at the .05 level. I used this more liberal test to try to discover all possible significant differences between criteria.

## Methodological Issues

Circumstances that might best be described as less than textbook perfect necessitate explicit statements about two methodological issues: the validity of the survey used to measure the perceived value of the journals based on the three criteria and the reliability or replicability of the study. There were several concerns relevant to this study, one being whether the criteria used in the survey were a representative breakdown of the scholarly uses of journals, as well as whether the journals listed in the survey were representative of journals considered useful in the E/IT field. Another concern was whether the demographics of the respondents sufficiently represented university faculty.

### Validity

Validity refers to whether what is being measured is really what the researcher thinks is being measured. Several types of validity are described in the literature.

Wimmer and Dominick (1994) defined face validity as whether the measuring instrument measures (on the face of it) what it is supposed to measure. They suggested that one measure of face validity is that the relevance of the measurement should be judged independently by several experts. This study surveyed two expert panels in order to gain their input on the journals and the criteria.

Another type of validity is content validity. Kerlinger (1986) defined this as the sampling adequacy of the content of the measuring instrument, specifically the substance, the matter, and the topic. He suggested that this form of validity is basically the judgment of the researcher and other knowledgeable judges. One might say the statistical differences between the criteria showed content validity as the survey results did efficiently distinguish between the three criteria.

The criteria for this study were based on the terminology and suggestions from a review of the literature. In addition, expert panels were interviewed for their ideas on criteria, especially how to word the criteria to ensure maximum representativeness of the concepts. The criteria were chosen using E/IT professionals' own terms for criteria they use to evaluate journals. When the results of the survey were analyzed, there was a significant difference in the perceived value of the three criteria in almost two-thirds of the journals. This supported the idea that the criteria used were representative of ways E/IT professionals use journals, and that the results predicted differences in the way E/IT journals are valued.

A third type of validity is criterion-related validity or criterion validity. Kerlinger (1986) suggested that this is studied by comparing scores with one or more external variables that are thought to measure the particular attribute under consideration. The literature showed publishing in refereed journals to be considered the benchmark for academic evaluation. Therefore, the review process of the journals was compared to the survey results to confirm that journals rated

highly for Academic Prestige were predominantly refereed journals. This was the case, validating the measurement value for the Academic Prestige criterion.

The final type of validity to be considered is construct validity, suggested by Kerlinger (1986) to link psychometric ideas and practices to theoretical ideas. Boyer (1990) stated that although scholarship includes engaging in original research, it “also means stepping back from one’s investigation, looking for connections, building bridges between theory and practice, and communicating one’s knowledge effectively to students” (p. 16). In an ideal situation, many scholars suggest scholarship should be based on all of these; however, Boyer went on to suggest that in practice the literature shows scholarship to be thought of as engaging mainly in original research. When comparing these ideas with the study, the results showed a correlation between the theoretical and the practical views of scholarship.

### Reliability

Reliability refers to the accuracy or precision of the measuring instrument, or the extent to which the procedure can be repeated yielding the same results. Kerlinger (1986) suggested three approaches to measure reliability.

First, can the same or similar results be obtained if the same measuring instrument is used? For this study, each participant accessed the same list of journals and criteria. The survey was purposely kept to a minimal core of E/IT journals, consisting of only 30 journals, which could be rated in 15 minutes or less. This made it easier for respondents to complete the survey without feeling rushed. However, core journals may change over time as journals are discontinued or new journals are published.

Second, are the measures obtained by the results true measures of what is being studied? This also refers to the accuracy of the instrument, which was enhanced by having several E/IT

professionals complete the survey and suggest additional journals to include, as well as give input on the criterion wording.

Third, is there an error of measurement in the instrument? Survey respondents had the opportunity to list additional journals for consideration. Only four journals were suggested by more than three respondents. Of the four, two were in the original database of journals and excluded from the survey by expert panel members. Therefore, the journals selected for the survey appeared to be a fairly comprehensive list of E/IT journals.

#### Summary

Data were collected from a survey distributed by email. Participants were asked to use a five-point Likert scale for evaluating each journal on the basis of three criteria: Academic Prestige, General Reading, and Classroom Use, with an alternative choice of Don't Know/No Opinion. The results were analyzed using ANOVA and Fisher's LSD tests.

## CHAPTER 4

### RESULTS

#### Introduction

The purpose of this study was to determine differences in the perceived value of journals by educational/instructional technology (E/IT) professionals who rated the journals using three different criteria: Academic Prestige, General (personal) Reading and updates, and value as a source for Classroom Use, activities and pedagogical application. These ratings were also compared to the journal's review process of refereed or nonrefereed.

The results are presented as follows: journal visibility based on survey respondents' recognition of each journal; journal rankings based on respondents' journal ratings (looking specifically at the top 10 ranked journals); post hoc comparisons of mean differences among ratings for each criterion, with journals ranked by statistically significant F ratios; comparison of journal rankings by review process; and a list of additional journals suggested by survey respondents. Tables 1-6 also specify the review process for each journal, which is discussed later in the chapter.

#### Journal Visibility

To put the responses in a form that would allow comparisons, I rank-ordered the journals by their visibility based on the number of respondents who indicated the journal was unknown to them. The fewer the number of respondents who checked the Don't Know/No Opinion option, the more they were aware of the journal; therefore, the higher the visibility (see Table 1).

Table 1

*Top 10 Journals Ranked by Visibility*

Journal Names	Review Process	<i>n</i>	Rank
<i>Tech Trends</i>	Refereed	9	1
<i>Educational Technology Research and Development</i>	Refereed	19	2
<i>American Journal of Distance Education</i>	Refereed	42	3,4
<i>Educational Technology: The Magazine for Managers of Change in Education</i>	Nonrefereed	42	3,4
<i>Technology &amp; Learning</i>	Nonrefereed	47	5
<i>Journal of Educational Multimedia and Hypermedia</i>	Refereed	51	6
<i>Training &amp; Development Magazine</i>	Nonrefereed	52	7
<i>Journal of Educational Computing Research</i>	Refereed	54	8
<i>Journal of Research on Computing in Education</i>	Refereed	55	9,10
<i>Training Magazine</i>	Nonrefereed	55	9,10

## Journal Rankings by Criterion Values

I calculated the mean rating of each journal for each criterion based on the number of raters. The complete results of the final survey in table form, ranking the journals by Visibility, Academic Prestige, General Reading, and Classroom Use, are shown in Appendix G. Table 2 shows the 10 highest rated journals for Academic Prestige, Table 3 shows the 10 highest rated journals for General Reading, and Table 4 shows the 10 highest rated journals for Classroom Use.

Table 2

*Top 10 Journals Ranked by Academic Prestige*

Journal Names	Review Process	Total Pts.	<i>n</i>	Mean	Rank
<i>Educational Technology Research and Development</i>	Refereed	475	104	4.57	1
<i>Human-Computer Interaction: A Journal of Theoretical, Empirical, and Methodological Issues of User Science and of System Design</i>	Refereed	196	48	4.08	2
<i>Cognition and Instruction</i>	Refereed	254	63	4.03	3
<i>Memory &amp; Cognition</i>	Refereed	224	56	4.00	4
<i>Journal of Educational Computing Research</i>	Refereed	282	72	3.92	5
<i>Journal of Research on Computing in Education</i>	Refereed	253	66	3.83	6
<i>American Journal of Distance Education</i>	Refereed	298	80	3.73	7
<i>Quarterly Review of Distance Education</i>	Refereed	196	54	3.63	8
<i>Journal of Computing in Higher Education</i>	Refereed	209	58	3.60	9
<i>Journal of Interactive Learning Research</i>	Refereed	123	35	3.51	10

Table 3

*Top 10 Journals Ranked by General Reading*

Journal Names	Review Process	Total Pts.	<i>n</i>	Mean	Rank
<i>Educational Technology Research and Development</i>	Refereed	426	106	4.02	1
<i>Educational Technology: The Magazine for Managers of Change in Education</i>	Nonrefereed	305	82	3.72	2
<i>Cognition and Instruction</i>	Refereed	225	61	3.69	3
<i>Tech Trends</i>	Refereed	402	117	3.44	4
<i>Webnet Journal: Internet Technologies, Applications &amp; Issues</i>	Refereed	116	34	3.41	5
<i>Journal of Research on Computing in Education</i>	Refereed	214	63	3.40	6,7,8
<i>Technology &amp; Learning</i>	Nonrefereed	248	73	3.40	6,7,8
<i>The Journal of Computing in Teacher Education</i>	Refereed	170	50	3.40	6,7,8
<i>Quarterly Review of Distance Education</i>	Refereed	185	55	3.36	9
<i>Journal of Educational Computing Research</i>	Refereed	238	71	3.35	10



Table 4

*Top 10 Journals Ranked by Classroom Use*

Journal Names	Review Process	Total Pts.	<i>n</i>	Mean	Rank
<i>Educational Technology: The Magazine for Managers of Change in Education</i>	Nonrefereed	275	76	3.62	1
<i>Educational Technology Research and Development</i>	Refereed	344	100	3.44	2
<i>Tech Trends</i>	Refereed	375	110	3.41	3
<i>Technology &amp; Learning</i>	Nonrefereed	230	70	3.29	4
<i>Computers in the Schools</i>	Refereed	199	61	3.26	5
<i>Webnet Journal: Internet Technologies, Applications &amp; Issues</i>	Refereed	104	32	3.25	6
<i>The Journal of Computing in Teacher Education</i>	Refereed	152	48	3.17	7
<i>Distance Education</i>	Refereed	177	56	3.16	8
<i>Journal of Technology and Teacher Education</i>	Refereed	165	53	3.11	9
<i>Quarterly Review of Distance Education</i>	Refereed	158	51	3.10	10

The journal rankings by Visibility, Academic Prestige, General Reading, and Classroom Use were compared, listing the journals in alphabetical order by Visibility. The data indicated divergent views of the perceived value of journals (see Table 5).

Table 5

*Summary of Journal Rankings*

Journals	Review Process	Visibility	Academic Prestige	General Reading	Classroom Use
<i>Tech Trends</i>	Refereed	1	28	4	3
<i>Educational Technology Research and Development</i>	Refereed	2	1	1	2
<i>American Journal of Distance Education</i>	Refereed	3,4	7	12	19
<i>Educational Technology: The Magazine for Managers of Change</i>	Nonrefereed	3,4	23	2	1
<i>Technology &amp; Learning</i>	Nonrefereed	5	24	6,7,8	4
<i>Journal of Educational Multimedia and Hypermedia</i>	Refereed	6	12	14	12
<i>Training &amp; Development Magazine</i>	Nonrefereed	7	29	19	16
<i>Journal of Educational Computing Research</i>	Refereed	8	5	10	17,18
<i>Journal of Research on Computing in Education</i>	Refereed	9,10	6	6,7,8	14

(table continues)

Table 5 (continued)

Journals	Review Process	Visibility	Academic Prestige	General Reading	Classroom Use
<i>Training Magazine</i>	Nonrefereed	9,10	30	24	17,18
<i>Computers in the Schools</i>	Refereed	11	27	17	5
<i>Cognition and Instruction</i>	Refereed	12	3	3	15
<i>Distance Education</i>	Refereed	13	13,14	13	8
<i>Journal of Technology and Teacher Education</i>	Refereed	14	13,14	16	9
<i>Quarterly Review of Distance Education</i>	Refereed	15	8	9	10
<i>Memory &amp; Cognition</i>	Refereed	16	4	21	23,24
<i>Journal of Computing in Higher Education</i>	Refereed	17	9	15	20,21
<i>Educational Technology Review: International Forum on Educational Technology Issues and Applications</i>	Refereed	18,19	16	20	23,24
<i>The Journal of Computing in Teacher Education</i>	Refereed	18,19	11	6,7,8	7
<i>Journal of Educational Technology Systems</i>	Refereed	20	17	26	26
<i>Human-Computer Interaction: A Journal of Theoretical, Empirical, and Methodological Issues of User Science and of System Design</i>	Refereed	21	2	25	28,29

(table continues)

Table 5 (continued)

Journals	Review Process	Visibility	Academic Prestige	General Reading	Classroom Use
<i>CITE: Contemporary Issues in Technology &amp; Teacher Education</i>	Nonrefereed	22,23,24	19	18	11
<i>Journal of Computers in Mathematics and Science Teaching</i>	Refereed	22,23,24	18	29	28,29
<i>Technos Quarterly for Education and Technology</i>	Nonrefereed	22,23,24	20	11	13
<i>Journal of Interactive Learning Research</i>	Refereed	25	10	27	30
<i>Journal of Instruction Delivery Systems</i>	Refereed	26	15	23	20,21
<i>Webnet Journal: Internet Technologies, Applications &amp; Issues</i>	Refereed	27	25	5	6
<i>Curriculum Technology Quarterly</i>	Nonrefereed	28	21	28	22
<i>Information Technology in Childhood Education</i>	Refereed	29	26	30	25
<i>Technology Review: MIT'S Magazine for Innovation</i>	Nonrefereed	30	22	22	27

### Overall Journal Rankings

Looking at each journal's means based on the three criteria, *Educational Technology Research and Development* ranked highest by the Academic Prestige and General Reading criteria, while *Educational Technology: The Magazine for Managers of Change in Education*

ranked highest by the Classroom Use criterion. *Tech Trends* had the highest Visibility ranking. The five journals with the highest Overall ranking are listed in Table 6, with *Educational Technology Research and Development* having the highest ranking.

Table 6

*Top Five Overall Journal Rankings*

Journal Names	Review Process	Total Pts.	<i>n</i>	Mean	Rank
<i>Educational Technology Research and Development</i>	Refereed	1245	310	4.02	1
<i>Cognition and Instruction</i>	Refereed	658	184	3.58	2
<i>Educational Technology: The Magazine for Managers of Change</i>	Nonrefereed	819	238	3.44	3
<i>Journal of Research on Computing in Education</i>	Refereed	656	192	3.42	4
<i>Journal of Educational Computing Research</i>	Refereed	723	213	3.39	5

Ranking by Classroom Use vs. Academic Prestige

Eight of the 10 journals perceived most valuable by E/IT professionals for Classroom Use were not included within the top 10 journals ranked by Academic Prestige:

1. *Educational Technology: The Magazine for Managers of Change in Education*
2. *Tech Trends*
3. *Technology & Learning*
4. *Computers in the Schools*
5. *Webnet Journal: Internet Technologies, Applications & Issues*

6. *The Journal of Computing in Teacher Education*
7. *Distance Education*
8. *Journal of Technology and Teacher Education*

Eight other journals were in the top 10 journals ranked by Academic Prestige:

1. *Human-Computer Interaction: A Journal of Theoretical, Empirical, and Methodological Issues of User Science and of System Design*
2. *Cognition and Instruction*
3. *Memory & Cognition*
4. *Journal of Educational Computing Research*
5. *Journal of Research on Computing in Education*
6. *American Journal of Distance Education*
7. *Journal of Computing in Higher Education*
8. *Journal of Interactive Learning Research*

There was some convergence of opinion about 2 of the 10 journals, being placed in the top 10 in both the Classroom Use and Academic Prestige areas:

1. *Educational Technology Research and Development*
2. *Quarterly Review of Distance Education*

Ranking by General Reading vs. Academic Prestige

There was a larger correlation between these two areas. Five of the 10 journals perceived most valuable by E/IT professionals for General Reading were not included within the top 10 journals ranked by Academic Prestige:

1. *Educational Technology: The Magazine for Managers of Change in Education*
2. *Tech Trends*

3. *Webnet Journal: Internet Technologies, Applications & Issues*
4. *Technology & Learning*
5. *The Journal of Computing in Teacher Education*

Five other journals were in the top 10 journals ranked by Academic Prestige:

1. *Human-Computer Interaction: A Journal of Theoretical, Empirical, and Methodological Issues of User Science and of System Design*
2. *Memory & Cognition*
3. *American Journal of Distance Education*
4. *Journal of Computing in Higher Education*
5. *Journal of Interactive Learning Research*

There was some convergence of opinion about 5 of the 10 journals, being placed in the top 10 in both the General Reading and Academic Prestige areas:

1. *Educational Technology Research and Development*
2. *Cognition and Instruction*
3. *Journal of Research on Computing in Education*
4. *Quarterly Review of Distance Education*
5. *Journal of Educational Computing Research*

Ranking by General Reading vs. Classroom Use

The largest correlation was between these two areas. Three of the 10 journals perceived most valuable by E/IT professionals for General Reading were not included within the top 10 journals ranked by Classroom Use.

1. *Cognition and Instruction*
2. *Journal of Research on Computing in Education*

3. *Journal of Educational Computing Research*

Three other journals were in the top 10 journals ranked by Classroom Use:

1. *Computers in the Schools*
2. *Distance Education*
3. *Journal of Technology and Teacher Education*

There was some convergence of opinion about 7 of the 10 journals, being placed in the top 10 in both the General Reading and Classroom Use areas:

1. *Educational Technology Research and Development*
2. *Educational Technology: The Magazine for Managers of Change in Education*
3. *Tech Trends*
4. *Webnet Journal: Internet Technologies, Applications & Issues*
5. *Technology & Learning*
6. *The Journal of Computing in Teacher Education*
7. *Quarterly Review of Distance Education*

The largest correlation was between the General Reading and Classroom Use criteria, with the smallest between the Classroom Use and Academic Prestige criteria. Two journals that were in all three criteria's top 10 list were *Educational Technology Research and Development* and *Quarterly Review of Distance Education*.

#### Statistical Tests of Criterion Values

Because of the differences in journal ratings based on the three criteria, I conducted one-way analysis of variance (ANOVA) tests to look at the mean ratings for every journal in each of the three criterion groups. Significant F statistics were followed by post hoc comparisons designed to investigate mean differences among the three criteria. The post hoc comparisons were



made using the Fisher's LSD test to determine which means were significantly different at the .05 level.

Below are the results of the journals with significant differences ranked by statistically significant F ratios ( $p < .05$ ) (see Table 7). The number of criterion pairs with statistically significant differences for each journal, as indicated by Fisher's LSD post hoc test, is also listed. (See Appendix H for the statistical significance between criterion values, and Appendix I for additional data from statistical tests of criterion values.)

Table 7

*Statistical Journal Results*

	Journal Names	F Ratio	# of Criterion Pairs w/Significant Differences
1.	<i>Human-Computer Interaction: A Journal of Theoretical, Empirical, and Methodological Issues of User Science and of System Design</i>	32.922	3
2.	<i>Educational Technology Research and Development</i>	31.458	3
3.	<i>Tech Trends</i>	18.954	2
4.	<i>Journal of Educational Computing Research</i>	18.616	3
5.	<i>Memory and Cognition</i>	18.436	2
6.	<i>Cognition and Instruction</i>	15.199	2
7.	<i>American Journal of Distance Education</i>	13.468	3
8.	<i>Educational Technology: The Magazine for Managers of Change in Education</i>	11.327	2

(table continues)

Table 7 (continued)

	Journal Names	F Ratio	# of Criterion Pairs w/Significant Differences
9.	<i>Journal of Interactive Learning Research</i>	9.600	2
10.	<i>Journal of Computing in Higher Education</i>	9.131	2
11.	<i>Journal of Research on Computing in Education</i>	9.123	3
12.	<i>Training Magazine</i>	6.409	2
13.	<i>Journal of Computers in Mathematics and Science Teaching</i>	6.227	2
14.	<i>Training &amp; Development Magazine</i>	5.644	2
15.	<i>Technology and Learning</i>	5.537	2
16.	<i>Journal of Educational Technology Systems</i>	5.123	1
17.	<i>Computers in the Schools</i>	4.927	2
18.	<i>Educational Technology Review: International Forum on Educational Technology Issues and Applications</i>	4.466	2
19.	<i>Webnet Journal: Internet Technologies, Applications and Issues</i>	3.189	1

#### Journals Rankings by Review Process

Of the 30 journals, seven were considered to be nonrefereed. Although the results of the survey showed them to be scattered throughout the ranks of the journals rated for the General Reading and Classroom Use criteria, they were all within the 11 journals rated as least valuable for the Academic Prestige criterion (See Appendix G). Among the 10 highest rated journals for

each criterion, Academic Prestige has no nonrefereed journals, while General Reading and Classroom Use have the same two:

1. *Educational Technology: The Magazine for Managers of Change in Education*
2. *Technology and Learning*

This concurs with the literature that indicates refereed journals are considered more valuable for academic use in faculty promotion and tenure evaluations.

#### Additional Journals Suggested

Another issue of interest was the extent to which the journals selected for the survey represented the core journals in the E/IT field. In response to an open-ended item, respondents suggested 54 additional journals. These journals and the frequency with which they were mentioned are listed in Appendix J.

Only four of the journals were suggested by more than three respondents (Table 8). Two of these journals (*Syllabus* and *T.H.E. Journal*) were in the Expert Panel A Survey. They were also included in the Expert Panel B Survey of 54 journals, but subsequently excluded from the final Journal Value Survey. The other two journals, *Performance Improvement Quarterly* and *Instructional Science*, might be considered for future inclusion in a final core list of journals. Out of the 54 journals, I could not find information about seven of the journals, while 23 were in my comprehensive database. Some were actually in the final Journal Value Survey.

Table 8

*Top Four Suggested Journals*

Journals	Frequency
1. <i>Instructional Science</i>	7
2. <i>Performance Improvement Quarterly</i>	5
3. <i>Syllabus</i>	9
4. <i>T.H.E. Journal</i>	7

Summary

Journal rankings were compared among each criterion. Visibility and review process were also considered. ANOVA tests were conducted, with significant F statistics followed by post hoc comparisons that investigated mean differences among the three criterion groups. Statistically significant differences were discovered among criteria in over one-half of the journals.

## CHAPTER 5

### CONCLUSIONS

#### Introduction

The acquisition and dissemination of information is important at any educational level. Professional journals play an important role, especially for university faculty who are evaluated by the number of articles published in scholarly or academic journals. As the number of journals balloon and quality versus quantity of articles is considered, scholars are looking at which journals are considered valuable to publish in and why.

The purpose of this study was to examine the issue of journal value by determining differences in the perception of journals by educational/instructional technology (E/IT) professionals. This study confirmed that the perception of some journals varied significantly when rated for different criteria.

#### Hypotheses

The hypotheses of this study are:

1. The ratings of journals based on each of the three criteria (Academic Prestige, General Reading, and Classroom Use) will vary significantly.
2. The ratings of refereed journals based on the criterion of Academic Prestige will be higher than the ratings of nonrefereed journals.

#### Findings

It is concluded that the differences in the perceived value of journals among E/IT professionals across the three criteria (Academic Prestige, General Reading, and Classroom Use) were statistically significant, and therefore probably due to some determining factor or condition

other than chance. It is also noted that refereed journals were rated higher than nonrefereed journals for the Academic Prestige criterion.

The statistical analysis indicated that although some journals remained consistently ranked among the categories, others showed a distinct variance among the categories. If journals had but one reason for being, they could all be judged by one criterion, for example, peer review. However, this study has led to findings that indicate that they are valued for different reasons. The post-WWII tradition of using refereed journal articles for faculty evaluation, promotion, and tenure purposes, without regular re-evaluations of the journals and without consideration to professional/personal update value and classroom utilization value, seem to leave many schools and libraries adhering to a limited mode of evaluation.

Statistically significant differences were discovered among some or all of the criteria in 19 (63%) of the journals. The top five ranked journals, based on journal ratings using each of the different criteria (Academic Prestige, General Reading, and Classroom Use), had a significant difference between one or more of the pairs of criteria. Five of the journals (17%) had a significant difference between all three pairs of criteria, 12 of the journals (40%) had a significant difference between two of the three pairs of criteria, and two of the journals (7%) had a significant difference between one of the three pairs of criteria (see Table 7).

The largest difference in perceived value was between the Classroom Use and Academic Prestige criteria, while the General Reading and Academic Prestige criteria had the second largest difference. A comparison of the criteria showed that 18 of the journals had a significant difference between the Classroom Use and Academic Prestige criteria. Fifteen of the journals had a significant difference between the General Reading and Academic Prestige criteria, while eight of the journals had a significant difference between the General Reading and Classroom Use criteria.

The five journals that had a significant difference between all three pairs of criteria were:

1. *American Journal of Distance Education*
2. *Educational Technology Research and Development*
3. *Human-Computer Interaction: A Journal of Theoretical, Empirical, and Methodological Issues of User Science and of System Design*
4. *Journal of Educational Computing Research*
5. *Journal of Research on Computing in Education*

These journals were also ranked in at least one of the top ten positions for Academic Prestige, General Reading, or Classroom Use.

This phase of the analysis supplied further evidence that there is a significant difference in perceptions of journals among E/IT professionals, based on Academic Prestige, General Reading, and Classroom Use. Most of the journals are valued for different reasons, and each criterion influences journal rankings in different ways.

#### Limitations

The AECT membership is comprised largely of university faculty, with a smaller percentage of K-12 practitioners and corporate trainers. By including additional faculty from UNT in the sample population, the proportion of university faculty was increased. The possible differences in the demographics of the respondents were determined to be acceptable for this study because of the high percentage of university faculty among the E/IT professionals asked to complete the survey. Therefore, this study did not address the issue of whether academics rate journals differently than practitioners and/or trainers. Future studies should include respondent demographics in order to determine the proportions of respondents in each professional role.

Three other limitations are important for consideration. Universities generally end the spring semester the first part of May. By distributing the survey earlier in the year the possibility of respondents being unavailable would be reduced. Second, the study assessed journals that focus on E/IT, therefore the results of this survey can only be generalized to this field. Last, AECT membership benefits include a subscription to *Tech Trends*, as well as *ETR&D* being available at a discounted price. This benefit is indicative of these journals ranking first and second for Visibility. Also, as most of the participants were members of this organization, the ratings of these journals among the three criteria may have been influenced by this factor.

### Implications

Journals that are rated less valuable for research and faculty evaluation, promotion, and tenure may not be getting enough credit for their value to scholarship. For example, *Educational Technology: The Magazine for Managers of Change in Education* was ranked first and second for Classroom Use and General Reading, but ranked 23<sup>rd</sup> for Academic Prestige. *Tech Trends* was ranked third and fourth for Classroom Use and General Reading, but ranked 28<sup>th</sup> for Academic Prestige. *Technology & Learning* was ranked fourth for Classroom Use, but ranked 24<sup>th</sup> for Academic Prestige. *Computers in the Schools* was ranked fifth for Classroom Use but 27<sup>th</sup> for Academic Prestige. Finally, *Webnet Journal: Internet Technologies, Applications & Issues* was ranked fifth and sixth for Classroom Use and General Reading, but ranked 25<sup>th</sup> for Academic Prestige. This shows a large disparity in the way these journals are valued.

Survey respondents indicated that individual journals are not valued for the same reasons. This finding implies that the formation of any equitable measure for determining the value of faculty members' journal article publications would be best if based on definable criteria determined by colleagues. Lists of valued journals for each area of faculty assessment would



provide standards of excellence both inside and outside the E/IT field for those who serve on tenure and promotion committees in educational institutions. This assessment would be beneficial to all faculty members, who would then be free to pursue a research agenda directly related to their professional specialty without the fear of publishing in journals that are unknown or not respected by teaching colleagues and administrators.

Another implication of this study is that academicians use journals in addition to academic research journals for information gathering. This supports the suggestion that journal quality be based on definable areas of perceived value.

This study focused only on journals in the E/IT field. A final implication is that the results of the study and the three criteria, validated by statistically significant differences, may also show statistically significant differences in other fields.

#### Applications

By developing ranked lists of journals for each area of assessment, faculty evaluation committees and deans would be able to more easily guide faculty members' progress through tenure and promotion processes. These lists would also help faculty members know where to publish to receive a favorable evaluation for promotion and tenure purposes. Lists such as these would also provide standards of excellence, assisting those individuals outside the E/IT field who serve on tenure and promotion committees within educational institutions.

#### Suggested Future Research

1. A more in-depth analysis could be performed by collecting demographics in order to consider perceived journal values among specific types of E/IT professionals (university faculty, K-12 practitioners, and corporate trainers) to determine any differences in perceptions of the three journal criteria among the groups. If research is not used as

heavily for evaluation, promotion, and tenure among K-12 practitioners and corporate trainers, the journals might be rated differently using the three criteria.

2. The sample size of this study was 129 respondents. A larger sample size would increase the probability that each journal would be recognized by more respondents, which would help increase the validity of the study. Also, including participants from a wider range of organizations would help eliminate possible bias towards any of journals.
3. The three journal criteria could be studied in fields other than E/IT to determine if the differences in perception hold true in other fields.
4. This study could be conducted at both the community college and four-year university levels. Research for promotion and tenure may not be emphasized as heavily at the community college level and therefore might show different perceived values.

#### Summary

The results of this study confirmed that the perceived value of journals by E/IT professionals varied significantly depending on whether the journals were rated using criteria for Academic Prestige, General Reading, or Classroom Use. Also, journals rated highly for Academic Prestige were predominantly refereed journals, while journals rated highly for General Reading and Classroom Use consisted of both refereed and nonrefereed journals.

This information can be useful to academic committees when considering issues such as faculty evaluation, tenure, and promotion. E/IT professionals have different areas of expertise, which can be better recognized by a broader view of scholarly publishing.

APPENDIX A  
EXPERT PANEL SURVEY A:  
SURVEY INSTRUMENT

Based on your knowledge of educational/instructional technology related journals, please rate the following journals:

ID	Name of Journal	Value for Professional Development <i>Circle 1 (low) to 10 (high)</i>	Value for Author Promotion and Tenure <i>Circle 1 (low) to 10 (high)</i>	No Opinion	I Don't Know This Journal
1	<i>ACM Transactions on Computer-Human Interaction</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
2	<i>Active Learning in Higher Education</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
3	<i>American Educational Research Journal</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
4	<i>American Journal of Distance Education (AJDE)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
5	<i>Australian Journal of Educational Technology (AJET)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
6	<i>CITE: Contemporary Issues in Technology &amp; Teacher Education</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
7	<i>Cognition and Instruction</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
8	<i>College &amp; University Media Review: A Look at Practices, Trends &amp; Research</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
9	<i>Communications of the ACM (CACM)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>

ID	Name of Journal	Value for Professional Development <i>Circle 1 (low) to 10 (high)</i>	Value for Author Promotion and Tenure <i>Circle 1 (low) to 10 (high)</i>	No Opinion	I Don't Know This Journal
10	<i>Compute~Ed: An Electronic Journal of Learning and Teaching with and about Technology</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
11	<i>Computer Education: Incorporating Information Technology and Learning</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
12	<i>Converge: The Journal of Research into New Media Technologies</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
13	<i>Convergence: The Journal of Research into New Media Technologies</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
14	<i>Curriculum Brief</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
15	<i>Curriculum Technology Quarterly (CTQ)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
16	<i>Distance Education</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
17	<i>Education and Information Technologies</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
18	<i>Educational Media International (EMI)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
19	<i>Educational Technology &amp; Society</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
20	<i>Educational Technology Research and Development (ETR&amp;D)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>

ID	Name of Journal	Value for Professional Development <i>Circle 1 (low) to 10 (high)</i>	Value for Author Promotion and Tenure <i>Circle 1 (low) to 10 (high)</i>	No Opinion	I Don't Know This Journal
21	<i>Educational Technology Review: International Forum on Educational Technology Issues and Applications</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
22	<i>Educational Technology: The Magazine for Managers of Change in Education</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
23	<i>Educause Quarterly: Transforming Education Through Information Technologies</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
24	<i>Educause Review</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
25	<i>e-Journal of Instructional Science and Technology (e-JIST)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
26	<i>Electronic School</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
27	<i>From Now On: The Educational Technology Journal</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
28	<i>Human-Computer Interaction: A Journal of Theoretical, Empirical, and Methodological Issues of User Science and of System Design</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
29	<i>Information Technology in Childhood Education (ITCE)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>

ID	Name of Journal	Value for Professional Development <i>Circle 1 (low) to 10 (high)</i>	Value for Author Promotion and Tenure <i>Circle 1 (low) to 10 (high)</i>	No Opinion	I Don't Know This Journal
30	<i>Informing Science: The International Journal of an Emerging Discipline</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
31	<i>Innovations in Education and Training International (IETI)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
32	<i>Interacting with Computers: The Interdisciplinary Journal of Human-Computer Interaction</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
33	<i>Interactions: New Visions of Human-Computer Interactions</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
34	<i>International Journal of Educational Technology (IJET)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
35	<i>International Journal of Educational Telecommunications (IJET)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
36	<i>International Journal of Human-Computer Studies/Knowledge Acquisition (IJHCS)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
37	<i>International Journal of Instruction Media (IJIM)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
38	<i>Interpersonal Computing and Technology Journal (IPCT-J)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>

ID	Name of Journal	Value for Professional Development <i>Circle 1 (low) to 10 (high)</i>	Value for Author Promotion and Tenure <i>Circle 1 (low) to 10 (high)</i>	No Opinion	I Don't Know This Journal
39	<i>Journal of Computer-Mediated Communication</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
40	<i>Journal of Computers in Mathematics and Science Teaching (JCMST)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
41	<i>Journal of Computing in Higher Education (JCHE)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
42	<i>Journal of Curriculum and Supervision</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
43	<i>Journal of Educational Computing Research</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
44	<i>Journal of Educational Media (JEM)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
45	<i>Journal of Educational Multimedia and Hypermedia</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
46	<i>Journal of Educational Technology Systems</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
47	<i>Journal of Information Technology for Teacher Education</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
48	<i>Journal of Instruction Delivery Systems (JIDS)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
49	<i>Journal of Interactive Instruction Development</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>



ID	Name of Journal	Value for Professional Development <i>Circle 1 (low) to 10 (high)</i>	Value for Author Promotion and Tenure <i>Circle 1 (low) to 10 (high)</i>	No Opinion	I Don't Know This Journal
50	<i>Journal of Interactive Learning Research (JILR)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
51	<i>Journal of Research on Computing in Education (JRCE)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
52	<i>Journal of Special Education Technology</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
53	<i>Journal of Technology and Teacher Education (JTATE)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
54	<i>Journal of Technology Education</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
55	<i>Journal of Technology Studies</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
56	<i>Journal of the American Society for Information Science and Technology</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
57	<i>Journal on Excellence in College Teaching</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
58	<i>Journal on Excellence in College Teaching (Duplicate)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
59	<i>Learning &amp; Leading with Technology</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
60	<i>Learning Technology (newsletter)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
61	<i>LT Highlights</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>

ID	Name of Journal	Value for Professional Development <i>Circle 1 (low) to 10 (high)</i>	Value for Author Promotion and Tenure <i>Circle 1 (low) to 10 (high)</i>	No Opinion	I Don't Know This Journal
62	<i>LTReport (Learning Technologies Report)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
63	<i>Meridian: A Middle School Computer Technologies Journal</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
64	<i>Multimedia Schools</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
65	<i>Open Learning: The Journal of Open and Distance Learning</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
66	<i>PC Novice</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
67	<i>Performance Improvement Journal</i>	1 2 3 4 5 6 7 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
68	<i>Research in Science &amp; Technological Education</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
69	<i>School Library Journal</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
70	<i>School Library Media Activities Monthly</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
71	<i>School Library Media Research (SLMR)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
72	<i>SIG/CHI Bulletin</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
73	<i>Syllabus</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
74	<i>T.H.E. Journal (Technological Horizons in Education)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
75	<i>Tech Directions</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>

ID	Name of Journal	Value for Professional Development <i>Circle 1 (low) to 10 (high)</i>	Value for Author Promotion and Tenure <i>Circle 1 (low) to 10 (high)</i>	No Opinion	I Don't Know This Journal
76	<i>Tech Trends</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
77	<i>Technical Communication</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
78	<i>Technology &amp; Learning</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
79	<i>Technology and Children (T&amp;C)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
80	<i>Technology Review: MIT'S Magazine of Innovation</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
81	<i>Technos Quarterly for Education and Technology</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
82	<i>The Information Society (TIS)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
83	<i>The Quarterly Review of Distance Education</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
84	<i>The Technology Source</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
85	<i>The Technology Teacher</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
86	<i>The Texas Technology Connection</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
87	<i>Training &amp; Development Magazine</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
88	<i>Training Magazine</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>

ID	Name of Journal	Value for Professional Development <i>Circle 1 (low) to 10 (high)</i>	Value for Author Promotion and Tenure <i>Circle 1 (low) to 10 (high)</i>	No Opinion	I Don't Know This Journal
89	<i>Webnet Journal: Internet Technologies, Applications &amp; Issues</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>
90	<i>WWW Journal of Online Education (JOE)</i>	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B

JOURNAL DESCRIPTION DATABASE:  
RECORDS SHOWING DATA BY FIELDS

ID	Name of Journal	Classification	Mission
1	<i>ACM Transactions on Computer-Human Interaction</i>	1 - High Tech	Covers the software, hardware and human aspects of interaction with computers.
2	<i>Active Learning in Higher Education</i>	2 - Internat'l	Promotes educational innovation and good practice in the use of learning technologies.
3	<i>American Educational Research Journal (AERJ)</i>	3 - Research	To publish original empirical and theoretical studies and analyses in education, from a wide variety of academic disciplines and substantive fields.
4	<i>American Journal of Distance Education (AJDE)</i>	4 - Ed Tech	Articles about the values that drive distance education as well as its methods and techniques; distance education research and practice.
5	<i>Australian Journal of Educational Technology (AJET)</i>	2 - Internat'l	Research and review articles in ed tech, instructional design, ed apps of computer tech, ed telecomm and related areas.
6	<i>Behavior Research Methods, Instruments, &amp; Computers</i>	3 - Research	Source for information on the methods, techniques, and instrumentation of research in experimental psychology, focusing on the use of computer technology in psychological research, including the latest hardware & software developments.
7	<i>British Journal of Educational Technology (BJET)</i>	2 - Internat'l	Coverage of world-wide developments in educational technology, focusing on education/training.
8	<i>CITE: Contemporary Issues in Technology &amp; Teacher Education</i>	4 - Ed Tech	Discussions of technology/teacher preparation, technology in practice, and teacher education using multimedia & interaction - A multimedia, interactive counterpart of the <i>Journal of Technology and Teacher Education (JTATE)</i> .

ID	Name of Journal	Classification	Mission
9	<i>Cognition and Instruction</i>	5 - Ed/Cog	Interdisciplinary publication devoted to cognitive investigations of instruction and learning.
10	<i>College &amp; University Media Review: A Look at Practices, Trends &amp; Research</i>	4 - Ed Tech	Addresses media and instructional technology practices, trends, and research in higher education.
11	<i>Communication Studies</i>	10 - Other	Focuses centrally on human communication processes.
12	<i>Communications of the ACM (CACM)</i>	1 - High Tech	An international scientific and educational organization dedicated to advancing the arts, sciences, and applications of information technology.
13	<i>Compute~Ed: An Electronic Journal of Learning and Teaching with and about Technology</i>	4 - Ed Tech	Issues and applications in teaching with and about technology in Primary, Secondary and Higher Education, emphasizing classroom applications, and providing articles about resources, developments, new projects, concerns, & ideas in teaching w/ technology.
14	<i>Computer Education: Incorporating Information Technology and Learning</i>	2 - Internat'l	Services/support for those concerned w/Information Technology in the education of 11-18 year olds, development & application of ICT capability in schools/colleges, teaching & learning of ICT-based subjects, effect of ICT skills on learning other subjects.
15	<i>Computers in the Schools</i>	4 - Ed Tech	Discussions on computers for educators, administrators, computer center directors, and special service providers in the school setting.
16	<i>Connections</i>	4 - Ed Tech	Forum to identify problems and solutions and to share information on issues facing technology coordinators today.

ID	Name of Journal	Classification	Mission
17	<i>Converge: The Journal of Research into New Media Technologies</i>	6 - Solicited	Interest, inform and inspire educators in the K-12, college/university, corporate and lifelong learning domains by using technology to improve the content and quality of learning, educational instruction and organization management.
18	<i>Convergence: The Journal of Research into New Media Technologies</i>	2 - Internat'l	Addresses creative/social/political/pedagogical issues raised by the advent of new media technologies.
19	<i>Curriculum Technology Quarterly (CTQ)</i>	4 - Ed Tech	Strategies for how to use technology to enhance instruction and curriculum, teaching and learning; reports trends, research findings, exemplary programs, and available resources in technology for instruction.
20	<i>Distance Education</i>	4 - Ed Tech	To engender and disseminate research and scholarship in distance education, open learning and flexible delivery systems.
21	<i>Education and Information Technologies</i>	2 - Internat'l	To meet demand for an international publication that publishes papers from all sectors of education on all aspects of information technology and information systems.
22	<i>Education and Training</i>	2 - Internat'l	Focuses on relationship between education and training, addresses vocationalism in learning and highlights the changing nature of the partnership between the worlds of work and education.
23	<i>Educational Horizons</i>	10 - Other	Present leading edge insights, ideas and commentary from recognized leaders in education.



ID	Name of Journal	Classification	Mission
25	<i>Educational Researcher (ER Online - web version)</i>	3 - Research	To encourage scholarly inquiry related to education and promote the dissemination and practical application of research results.
26	<i>Educational Technology &amp; Society</i>	2 - Internat'l	Issues affecting the developers of educational systems and educators who implement and manage such systems.
27	<i>Educational Technology Research and Development (ETR&amp;D)</i>	4 - Ed Tech	Research in ed tech, design & development of learning systems & ed tech applications - practical aspects of research as well as applied theory in educational practice.
28	<i>Educational Technology Review: International Forum on Educational Technology Issues and Applications</i>	4 - Ed Tech	Issues and applications of educational technology to enhance learning and teachers.
29	<i>Educational Technology: (The Magazine for Managers of Change in Education)</i>	4 - Ed Tech	Interpret research &/or practical applications of scientific knowledge in education & training environments.
30	<i>Educause Quarterly: Transforming Education Through Information Technologies</i>	1 - High Tech	Planning for developing, managing, evaluating, and using information resources on college and university campuses.
31	<i>Educause Review</i>	1 - High Tech	Help shape and enable transformational change in higher education through the introduction, use and management of information resources and technologies in teaching, learning, scholarship, research, and institutional management.
32	<i>e-Journal of Instructional Science and Technology (e-JIST)</i>	2 - Internat'l	Focus or implications for the design of instructional materials.

ID	Name of Journal	Classification	Mission
33	<i>Electronic School</i>	4 - Ed Tech	Reports on technological developments and trends in the K-12 classroom, as well as interpreting education issues in a digital world, and offering advice on topics relating to the implementation of technology in U.S. elementary and secondary schools.
34	<i>From Now On: The Educational Technology Journal</i>	2 - Internat'l	Internet strategies, issues and policies related to public education.
35	<i>Human-Computer Interaction: A Journal of Theoretical, Empirical, and Methodological Issues of User Science and of System Design</i>	4 - Ed Tech	Interdisciplinary journal that publishes theoretical, empirical, and methodological articles on user psychology and computer system design as it affects the user.
36	<i>Information Technology and Libraries (ITAL)</i>	8 - Lib Science	Publishes material related to all aspects of libraries and information technology.
37	<i>Information Technology in Childhood Education (ITCE)</i>	4 - Ed Tech	Reports research and applications for using information technology in the education of children
38	<i>Informing Science: The International Journal of an Emerging Discipline</i>	7 - Info Science	Provide insight into how best to inform clients using information technology.
39	<i>Innovations in Education and Training International (IETI)</i>	2 - Internat'l	Perspectives and contributions on new developments in educational technology.
40	<i>Instructional Science: An International Journal of Learning and Cognition</i>	2 - Internat'l	Promote a deeper understanding of the nature, theory and practice of the instructional process and the learning to which it gives rise.

ID	Name of Journal	Classification	Mission
41	<i>Interacting with Computers: The Interdisciplinary Journal of Human-Computer Interaction</i>	2 - Internat'l	International forum for discussion of HCI issues, fosters communication between academic researchers and practitioners, encourages information across boundaries of disciplines, stimulates ideas and discussion w/forward-looking perspective.
42	<i>Interactions: New Visions of Human-Computer Interactions</i>	1 - High Tech	Explores new ideas, practices, research results, and case studies in human-computer interaction; Communicate ideas, standards, practices, research results, and case studies to the practitioner.
43	<i>Interactive Learning Environments</i>	4 - Ed Tech	Covers technologies such as the Internet, groupware and multimedia and their impact on the fields of education and training, life-long learning and sharing knowledge in the global village.
44	<i>International Journal of Educational Technology (IJET)</i>	4 - Ed Tech	Theory &/or practice within the area of computer-based educational technologies
45	<i>International Journal of Educational Telecommunications (IJET)</i>	4 - Ed Tech	Current theory, research, development & practice of telecommunication in education & training at all levels
46	<i>International Journal of Human-Computer Studies/Knowledge Acquisition (IJHCS)</i>	2 - Internat'l	Publishes research over the whole spectrum of work on both the theory and practice of human-computer interaction and the human-machine interface.
47	<i>International Journal of Instructional Media (IJIM)</i>	4 - Ed Tech	Research & articles about ongoing programs in instructional media & education; concerned with the problem of applying the various distant learning strategies/instructional media to learning process.

ID	Name of Journal	Classification	Mission
48	<i>Interpersonal Computing and Technology Journal (IPCT-J)</i>	4 - Ed Tech	Computer-mediated communication & pedagogical issues surrounding the use of computers and technology in educational settings
49	<i>Journal of Computer-Assisted Learning (JCAL)</i>	4 - Ed Tech	Aims to provide a medium for communication both w/researchers and practitioners and to foster collaborative research.
50	<i>Journal of Computer-Mediated Communication</i>	1 - High Tech	To contribute to knowledge in the field of computer mediated communication.
51	<i>Journal of Computers in Mathematics and Science Teaching (JCMST)</i>	4 - Ed Tech	Forum for interchange of information in the fields of science, mathematics, and computer science, specifically using information technology in the teaching of mathematics and science.
52	<i>Journal of Computing in Higher Education (JCHE)</i>	4 - Ed Tech	Instructional technology and educational management information systems.
53	<i>Journal of Educational Computing Research</i>	4 - Ed Tech	Publishes articles on outcome effects, design and development of innovative hardware and software, interpretations and implications of research in educational computing and related fields, and theoretical and historical foundations.
54	<i>Journal of Educational Media (JEM)</i>	2 - Internat'l	Concerned with the research and practice of educational media and advancing the effective use of media of all kinds in teaching, learning, training and related areas.

ID	Name of Journal	Classification	Mission
55	<i>Journal of Educational Multimedia and Hypermedia</i>	4 - Ed Tech	Designed to provide a multidisciplinary forum to present and discuss the research and applications on Multimedia and Hypermedia in education, to contribute to the advancement of theory/practice of learning/teaching using tech tools that allow integration.
56	<i>Journal of Educational Technology Systems</i>	4 - Ed Tech	Concerned w/systems in which technology and education interface in order to inform educators interested in making optimum use of technology.
57	<i>Journal of Information Technology for Teacher Education</i>	2 - Internat'l	Focus on articles that provide up-to-date information from around the world on all aspects of information technology & its relation to teacher education, w/emphasis on research evidence critical analysis.
58	<i>Journal of Instruction Delivery Systems (JIDS)</i>	4 - Ed Tech	Devoted to the issues, problems, and applications of instructional delivery systems in education, training, and job performance.
59	<i>Journal of Interactive Instruction Development (JIID)</i>	4 - Ed Tech	Devoted to enhancing quality, effectiveness, and productivity in design of interactive systems.
60	<i>Journal of Interactive Learning Research (JILR)</i>	4 - Ed Tech	Related to the underlying theory, design, implementation, effectiveness, and impact of interactive learning environments in education and training.
61	<i>Journal of Research on Computing in Education (JRCE)</i>	4 - Ed Tech	Administrative or instruction uses of computers, including planning, management, operation & evaluation of educational computer systems.

ID	Name of Journal	Classification	Mission
62	<i>Journal of Special Education Technology (JSET)</i>	4 - Ed Tech	Presents up-to-date information and opinions about issues, research, policy, and practice related to the use of technology in the field of sp. education.
63	<i>Journal of Technology and Teacher Education (JTATE)</i>	4 - Ed Tech	Advance knowledge, theory & quality of teaching & learning at all levels w/computing technologies / Serves as forum for exchange of knowledge about the use of information technology in teacher education
64	<i>Journal of Technology Education</i>	9 - Tech Ed	Technology education research, philosophy, & theory
65	<i>Journal of Technology Studies</i>	9 - Tech Ed	Leadership & leadership development in the professions in technology
66	<i>Journal of the American Society for Information Science and Technology (JASIST)</i>	7 - Info Science	Forum for discussion and experimentation in the various fields of documentation and information science.
67	<i>Journal on Excellence in College Teaching</i>	10 - Other	To increase student learning through effective teaching, interest in and enthusiasm for the profession of teaching, and communication among faculty about their classroom experiences.
68	<i>Learning &amp; Leading With Technology</i>	4 - Ed Tech	Practical ideas for learning about technology & integrating its use into the K-12 curriculum.
69	<i>Learning Technology (newsletter)</i>	2 - Internat'l	Reports the activities of Learning Technology Task Force including various announcements, work in progress, additional and modifications to the website, etc.

ID	Name of Journal	Classification	Mission
70	<i>LT Highlights</i>	2 - Internat'l	Current awareness service for instructors who are interested in the issues related to technology-assisted learning. Links to related sites and articles published in a variety of journals.
71	<i>LTRreport (Learning Technologies Report)</i>	2 - Internat'l	Promotes effective uses of Internet-based technologies in education and training.
72	<i>Memory &amp; Cognition</i>	5 - Ed/Cog	Concerned with the broad range of topics in human experimental psychology that its title encompasses and development of theory and papers representing scholarly reviews of the existing literature.
73	<i>Meridian: A Middle School Computer Technologies Journal</i>	4 - Ed Tech	Dedicated to research and practice of computer technology in middle school classrooms - Features findings, practitioner articles, commentary and book excerpts by those who wish to share and expand teaching and learning experiences w/ computer technologies
74	<i>Multimedia Schools</i>	4 - Ed Tech	Integrating CD-ROM, online, multimedia & Internet resources into the school curriculum and using electronic information resources.
75	<i>Open Learning: The Journal of Open and Distance Learning</i>	2 - Internat'l	Theoretical and practice-based articles reflecting developments in distance, flexible, and open education and training.
76	<i>PC Novice</i>	6 - Solicited	To provide from basic answers to advanced tips on various computer topics.

ID	Name of Journal	Classification	Mission
77	<i>Performance Improvement Journal</i>	10 - Other	Focuses on today's issues of individual & organizational improvement; addresses improving human performance through a wide range of instructional & non-instructional interventions, tools of performance technology & challenges to performance technologists.
78	<i>Performance Improvement Quarterly</i>	10 - Other	Created to stimulate professional discussion in the field and advance the discipline of HPT (Human Performance Technology) through publishing scholarly works.
79	<i>Quarterly Review of Distance Education</i>	4 - Ed Tech	Research that guides practice - articles, research briefs, reviews, and editorials dealing with the theories, research and practices of distance education.
80	<i>Research in Science &amp; Technological Education</i>	2 - Internat'l	Allows specialists in the areas of psychological, sociological, economic and organizational aspects of science and technological education, and curriculum development to publish findings for the benefit of institutions, teachers & students.
81	<i>School Library Journal</i>	8 - Lib Science	To give librarians indispensable information needed to manage libraries, from creating high-quality collections to understanding how technology can assist - or hinder - learning.
82	<i>School Library Media Activities Monthly</i>	8 - Lib Science	Support school library media specialists as they plan cooperative lessons and units with teachers, strengthen library and information skills lessons, introduce reference materials, research processes & literature, & integrate technology.



ID	Name of Journal	Classification	Mission
83	<i>School Library Media Research (SLMR)</i>	8 - Lib Science	To publish substantive, refereed articles to inform, inspire, motivate, and assist school library media practitioners in integrating theory and practice; to encourage scholarship and research in the school library media field, education, psychology, etc.
84	<i>SIG/CHI Bulletin</i>	4 - Ed Tech	The study of human factors in the human-computer interaction process, including research, design, development, and evaluation of interactive computing systems.
85	<i>Syllabus</i>	4 - Ed Tech	Information and tips on multimedia, the Internet, distance education, quantitative tools, products and education discounts.
86	<i>T.H.E. Journal (Technological Horizons in Education)</i>	4 - Ed Tech	Implementing technology (computer-assisted instruction, computer managed instruction, networking, teleconferencing, interactive video, new media, Internet) in instruction & administration.
87	<i>Tech Directions</i>	9 - Tech Ed	Teaching techniques, new & unusual projects, shop/laboratory/classroom administrative procedure, & issues facing the fields of industrial arts/tech ed & industrial ed/trade & industry fields.
88	<i>Tech Trends</i>	4 - Ed Tech	Practical articles from & about leaders in education & training.
89	<i>Technical Communication</i>	4 - Ed Tech	To present research on technical communication topics.
90	<i>Technology &amp; Learning</i>	6 - Solicited	Encourage educators to think about new approaches to teaching and new ways to use technology in the classroom.

ID	Name of Journal	Classification	Mission
91	<i>Technology and Children (T&amp;C)</i>	9 - Tech Ed	Practical, innovative and creative articles and activities for the elementary teacher.
92	<i>Technology Review: MIT'S Magazine of Innovation</i>	6 - Solicited	To identify and analyze the process of innovation, upgrading tools and techniques and inventing new ones.
93	<i>Technos Quarterly for Education and Technology</i>	4 - Ed Tech	Forum for the discussion of ideas about the use of technology in education, with a focus on reform.
94	<i>The Information Society (TIS)</i>	7 - Info Science	Forum for leading edge analysis of impacts, policies, system concepts, and methodologies related to information technologies and changes in society and culture; sites of social change include home life, workplaces, schools, communities and organizations.
95	<i>The Journal of Computing in Teacher Education</i>	4 - Ed Tech	Forum for sharing information among departments, schools, and colleges of education who are confronting the issues of providing computer and technology education for preservice and inservice teachers
96	<i>The Technology Source</i>	4 - Ed Tech	Assist educators integrating information tech tools into teaching & managing educational organizations.
97	<i>The Technology Teacher</i>	9 - Tech Ed	Reports of current trends in technology education, technology learning activities, program articles, news, calendar, etc.
98	<i>The Texas Technology Connection</i>	4 - Ed Tech	To improve education through a joint effort with other educational organizations dedicated to teaching and to learning, toward the improvement of instruction through effective utilization of education technology.

ID	Name of Journal	Classification	Mission
99	<i>Training &amp; Development Magazine</i>	4 - Ed Tech	Provides useful, how-to information on current best practices, share new theories and their application, report emerging trends, address relevant and pivotal issues to the field.
100	<i>Training Magazine</i>	6 - Solicited	Job-related, employer sponsored training & education in the working world - business, industry, government, service organizations, etc.
101	<i>Webnet Journal: Internet Technologies, Applications &amp; Issues</i>	4 - Ed Tech	Research, development, issues and use as related to WWW/Network technologies, applications and services.
102	<i>Wired</i>	6 - Solicited	Covers the people, companies, and ideas that are transforming the way we live.
103	<i>WWW Journal of Online Education (JOE)</i>	4 - Ed Tech	Teaching & researching online, effects on cognitive processing by online instructional methods & technology.

ID	Targeted Audience	Sponsor/Supporting Societies	Curriculum Area
1	Computing Professionals & Students	Association for Computing Machinery	Hardware & Software Architectures; Interactive Techniques, Metaphors, and Evaluation; User Interface Design Process; Users & Groups of Users; Information Technology
2	Members of ILT, Academia. Libraries & Resource Centers concerned with higher education	Institute for Learning & Teaching in Higher Education (ILT)	Computer-Assisted Instruction, Internet, Multimedia, Learning Technology, Collaborative Learning, Education, Assessment, Learning Approaches, ICTs (Information and Communication Technologies)
3	Researchers, practitioners, & policymakers in a broad range of education-related fields.	The American Educational Research Association (AERA)	Education, Human Development, Research, Policy & Practice
4	Teachers in Schools, Colleges and Universities, Trainers in Corporate, Military, and Professional Fields, Adult Educators, Researchers	The American Center for the Study of Distance Education (ACSDE)	Distance Education, Learning Styles, Teaching Programs, Communications Media, Management of Distance Ed, Student Support and Counseling, Policy Issues
5	Educators - All levels	Australasian Society for Computer in Learning in Tertiary Education (ASCILITE), Australian Society for Education Technology (ASET), International Society for Performance Improvement	Ed Technology, Instructional Design, Ed Applications of Computer Tech, Ed Telecommunications
6	Psychologists	Psychonomic Society	Computer Technology, Psychology

ID	Targeted Audience	Sponsor/Supporting Societies	Curriculum Area
7	Academics & Professionals in Education, Training and Information Technology	British Educational Communications and Technology Agency (BECTA)	Educational Technology, Education, Training, Information Technology
8	Educators - All Levels	Society for Info Tech & Teacher Ed (SITE), Assoc. for the Ed of Teachers in Science (AETS), Assoc of Mathematics Teacher Ed (AMTE), Conference on English Ed (CEE), Nat'l Council of Soc Studies College & Univ Faculty Assembly (CUFA)	Tech & Teacher Ed, Assessment, Attitudes, Beliefs, Curriculum, Equity, Research, Translating Research into Practice, Learning Theory, Alternative Conceptions, Sociocultural Issues, Special Populations, Integration of Subjects
9	Specialists concerned w/cognitive-instructional research and analysis	--	Cognitive-Instructional Research & Analysis
10	Educators - Higher level	Consortium of College and University Media Center (CCUMC)	Media and Instructional Technology, Instructional Development, Management and Supervision as related to Operation of Instructional Support Service Units
11	Those with an academic or professional interest in all disciplines of communication	Central States Communication Association	Human Communication
12	Computing Practitioners, Government, Academia	Association for Computing Machinery (ACM)	Information Technology
13	Classroom Teacher	none	Information Technology in Education, Classroom Practice
14	Teachers, Trainers, Supporters of Teachers	Computer Education Group (CEG)	Electronic Data Processing, Computer-Assisted Instruction, Information Technology

ID	Targeted Audience	Sponsor/Supporting Societies	Curriculum Area
15	Educators	--	Computer Applications, Education, Computer-Assisted Instruction
16	Technology Coordinators	(International Society for Technology in Education) ISTE's Special Interest Group for Technology Coordinators (SIGTC)	Educational Technology
17	Educators: K-12, College/University, Corporation	E. Republic Inc.	Education, Technology in Education, Education - Information Technology, Computers in Education, Computer-Assisted Instruction, Telematics
18	Academics and Researchers	Department of Media Arts, University of Luton, UK	Multimedia, Gender & Tech, Satellite & Cable, Control/Censorship, Copyright, Electronic Publishing, The Internet, Media Policy, Interactivity, Ed & New Media Tech & Theory, Screen Interfaces, Virtual Reality, Tech & Arts Practices, Sound/Music & New Tech
19	Educators - All Levels	The Association for Supervision and Curriculum Development (ASCD)	Internet, Education Technology, Instruction and Curriculum
20	Educators - Higher levels	Open and distance Learning Association of Australia	Distance Education
21	Educators: All levels	IFIP Technical Committee on Education	Education, Data Processing, Info Tech, Ed Tech, Computer-Assisted Instruction

ID	Targeted Audience	Sponsor/Supporting Societies	Curriculum Area
22	Lecturers, Researchers and Educationalists; Trainers, Training Managers, Teachers and Career Advisers	None	Education-Business Partnership, Recruitment, Graduate Training & Development, Transition from School/College to Work
23	Educators	Pi Lambda Theta	Education
24	Educators and Professionals	International Council for Educational Media (ICEM)	Educational Media, Distance Learning, Web-based Learning, Internet
25	Educators	The American Educational Research Association (AERA)	Education
26	Educators and Educational System Developers and Artificial Intelligence Researchers	International Forum of Educational Technology & Society (IFETS) IEEE (Institute of Electrical and Electronics Engineers) Learning Technology Task Force	Ed Tech Systems, Computer-Mediated Comm, Cooperative/Collaborative Learning & Environments, Ed System Dev, Distance Ed & Learning Systems, Distributed Learning Environments, Ed Multimedia, HCI Interface, Hypermedia Sys, Online/Web/Network-based Ed
27	Educators and Researchers	Association for Educational Communications and Technology (AECT)	Ed Psy, Ed Tech Systems
28	Professors, teachers, developers, researchers, administrators, teacher educators, corporate trainers and technology coordinators	Association for the Advancement of Computing in Education (AACE)	All disciplines & levels of education

ID	Targeted Audience	Sponsor/Supporting Societies	Curriculum Area
29	Academics	none	Adult, Career & Vocational; Ed Management/Admin; Ed Tech Systems; Higher Ed; Lib Sci/Info Resources; Teacher Ed; Tests, Measurement & Evaluation; Internet; WWW; Computer Based Instruct; Instruct Design; Simulations
30	Campus Practitioners, Managers and Users of Information Resources on College and University Campuses	Educause (International Nonprofit Assoc.)	Administrative, Academic, Library Computing, Multimedia, Telecommunications, and Networking
31	Higher Education, Corporations serving Higher Education Information Technology Markets, and other related Assoc. and Org.	Educause (International Nonprofit Assoc.)	Professional Development, Print and Electronic Publication, Strategic/Policy Initiatives, Research & Development, and Online Information Services
32	Practitioners, Policy Makers and Academics within Education and Training	Distance Education Centre (DEC), University of Southern Queensland	Foundations of Instructional Science, Practice of Instructional Design in Education & Training, Instructional Delivery Technologies, Evaluation of Instructional Design Input, Future Developments
33	School Board Members, School Administrators, School Technology Specialists, K-12 Educators in US and Canada	American School Board Association, Institute for the Transfer of Technology to Education (ITTE), supplement to American School Board Journal	Technology, Education, Education Technology, Education - Technological Innovations, Computer-Assisted Instruction, Telematics, Education, Elementary and Secondary - Technological Innovations
34	Educators	None	Education and Technology



ID	Targeted Audience	Sponsor/Supporting Societies	Curriculum Area
35	Professionals with an interest in the scientific implications & practical relevance of how computer systems should be designed and actually used	The Association for Computer (ACM)	Cognitive Science, Computer Science, Psychology
36	Librarians & Information Technologists	Library and Information Technology Association, a division of American Library Association	Digital Libraries, Metadata, Authorization/Authentication, Electronic Journals & Electronic Publishing, Telecommunications, Distributed Systems & Networks, Computer Security & Intellectual Property Rights, Desktop Applications, Online Catalogs, etc.
37	Educators - Early Childhood	Association for the Advancement of Computing in Education (AACE)	At-Risk Populations, CAI Appropriateness, Equity Issues, Graphics & Drawing, Home computing, Innovative Uses, Multimedia, Pre-K Computing, Special Education, Telecommunications, Word Processing
38	K-12, Researchers	none	Information Systems, Library Science, Journalism, Education, Information Technology
39	Practitioners and decision makers in education and training organizations	Staff and Educational Development Association	Programmed Instruction, Education, Educational Technology, Instructional Systems
40	Experts from different disciplines	None	Learning & Cognition, Instruction, Instructional Process, Education

ID	Targeted Audience	Sponsor/Supporting Societies	Curriculum Area
41	Human Scientists, Ergonomists, Computer Scientists, Computer Manufacturers, Interface Designers, Industry Practitioners	British HCI (Human Computer Interaction) Group	Systems/Dialogue Design, Evaluation Techniques, User Interface Design, HCI, Empirical Evaluations, Users/User Modeling, Intelligent Systems, Hypertext and Hypermedia, Research Paradigms, Design Theory-Process-Methodologies
42	Designers of Interactive Products	Association for Computing Machinery (ACM)	User Interfaces for Young and Old, Virtual Reality, Information, and Web Design
43	Educators, IT Coordinators in Educational Institutions, IT Researchers, Educational Techs	none	Computer Technology, Courseware
44	Scholars, practitioners, policymakers & researchers in area of computer-based educational technologies	Graduate School of Education @University of Western Australia & College of Education @ University of Illinois at Urbana-Champaign	Ed Tech; Telecommunications in Education; Education; Education--Computer Network Resources; Computer-Assisted Instruction; Telematics; Computers in Education
45	Academics & Administrators; Specialists	Association for the Advancement of Computing in Education (AACE)	Ed Management/Admin; Ed Tech Systems; Telecommunications Theory, Research, Development, Training
46	Researchers	--	Intelligent User Interfaces; Natural Language Interaction; Human Factors of Multimedia Systems; Human/Social Factors of Virtual Reality, WWW, & Software Engineering; Computer-Supported Collaborative Work; Speech & Graphic Interaction; User Modeling

ID	Targeted Audience	Sponsor/Supporting Societies	Curriculum Area
47	Practicing Teachers, Academics, & Administration /Business/Industry	ADPRIMA - profit oriented	Ed Tech Systems; Computer Tech; Telecommunications; Video; Software; Classroom Interaction; All Forms of New Technology
48	Educators	Association for Educational Communication & Technology (AECT)	Educational Technology
49	Researchers & Practitioners in the Educational Field	Asia-Pacific Chapter of ACCE and ASCILITE in Australia	Collaborative learning, Knowledge, Engineering, Open, Distance & Networked Learning, Developmental Psychology & Evaluation
50	Researchers, Scientific Community	Annenberg School for Communication, University of Southern California	Computer-Mediated Communication
51	Educators	Association for the Advancement of Computing in Education (AACE)	Science, Mathematics, & Computer Science
52	Academic & Administrative Computing	New England Regional Computing Program, Inc.	Educational Technology, Education, Higher--Data Processing, Computer-Assisted Instruction, Computers in Education
53	Academics	None	Education Management / Administration; Ed Tech Systems
54	Researchers, Media Developers, Teachers	--	Media Studies, Psychology, Educational Technology, and Sociology
55	Academics (Professors, researchers, classroom teachers, developers, teacher educators, & administrators)	Association for the Advancement of Computing in Education (AACE)	Ed Tech Systems; Multimedia & Hypermedia

ID	Targeted Audience	Sponsor/Supporting Societies	Curriculum Area
56	Academics	Society for Applied Learning Technology	Ed Tech Systems, Adult, Career & Vocation; Bilingual/ESL
57	International Teacher Education Community	Association for Information Technology in Teacher Education (ITTE)	Information Technology, Teacher Education
58	Trainers, Professionals, Educators, Administrators, Executives and Academia	Society for Applied Learning Technology (SALT)	Technology-based Learning Systems for Education, Training, and Job Performance Improvement
59	HRD Professions, Software/Courseware Developers, Instructional Designers, Vendors, Academic Leaders, & Government Officials	Society for Applied Learning Technology (SALT)	Technology-based Learning
60	Educators - all levels	Association for the Advancement of Computing in Education (AACE)	Authoring Systems, Cognitive Tools for learning Computer-Assisted Language Learning, Computer-based Assessment Systems & Training, Computer-mediated Communications, Collaborative Learning, Interactive Learning Environments, Multimedia Systems, & Tutoring
61	Academics & Libraries, Graduate Students	International Society for Technology In Education (ISTE)	Adult, Career & Vocational; Ed Tech Systems
62	Scholars, Teacher Educators, and Practitioners	Technology and Media (TAM) Division of the Council for Exceptional Children	Ed Tech Systems; Higher Education; Technology & Media

ID	Targeted Audience	Sponsor/Supporting Societies	Curriculum Area
63	Academics (Professors, Researchers, Classroom Teachers, Developers, Teacher Educators, & Administrators)	Association for the Advancement of Computing in Education (AACE), Society for Information Technology and Teacher Education (SITE)	Ed Tech Systems, Teacher Education, Curriculum and Instruction, Ed Administration, Staff Development Instructional Technology, Educational Computing
64	Primary & Secondary Educators	International Technology Education Assoc. (ITEA), The Council on Technology Teacher Education (CTTE)	Education, Technology-- Education
65	Practicing Teachers, Academics, & Administrators, Technologists	Epsilon Pi Tau	Adult, Career & Vocational; Ed management/ Administration; Ed Tech Systems; Career, Technical & Vocation; Industrial Tech
66	Researchers, Academia	American Society for Information Science	Chemical Abstracts, Compu-Math, Computer Literature, Engineering Tech & Applied Sciences, Social & Behavioral Sciences, Information Science, Library Science Social Sciences
67	Faculty at Universities and 2 & 4 year Colleges	Office for the Advancement of Scholarship and Teaching, Miami University	Teaching, Research, Integration, Innovation
68	Educators, Classroom Teachers, Lab Teachers, Technology Coordinators, & Teacher Educators	International Society for Technology in Education (ISTE)	Curriculum Studies; Lib Sci/Info Resources; Reading; Rural Ed & Small Schools; Sci, Math & Environment; Secondary/Adolescent Studies; Soc Studies/Soc Science; Teacher Ed; Urban Ed/Multiculturalism/Non-Trad; Equity in Tech; Telecomm: Comp Sci; Multimedia

ID	Targeted Audience	Sponsor/Supporting Societies	Curriculum Area
69	Academics, Researchers, and Professionals involved in the field of existing/emerging learning technologies	IEEE Computer Society Learning, IEEE Technology Task Force (LTTF), Microsoft Research, IEEE Learning Technology Standard Committee, Distance Education Assoc. of New Zealand	Education, Ed Tech, Computers in Education, Computer-Assisted Instruction, Telematics
70	Educators & Instructors	Office of Learning Technologies (OLT) in Human Resources Development Canada (HRDC)	Educational Technology, Information Technology
71	Individuals/Organizations in postsecondary, k-12 education sectors and in industry	Varies - Up to 5 per issue	Educational and training technologies
72	Psychologists	Psychonomic Society Publications	Human Memory & Learning, Conceptual Processes, Psycholinguistics, Problem solving, Thinking, Decision Making, Skilled Performance, Computer Simulation, Info Processing, Mathematical Psychology, Developmental & Experimental Social Psych.
73	Educational Researchers, Technology Designers, & Middle School Teacher	North Carolina State University	Education, Education-- Computer Network Resources, Computer-Assisted Instruction, Secondary Education, Education and Technology

ID	Targeted Audience	Sponsor/Supporting Societies	Curriculum Area
74	Practicing Teachers, Librarians (K-12) & Technology Coordinators	Information Today, Inc.	Adult, Career & Vocational; Ed Tech Systems; Library Science/Info Resources; Practical (How to Guides), not Theory; Internet; Online & Multimedia Databases; CD-ROM Technology, Computer Hardware & Software
75	Public & Private Educators from Academic, Administrative, Technical & Specialist Functions	Open University	Distance, Flexible, and Open Education and Training
76	Computer Novices	Various advertisers	All
77	Performance Technologists	International Society for Performance Improvement (ISPI)	HPT (Human Performance Technology)
78	Performance Technologists	International Society for Performance Improvement (ISPI)	Human Performance, Instructional Design and Development, and Human Learning
79	Educators in Public and Private Sectors, Researchers	Association for Educational Communications and Technology (AECT)	Distance Education, Interactive Technologies
80	Teachers and students	none	Science, Technological Education and Curriculum Development
81	Librarians who work in schools and public libraries	none	Public Libraries, School Libraries, Technology
82	School Library Media Specialists	LMS Associates	School Libraries, Instructional Materials Centers
83	Academic Scholars, School Library Media & Instructional Specialists, Other Educators	American Association of School Librarians	Information Literacy, School library Media, Instructional Technology, Learning Theory

ID	Targeted Audience	Sponsor/Supporting Societies	Curriculum Area
84	Members of SIGCHI - Specialists in human-computer interaction, education, usability, interaction design, computer supported cooperative work	Special Interest Group on Computer-Human Interaction (SIGCHI)	Computer Science, Psychology, Cognitive Science, Human Factors, Industrial Design, Graphic Design, Anthropology, Sociology, Management Science, Software Engineering
85	Educators, Researchers, and Institutions	COMPAQ, ELMO	Multimedia, Internet, Distance Education, Quantitative Tools, Computers, Video, & Telecommunications
86	Academics & Administrators	Various advertisers	Adult, Career & Voc; Bilingual/ESL; Curr Studies; Ed Mngmnt/Admin; Ed Tech Sys; Elem/Early Childhood; Eng Lit; Foreign Lang; Disabled & Gifted Child; Higher Ed; Rural Ed; Sci, Math & Environ; Soc Studies & Sci; Teacher Ed; Tech Apps
87	Teachers and Administrators of career/technical and technology education	Various advertisers	Adult, Career & Vocational; Ed Tech Systems; Tech & Vocational Education
88	Leaders in Education & Training	The Association for Educational Communications & Technology (AECT)	Adult, Career & Vocational; Curriculum Studies; Ed Management/Admin; Ed Tech Systems; Higher Ed; Lib Sci/Info Resources ; Teacher Ed; Tests, Measurement & Evaluation
89	Writers, Editors, Educators, Students, Managers, Translators, Illustrators, Photographers of Technical Communication	Society for Technical Communication	Technical Communication



ID	Targeted Audience	Sponsor/Supporting Societies	Curriculum Area
90	School Teachers, Technology Coordinators and Administrators	CMP Media, Inc.	Educational Technology
91	Primary Educator	International Technology Education Association	Education, Technology
92	Information Scientists, Innovators	MIT, advertisers	Information Technology, Biotechnology, Materials Science/Nanotechnology
93	All	Association for Educational Communications and Technology (NCATE)	Educational Technology, Online Learning
94	Researchers, Administrators	--	Information Technologies, Computers, Telecommunications
95	Teacher Educators	(International Society for Technology in Education) ISTE's Special Interest Group for Technology Coordinators (SIGTC)	Educational Technology, Computer Education, Technology Integration Standards
96	Educators	SCT, Compaq & SmartForce	Education & Technology, Education, Information Technology, Computer Network Resources, Computer-Assisted Instruction
97	Technology Education Professionals	International Technology Education Association (ITEA), SCT, COMPAC, SmartForce	Technology Education
98	Educators	Texas Association for Educational Technology (TAET)	Educational Technology, Education

ID	Targeted Audience	Sponsor/Supporting Societies	Curriculum Area
99	Degree training & development professional and line managers in business, government, academia, & consulting	American Society for Training & Development	Human Resource Development, Workplace Learning and Performance Improvement
100	Corporate Trainers, Managers	Various advertisers	Corporate Training
101	International Readership of Researchers, Developers, & Internet Users in Educational, Business & Professional Environments	Association for the Advancement of Computing in Education (AACOE)	Ed Applications, Commercial, Business, Professional, and Community applications, General Web Tools and Facilities,, Societal Issues, Electronic Publishing and Digital Libraries, Personal Applications, and Environments & Web Technical Facilities
102	Those interested in technology	Various advertisers	Technology
103	Academics & Non-academics	World Association for Online Education (WAOE)	Computers in Education, Computer-Assisted Instruction, Ed-Computer Network Resources, Telematics

ID	Curriculum Level	Office Location	Issues/Yr	Articles/Issue
1	Higher Levels	New York, US	4	4
2	Higher Education	UK	2	5
3	All	Washington, D.C., US	4	8
4	All areas of education and training	Pennsylvania, US	3	5
5	All	Australia	3	4-6
6	Academic, Professional	Texas, US	8	15
7	Academics & Professionals	UK	4	9
8	All	Iowa, US Virginia, US	4	8
9	All	Michigan, US	4	3
10	Higher Education	Iowa, US	2	8
11	All educational levels	Miami, US	4	5
12	Professional and Academic	New York, US	12	5
13	Primary, Secondary, and Higher Education	Michigan, US; Sidney, AU	1	5-7
14	Secondary	UK	3	4
15	All levels	New York, US	4	7
16	K-12 Educators	Oregon, US	4	8
17	All	California, US	11	5
18	All	Luton, UK	4	7
19	K-12	Virginia, US	4	4
20	All	Australia	2	10
21	All	London, UK	4	4-5
22	Higher Education	Bradford, England	9	5
23	All	Indiana, US	4	10
24	All levels	UK	4	8
25	All	Washington, D.C., US	9	4
26	All	New Zealand, UK, Germany	4	10-50

ID	Curriculum Level	Office Location	Issues/Yr	Articles/Issue
27	All	Tennessee, US	4	5
28	All educational levels	Virginia, US	2	4
29	All	New Jersey, US	6	12
30	Higher Education	Colorado, US	4	8
31	Higher Education	Colorado, US	6	9
32	All	Australia	6	4
33	Primary and Secondary	Virginia, US	4	9
34	K-12	UK	10	5
35	Academics	California, US	4	4
36	All	Illinois, US	4	6
37	Early Childhood, Preschool, and Elementary	Delaware, US	1	13
38	All	US, Poland, Australia	4	5
39	Higher and Continuing Education	New York, US London, UK	4	11
40	Professional	The Netherlands	6	8
41	Academics	UK	6	6
42	Professional	The Netherlands	6	5
43	Academic	The Netherlands	3	6
44	All	Illinois, US Australia	2	7
45	All	Virginia, US	4	5
46	Academics	UK	12	5
47	All	Connecticut, US	4	--
48	All	US	2-4	4
49	Academic	UK	4	9
50	Higher Education	California, US	4	5
51	K-12 & Higher	Virginia, US	4	4
52	All	Amherst, MA	2	8-9
53	All	New Hampshire, US	8	6

ID	Curriculum Level	Office Location	Issues/Yr	Articles/Issue
54	All	UK	3	4
55	All	Virginia, US	4	5
56	All	New York, US	4	6
57	All	Iowa, US, and UK	3	8
58	Academics and Professionals	Florida, US	4	3
59	Academics and Professionals	Virginia, US	4	4
60	All	Virginia, US	4	4
61	Secondary, Academics	Oregon, US	4	7
62	All	Nevada, US	4	4
63	All	Iowa, US	4	6
64	Primary & Secondary	Virginia, US	2	5
65	Higher Education	California, US	2	8
66	Higher Education	New York, US	14	14
67	Academics	Ohio, US	3	9
68	K-12	Oregon, US	8	8
69	Higher Education, Professional Level	New Zealand	4	10
70	All	Canada	6	NA
71	K-12, Postsecondary, Professionals	US and Canada	2	Varies
72	Academics, Professional	Texas, US	8	17
73	Middle School	North Carolina, US	2	4
74	K-12	New Jersey, US	6	11
75	All levels of education and training in private and public sectors	UK	3	6
76	All	Nebraska, US	12	20
77	Professional	Washington, D.C., US	10	6
78	Professional	Washington, DC, US	4	8
79	Higher Education, Academics	Connecticut, US	4	6-8

ID	Curriculum Level	Office Location	Issues/Yr	Articles/Issue
80	All	UK	2	9
81	K-12, Public Libraries	New York, US	12	3
82	K-8	Maryland, US	10	12
83	K-12 Educators	Indiana, US	1 (annually)	5
84	All	Minnesota, US	4	6
85	All	California, US	10	8
86	Academics & Administrators (School districts, Colleges & Univ., & Vocational & Training Institutions)	California, US	11-12	33
87	Elementary through post secondary years	Michigan, US	10	9
88	All	Indiana, US	6	5
89	Higher Education, Professionals	Virginia, US	4	6
90	K-12	California, US	11	7
91	Primary	Virginia, US	4	2
92	Academic	Illinois, US	6	8
93	All	Indiana, US	4	6
94	All	Indiana, US	4	5
95	K-12 Educators	Oregon, US	4	4
96	K-12, and Higher Education	North Carolina, US	6	9
97	K-12, Teacher Educators	Virginia, US	8	3
98	K-12 Schools, Colleges, & Private Industry	Texas, US	3	10
99	Higher	Virginia, US	12	13
100	Business level	Minnesota, US	12	5
101	Academic and business level	Virginia, US & UK	4	6
102	All	California	12	10
103	All	New York, US	irregular	13

ID	Curriculum Level	Office Location	Issues/Yr	Articles/Issue	
1	peer review	--	House	9000 words max	--
2	refereed, international	8 weeks	Harvard System	3000-6000 words	15%
3	refereed	3-4 months	APA or Chicago	20-50 pages	10-15%
4	refereed	6-8 weeks	Chicago	3000-4000 words	25%
5	refereed - international	4-8 weeks	APA	5000 words max	65%
6	--	--	APA	--	--
7	refereed	8 weeks	House	2000-4000 words	35%
8	refereed	8 weeks	House	2-50 pages	too new to have a figure
9	--	--	APA	varied	--
10	peer review	--	APA	--	--
11	peer review	3-4 months	APA	up to 30 pages	17-18%
12	--	--	House	4000 words max	--
13	refereed	30 days	APA	4-15 pages (1000- 4000 w)	40%
14	refereed - international	2-6 months	Any	4000 words max	75%
15	--	--	APA	10-20 pages	--
16	--	--	House	--	--
17	assigned by editor	N/A	House	1200 words	Solicited articles
18	refereed	1 wk - 3 months	House	articles: 7000- 11000 words	30%
19	--	--	House	--	--
20	editorial review	6 months or less	House	6000 words	40-50%
21	refereed	--	House	--	--
22	refereed	6-8 weeks	House	3000-4000 words	30%
23	--	--	Chicago	3500-5500 words	--
24	peer review	3-6 months	House	none specified	70%

ID	Curriculum Level	Office Location	Issues/Yr	Articles/Issue	
25	peer review	--	APA	5000-7500 words --	
26	refereed/peer reviewed	2 months	House	4000-7000 words, full articles. Up to 3000 words, short articles	15-20%
27	refereed	1-2 months	APA	3-30 pages	11-20%
28	reviewed by leaders in the field	3-12 months	Any	30 pages max	23%
29	editorial review, not refereed	1 month or less	House	any	21-30%
30	peer review	6-8 weeks	House	3000-4500 words	50%
31	editorial review	4-6 weeks	House	3000-4000 words	No record
32	refereed	--	APA	2000-6000 words	--
33	editorial review, not refereed	6-8 weeks	AP (Assoc.-Press)	5 to 12 pages	25%
34	none	Informal & flexible	User-friendly	1000-1500 words	95%
35	peer review	3-4 months	APA	approx. 35 pages	33%
36	refereed	1-2 months	Chicago	approx. 3000 to 5000 words	50%
37	editorial review board	2 months	APA	30 pages	23%
38	peer review, international	6 weeks	APA	3500 max	11 %
39	refereed, international	--	House	none specified	--
40	refereed	3 months	House	25 pages @ 450 words per page	33.3
41	refereed	2 months	House	up to approx. 8000 words	confidential
42	--	--	--	--	--
43	peer review	1 month	APA	5000-8000 words	50%



ID	Curriculum Level	Office Location	Issues/Yr	Articles/Issue	
44	refereed, international	6-8 weeks	APA	2500-4000 words	50%
45	peer review, international	1 month	APA	up to 35 pages	<23%
46	refereed, international	--	House	--	--
47	refereed, international	1 month or less	House	11-15 pages	40%
48	peer review	--	--	--	--
49	peer review	30-50 days	House	3000 words max.	40%
50	refereed	--	APA	Any	--
51	peer review	2 months	APA	30 pages	23%
52	peer review	6 weeks	APA	Up to 5000 w	25%
53	refereed, interdisciplinary	2-3 months	Chicago	26-30 pages	11-20%
54	peer review, interdisciplinary	--	House	1500-4000 words	--
55	editorial review	2 months	APA	11-30 pages	21-30%
56	refereed	4-6 months	House	16-20 pages	50%
57	refereed, international	--	House	3000-5000 words	--
58	blind review	12 weeks	APA	2500 words max	<50%
59	refereed	--	APA	2000-3000 words	--
60	refereed	1 month	APA	10000 words max	<23%
61	editorial review	4-6 months	APA	10-20 pages	50%
62	refereed	2-3 months	APA	26-30 pages	11-20%
63	blind review / editorial review board	2 months	APA	11-30 pages	21-30%
64	blind editorial review	6-8 weeks	APA	15-20 pages (22,000-36,000 characters)	--
65	refereed	2 months	APA	15-25 pages	70%
66	refereed	--	APA	--	--

ID	Curriculum Level	Office	Location	Issues/Yr	Articles/Issue
67	peer review	1 month	APA	4000 words max	20%
68	editorial review	4-6 months	Chicago & APA	1000 to 3,500 words	60%
69	peer review	2 months	House	700-1000 words	15%-20%
70	NA	NA	NA	NA	NA
71	NA	NA	NA	NA	NA
72	--	--	APA	--	--
73	graduate student review board	--	APA	approx. 20 pages	--
74	editorial review	4-6 months	House	1500 words	75% (Mainly solicited articles)
75	refereed, international	6-8 weeks	House	3000-6000 words	35%-45%
76	NA	NA	NA	NA	NA
77	peer review	--	APA	approx. 4000 words	--
78	peer review	--	--	--	--
79	refereed	3-4 months	APA	10 - 30 pages	50%
80	peer review	6 weeks	House	5000 words max	30%-50%
81	none	2-3 months	Chicago	1200-2000 words	Mainly solicited articles
82	--	--	Chicago	1200-3600 words	--
83	refereed	4 months	Chicago	25-30 pages	50%
84	NA	NA	House	800-10000 words	NA
85	--	--	--	--	--
86	blind review (not peer review)	1-2 months	Chicago	6-10 pages (2000-4000 words)	11-20%
87	editorial review	1-2 months	APA	6-10 pages	40%
88	peer review	3-4 months	House	1000-4000 words	38%
89	peer review	--	Chicago	--	--

ID	Curriculum Level		Office Location	Issues/Yr	Articles/Issue
90	editorial review	8 weeks	House	1200-2500 words	Assigned Articles
91	editorial review	60 days	House	1500 words	--
92	NA	NA	NA	NA	NA
93	8	1 month	Chicago	2500-2800 words	50% - articles mainly solicited
94	refereed	--	Chicago	4000-7500 words	--
95	refereed	--	APA	2000-4000 words	--
96	peer review	2-3 weeks	APA	1000-1800 w	No record kept
97	refereed	--	APA	8 pages max	--
98	refereed	2-3 weeks	House	2000 words	88%
99	editorial review	4-6 weeks	Journalistic	2000-5000 words	5%
100	editorial review	8 weeks	Ass. Press	1-15 pages	6-10% (mainly solicited)
101	peer review	8 weeks	APA	7500 words	23%
102	NA	NA	NA	NA	NA
103	peer review	1 month	House	approx. 15 pages	90%

ID	Website	Cost	Format
1	<a href="http://www.acm.org/tochi">http://www.acm.org/tochi</a>	Print: Non-member \$130.00 ACM Member \$37.00; Online: Non-member \$104.00 ACM Member \$30.00; Both: Non- member \$156.00 Member \$44.00	Print Electronic (Archive) issues available)
2	<a href="http://www.ilt.ac.uk/publications/alhe.html">http://www.ilt.ac.uk/publications/alhe.html</a>	Print: Free with membership to ILT; Online: Archives - free Current Issues - Sage Publication w/possible intermediary cost	Print Electronic (Archives) available Current Issues available through Intermediary)
3	<a href="http://www.aera.net/pubs/aerj">http://www.aera.net/pubs/aerj</a>	Print: AERA members may include it in membership or \$15.00, non-members \$39.00 individuals, \$51.00 institutions	Print Electronic (Information Only)
4	<a href="http://www.ajde.com/">http://www.ajde.com/</a>	Print: \$75 Institutions \$45 Individuals	Print Electronic (Information Only)
5	<a href="http://www.ascilite.org.au/ajet/ajet.html">http://www.ascilite.org.au/ajet/ajet.html</a>	Print: \$30 Australia Post's Asia-Pacific charging zone. \$40 Rest of World charging zone, free to members of supporting societies; Online: Password controlled for 3 months, then free.	Print Electronic
6	<a href="http://psychonomic.org/BRMIC/">http://psychonomic.org/BRMIC/</a>	Print: Individuals - US \$68.00 Int. \$77.00 Institutions - US \$151 Int. \$160.00; Online: Included in Institution's print price, password protected	Print Electronic (Individuals - Information Only)
7	<a href="http://www.blackwellpublishing.com/journal.asp?ref=0007-1013">http://www.blackwellpublishing.com/journal.asp?ref=0007-1013</a>	Print: Individuals: Americas \$102.00 Europe 51.00 lbs. Int. 66.00 lbs. Institutions Americas \$326.00 Europe 179.00 lbs. Int. 210.00 lbs.; Online: Free w/subscription	Print Electronic

ID	Website	Cost	Format
8	<a href="http://www.aace.org/pubs/cite">http://www.aace.org/pubs/cite</a>	Online: Free - Funded by U.S. Dept. of Education Preparing Tomorrow's Teacher to Use Technology (PT3) catalyst grant	Electronic
9	<a href="https://www.erlbaum.com/shop/tek9.asp?pg=products&amp;specific=0737-0008">https://www.erlbaum.com/shop/tek9.asp?pg=products&amp;specific=0737-0008</a>	Print & Online: Individual \$45.00 US/Canada \$75.00 Int Institution \$330.00 US/Canada \$360 Int.; Online only: Individual \$40.50 Institution \$287.00	Print Electronic
10	<a href="http://www.indiana.edu/~ccumc/c&amp;umr.html">http://www.indiana.edu/~ccumc/c&amp;umr.html</a>	Print: \$30.00 US/Canada	Print Electronic (Information Only)
11	<a href="http://www.cscanet.org/ed_policy.php">http://www.cscanet.org/ed_policy.php</a>	Print: \$45.00 (includes CSCA membership)	Print Electronic (Information Only)
12	<a href="http://www.acm.org/cacm/">http://www.acm.org/cacm/</a>	Print: Non-member \$164.00 Member \$38.00	Print Electronic (Information Only)
13	<a href="http://computed.coe.wayne.edu/">http://computed.coe.wayne.edu/</a>	Online: Free	Electronic
14	None	Print: UK 14 pounds Overseas 24 pounds Students 10 pounds	Print
15	<a href="http://www.haworthpressinc.com/store/product.asp?sku=J025">http://www.haworthpressinc.com/store/product.asp?sku=J025</a>	Print: Individuals - US \$60 Canada \$81.00 Int. \$87.00 Institutions - \$90.00 Canada \$122.00 Int. \$131.00	Print Electronic (Information Only)
16	not found	Print: Nonmembers \$29.00 US \$42.00 Int. - Members \$20.00 US \$33.00 Int.	Print Electronic (Information Only)
17	<a href="http://www.convergemag.com/">http://www.convergemag.com/</a>	Print: Free; Online: Free	Print Electronic
18	<a href="http://www.luton.ac.uk/Convergence">http://www.luton.ac.uk/Convergence</a>	Print: Institutions: US \$126 INT 60 pounds - Individuals: US \$72 INT 30 pounds	Print Electronic (Information Only)
19	<a href="http://www.ascd.org/readingroom/ctq/ctq.html">http://www.ascd.org/readingroom/ctq/ctq.html</a>	Print: \$39.00 ASCD members \$46.00 Non-members	Print Electronic (Information Only)

ID	Website	Cost	Format
20	<a href="http://www.usq.edu.au/dec/decjourn/demain.htm">http://www.usq.edu.au/dec/decjourn/demain.htm</a> , now <a href="http://www.odlaa.org/publications.htm">http://www.odlaa.org/publications.htm</a>	Print: \$A50	Print
21	<a href="http://www.wkap.nl/journalhome.htm/1360-2357">http://www.wkap.nl/journalhome.htm/1360-2357</a>	Print: NLG 725.00/USD 345.00 Individuals: NLG 120.00/USD 60.00; Online: Same - Surcharge of 20% for both versions	Print Electronic (accessed through Kluwer Online)
22	<a href="http://www.mcb.co.uk/et.htm">http://www.mcb.co.uk/et.htm</a>	Print: US \$5499.00; Online: Free w/print subscription through Emerald Library	Print Electronic
23	<a href="http://www.pilambda.org/horizons/publications_index.htm">http://www.pilambda.org/horizons/publications_index.htm</a>	Print: Free to members of Pi Lambda Theta - US \$18.00 Int. \$25.00; Online: Free	Print Electronic (Current Issues)
24	<a href="http://www.tandf.co.uk/journals/routledge/09523987.html">http://www.tandf.co.uk/journals/routledge/09523987.html</a>	USA: Institutions \$248 Individuals \$64 - INT Institutions 148.00 pounds Individuals 38.00 pounds - Free w/membership in ICEM; Online: Free to readers within subscribing institutions (password), or articles purchased individually	Print Electronic
25	<a href="http://www.aera.net/pubs/er/">http://www.aera.net/pubs/er/</a>	Print: Included w/AERA membership	Print Electronic (Information Only)
26	<a href="http://ifets.ieee.org/periodical">http://ifets.ieee.org/periodical</a>	Online: Free	Electronic
27	<a href="http://www.aect.org/Intranet/Publications/index.html">http://www.aect.org/Intranet/Publications/index.html</a>	Print: AECT Members: \$35 Non-members: \$55 - Foreign: \$63	Print Electronic (Information Only)
28	<a href="http://www.aace.org/pubs/etr/issue3/index.cfm">http://www.aace.org/pubs/etr/issue3/index.cfm</a>	Print: Free to members of AACE - Non-members: \$45 US \$57 INT	Print Electronic (Information Only)
30	<a href="http://www.educause.edu/pub/eq/">http://www.educause.edu/pub/eq/</a>	Print: Educause member: US \$24 INT \$40 Non-member: US \$52 INT \$72 Library: US \$24 INT \$40; Online: Free	Print Electronic

ID	Website	Cost	Format
31	<a href="http://www.educause.edu/pub/er/">http://www.educause.edu/pub/er/</a>	Print: US/Canada/Mexico \$24 INT \$48. Online: Free	Print Electronic
32	<a href="http://www.usq.edu.au/electpub/e-jist">http://www.usq.edu.au/electpub/e-jist</a>	Online: Free	Electronic
33	<a href="http://www.electronic-school.com/">http://www.electronic-school.com/</a>	Print: Free to subscribers to American School Board Journal and to technology leaders in school districts affiliated with ITTE's Technology Leadership Network - Online: Free	Print Electronic
34	<a href="http://www.fno.org/">http://www.fno.org/</a>	Online or email: Free	Electronic
35	<a href="http://hci-journal.com/">http://hci-journal.com/</a>	Print: Individual \$50.00 US/ Canada \$80.00 Int., Institution: \$355.00 US/Canada \$385.00 Int; Online: \$45.00 Individual \$319.50 Institution	Print Electronic
36	<a href="http://www.lita.org/ital/index.htm">http://www.lita.org/ital/index.htm</a>	Print: Free to members, Nonmembers US \$50.00 Canada, Mexico, Spain \$55.00 Int. \$60.00; Online: Free	Print Electronic
37	<a href="http://www.aace.org/pubs/child">http://www.aace.org/pubs/child</a>	Print: \$85 Institutional \$80 Individual (includes membership to AACE)	Print Electronic (Information Only)
38	<a href="http://informingscience.org/">http://informingscience.org/</a>	Print: \$25.00 US; Online: Free	Print Electronic
39	<a href="http://www.tandf.co.uk/journals/routledge/14703297.html">http://www.tandf.co.uk/journals/routledge/14703297.html</a>	Print: Institutions: US \$224 Individuals: US \$62 - Free w/membership of sponsor; Online: Password controlled	Print Electronic
40	<a href="http://www.kluweronline.com/issn/0020-4277">http://www.kluweronline.com/issn/0020-4277</a>	Print or Online: Institutional NLG 871.00 / USD 396.00 (Add 20% for both both)	Print Electronic
41	<a href="http://www.sciencedirect.com/science/journal/09535438">http://www.sciencedirect.com/science/journal/09535438</a>	Print: \$638	Print Electronic (Information Only)

ID	Website	Cost	Format
42	<a href="http://www.acm.org/interactions">http://www.acm.org/interactions</a>	Print: Members of ACM \$48.00 Non-members \$70; Online: Members \$38.00 Non-members \$56.00; Both: Members \$58.00 Non-members \$84.00	Print Electronic
43	<a href="http://www.szp.swets.nl/szp/journals/il.htm">http://www.szp.swets.nl/szp/journals/il.htm</a>	Print: US Individuals \$79.00 Institutional \$205.00 Dfl. Individuals 143.00 Institutional 388.00; Online: Included with Institutional price (password protected)	Print Electronic
44	<a href="http://www.outreach.uiuc.edu/ijet">http://www.outreach.uiuc.edu/ijet</a>	Online: Free	Electronic
45	<a href="http://www.aace.org/pubs/ijet">http://www.aace.org/pubs/ijet</a>	Print: Membership rates: \$75 Individuals \$105 Institutions Non-membership rates: Institutions: \$115 Individuals: \$85	Print Electronic (Information Only)
46	<a href="http://repgrid.com/IJHCS/">http://repgrid.com/IJHCS/</a>	Print: Institutions 925 pounds; Online: (IDEAL) 231 pounds	Print Electronic
47	<a href="http://www.adprima.com/ijim.htm">http://www.adprima.com/ijim.htm</a>	Print: US \$120.00 Int \$124.00	Print Electronic (Information Only)
48	<a href="http://jan.ucc.nau.edu/~ipct-j">http://jan.ucc.nau.edu/~ipct-j</a>	Online or Email/Listserv: Free	Electronic
49	<a href="http://www.blackwellpublishing.com/journal.asp?ref=0266-4909">http://www.blackwellpublishing.com/journal.asp?ref=0266-4909</a>	Print: Individual \$99.00 Institutional \$473.00; Online: Individual \$90.00 Institutional \$426.00; Both: Individual \$108.00 Institutional \$520.00	Print Electronic
50	<a href="http://www.ascusc.org/jcmc/">http://www.ascusc.org/jcmc/</a>	Online: Free	Electronic
51	<a href="http://www.aace.org/pubs/jcmst/">http://www.aace.org/pubs/jcmst/</a>	Print: AACE Members rates: \$75 Individuals \$105 Institutions Non-member rates: Institutions: \$115 Individuals:\$85	Print Electronic (Information Only)
52	<a href="http://www.jchesite.org/">http://www.jchesite.org/</a>	Print: US \$65 Institution \$35 Individual, Canada \$75 Institution \$45 Individual, Int \$80 Institution \$65 Individual	Print Electronic (Information Only)



ID	Website	Cost	Format
53	<a href="http://www.baywood.com/Journals/PreviewJournal.asp?Id=0735-6331">http://www.baywood.com/Journals/PreviewJournal.asp?Id=0735-6331</a>	Print: \$114.00 Individuals \$275.00 Institutions; Online: Pay per article	Print Electronic
54	<a href="http://www.tandf.co.uk/journals/carfax/13581651.html">http://www.tandf.co.uk/journals/carfax/13581651.html</a>	Print: Institutions \$544 Individuals \$146; Online: Free to readers with subscribing institutions (password), or articles purchased individually	Print Electronic
55	<a href="http://www.aace.org/pubs/jemh">http://www.aace.org/pubs/jemh</a>	Print: Membership rates: \$75 Individuals \$105 Institutions Non-membership rates: Institutions: \$115 Individuals: \$85	Print Electronic (Information Only)
56	<a href="http://www.baywood.com/Journals/PreviewJournal.asp?Id=0047-2395">http://www.baywood.com/Journals/PreviewJournal.asp?Id=0047-2395</a>	Print: Institutions: \$175; Online: Pay per article	Print Electronic
57	<a href="http://www.triangle.co.uk/jit/">http://www.triangle.co.uk/jit/</a>	Print: US: Library \$225 Individual \$55 -INT: Library 160.00 pounds Individual 36.00 pounds; Online: Free (Partial text)	Print Electronic
58	<a href="http://www.salt.org/publications/jids_about.htm">http://www.salt.org/publications/jids_about.htm</a>	Print: \$60 US \$78 Int	Print Electronic (Information Only)
59	<a href="http://www.salt.org/publications/jiid_about.htm">http://www.salt.org/publications/jiid_about.htm</a>	Print: \$60 US \$78 INT	Print Electronic (Information Only)
60	<a href="http://www.aace.org/pubs/jilr">http://www.aace.org/pubs/jilr</a>	Print: Membership rates: \$75 Individuals \$105 Institutions Non-membership rates: Print: Institutions: \$115 Individuals:\$85	Print Electronic (Information Only)
61	<a href="http://www.iste.org/jrte/index.cfm">http://www.iste.org/jrte/index.cfm</a>	Print: \$38.00 (or free) w/membership to ISTE - \$78.00 Nonmembers	Print Electronic (Information Only)

ID	Website	Cost	Format
63	<a href="http://www.aace.org/pubs/jtate">http://www.aace.org/pubs/jtate</a>	Print: Membership rates: \$75 Individuals \$105 Institutions Non-membership rates: Print: Institutions: \$115 Individuals: \$85	Print Electronic (Information Only)
64	<a href="http://scholar.lib.vt.edu/ejournals/JTE">http://scholar.lib.vt.edu/ejournals/JTE</a>	Print: US: \$12.00 Individuals \$20.00 Library INT: \$16.00 Individuals \$25.00 Library; Online: Free	Print Electronic
65	<a href="http://www.bgsu.edu/colleges/technology/ept/jourpubs/journal/index.html">http://www.bgsu.edu/colleges/technology/ept/jourpubs/journal/index.html</a>	Print: \$18.00 US \$24.00 Int; Online: Free	Print Electronic
66	<a href="http://www3.interscience.wiley.com/cgi-bin/jtoc?ID=76501873">http://www3.interscience.wiley.com/cgi-bin/jtoc?ID=76501873</a>	Print: US \$1259 Mexico/Canada \$1399 INT \$1518 Free with membership to ASIS; Online: Available w/ subscription	Print Electronic
67	<a href="http://ject.lib.muohio.edu/index.html">http://ject.lib.muohio.edu/index.html</a>	Print: US \$43.00 Int. \$49.00; Online: Individual \$99.00 Institution: \$250.00-750.00 (password)	Print Electronic
68	<a href="http://www.iste.org/LL/30/3/index.cfm">http://www.iste.org/LL/30/3/index.cfm</a>	Print: \$38.00 (or possibly free) w/membership to ISTE Nonmembers \$65.00; Online: Free	Print Electronic
69	<a href="http://lutf.ieee.org/learn_tech/">http://lutf.ieee.org/learn_tech/</a>	Online: Free	Electronic
70	no longer available	Online: Free	Electronic
71	<a href="http://node.on.ca/ltreport/">http://node.on.ca/ltreport/</a>	Print and Online: Varies per issue \$28- \$63	Print Electronic
72	<a href="http://www.psychonomic.org/MC/">http://www.psychonomic.org/MC/</a>	Print: Individuals US \$85.00 Int. \$101.00 Institutions US \$181.00 Int. \$197.00; Online: Included in Institution's print price, password protected	Print Electronic (Individuals - Information Only)
73	<a href="http://www.ncsu.edu/meridian/">http://www.ncsu.edu/meridian/</a>	Online: Free	Electronic
74	<a href="http://www.infotoday.com/MMSchools/">http://www.infotoday.com/MMSchools/</a>	Print: US \$39.95 Canada/Mexico \$54 INT \$63 Online: Free	Print Electronic

ID	Website	Cost	Format
75	<a href="http://www.tandf.co.uk/journals/carfax/02680513.html">http://www.tandf.co.uk/journals/carfax/02680513.html</a>	Print: Institutions \$160 Individuals \$52; Online: Free to readers within subscribing institutions (password), or articles purchased individually	Print Electronic
76	None	Print: \$29.00	Print
77	<a href="http://www.ispi.org/">http://www.ispi.org/</a>	Print: Free w/ISPI membership, Nonmembers: US \$69.00 Int \$119.00	Print Electronic (Information Only)
78	<a href="http://www.ispi.org/">http://www.ispi.org/</a>	Print: Members of ISPI \$40.00 Non-members \$50.00 Libraries \$64.00 Students \$22.00 - Int. add \$20.00	Print Electronic (Information Only)
79	<a href="http://www.infoagepub.com/qrde.htm">http://www.infoagepub.com/qrde.htm</a>	Print: Institutions \$150.00 Individuals \$65.00 AECT members \$40.00; Print and Online: Institutions \$250.00 Individuals: \$105.00 Members \$54.00 International add \$20.00	Print Electronic
80	<a href="http://www.tandf.co.uk/journals/carfax/02635143.html">http://www.tandf.co.uk/journals/carfax/02635143.html</a>	Print: Institutional \$578 Individual \$104; Online: free to readers within institutions that subscribe to journal	Print Electronic
81	<a href="http://slj.reviewsnews.com/">http://slj.reviewsnews.com/</a>	Print: US \$97.50 Canada \$139 INT \$149; Online: Free	Print Electronic (Selected Articles)
82	<a href="http://www.crinkles.com/">http://www.crinkles.com/</a>	Print: US \$49 INT \$54	Print Electronic (Information Only)
83	<a href="http://www.ala.org/aasl/SLMR/">http://www.ala.org/aasl/SLMR/</a>	Online: Free	Electronic
84	<a href="http://www1.acm.org/sigs/sigchi/bulletin/">http://www1.acm.org/sigs/sigchi/bulletin/</a>	Print: Free to members of SIGCHI; Online: Free - Most recent issue is for SIGCHI Members only	Print Electronic

ID	Website	Cost	Format
85	<a href="http://www.syllabus.com/">http://www.syllabus.com/</a>	Print: Free to qualified educators in US, Non-educators \$24, Mexico/Canada \$24, INT \$75 Institutions: \$75 US, \$135 INT	Print Electronic (Information Only)
86	<a href="http://www.thejournal.com/">http://www.thejournal.com/</a>	Print: US/Canada: \$29 INT \$95 Qualified Educators \$0; Online: Free	Print Electronic
87	<a href="http://www.techdirections.com/">http://www.techdirections.com/</a>	Print: \$30.00 - \$0 Qualified Educators	Print Electronic (Information Only)
88	<a href="https://www.aect.org/Intranet/Publications/index.asp#tt">https://www.aect.org/Intranet/Publications/index.asp#tt</a>	Print: \$40.00	Print Electronic
89	<a href="http://www.techcommonline.org/">http://www.techcommonline.org/</a>	Print: US \$60.00 Int \$90.00 - Included in membership in STC; Online: Password protected	Print Electronic
90	<a href="http://www.techlearning.com/content/about/tl_current.html">http://www.techlearning.com/content/about/tl_current.html</a>	Print: US \$29 Canada/Mexico \$39.95 INT \$69.95	Print Electronic (Information Only)
91	<a href="http://www.iteawww.org/F2.html">http://www.iteawww.org/F2.html</a>	Print: Members US \$10 INT \$30 Non-members US \$30 INT \$40	Print Electronic (Information Only)
92	<a href="http://www.technologyreview.com/">http://www.technologyreview.com/</a>	Print: \$30.00 US, \$36.00 Canada, \$42.00 Int.; Online: Free	Print Electronic (Most articles)
93	<a href="http://www.technos.net/">http://www.technos.net/</a>	Print: US \$26 INT \$30 Library \$24	Print Electronic (Information Only)
94	<a href="http://www-slis.lib.indiana.edu/TIS/">http://www-slis.lib.indiana.edu/TIS/</a>	Print: US Institutional \$178 Individual \$82; Online: Free with institutional print subscription	Print Electronic
95	<a href="http://www.iste.org/jcte/index.cfm">http://www.iste.org/jcte/index.cfm</a>	Print: Nonmembers \$29.00 US \$42.00 Int., Members \$20.00 US \$33.00 Int.	Print Electronic (Information Only)
96	<a href="http://ts.mivu.org/default.asp">http://ts.mivu.org/default.asp</a>	Online: Free	Electronic

ID	Website	Cost	Format
97	<a href="http://www.iteawww.org/F1.html">http://www.iteawww.org/F1.html</a>	Print: Library & Non-members US \$70 INT \$80 - Subscriptions are included in membership to sponsor; Online: Password controlled	Print Electronic
98	no longer online	Print: Available through membership to TAET \$20.00 Active \$60.00 Institutional; Online: Current issue free	Print Electronic
99	<a href="http://www.astd.org/virtual_community/td_magazine/">http://www.astd.org/virtual_community/td_magazine/</a>	Print: US \$85 Int \$165, Free to ASTD national members; Online: Password controlled	Print Electronic
100	<a href="http://www.trainingsupersite.com/training/index.jsp">http://www.trainingsupersite.com/training/index.jsp</a>	Print: \$78.00	Print
101	<a href="http://www.aace.org/pubs/webnet/default.htm">http://www.aace.org/pubs/webnet/default.htm</a>	Print: Members \$75 Individuals, \$105 Institutions, Non-members Individuals: \$85, Institutions: \$115	Print Electronic (Information Only)
102	<a href="http://www.wired.com/wired/current.html">http://www.wired.com/wired/current.html</a>	Print: US \$15.00 Canada \$40.00 Int. \$70.00; Online: Free (current issue available mid-month)	Print Electronic
103	<a href="http://www.nyu.edu/classes/keefer/waoe/waoej.html">http://www.nyu.edu/classes/keefer/waoe/waoej.html</a>	Online: Free	Electronic

APPENDIX C  
EXPERT PANEL SURVEY B:  
INSTRUMENT AND FREQUENCY DISTRIBUTION

Based on your knowledge of educational/instructional technology related journals, please rate the following journals by placing them in the Top 1/3, Middle 1/3, or Bottom 1/3. If the journal is unfamiliar to you, choose Not Familiar.

#	Name of Journal	Top 1/3	Middle 1/3	Bottom 1/3	Not Familiar	(Left Blank)
1	<i>American Journal of Distance Education (AJDE)</i>	5	4	0	2	0
2	<i>British Journal of Educational Technology (BJET)</i>	1	3	0	6	1
3	<i>CITE: Contemporary Issues in Technology &amp; Teacher Education</i>	1	5	2	3	0
4	<i>Cognition and Instruction</i>	3	2	0	5	1
5	<i>College &amp; University Media Review: A Look at Practices, Trends &amp; Research</i>	1	3	2	5	0
6	<i>Compute~Ed: An Electronic Journal of Learning and Teaching with and about Technology</i>	1	4	1	4	1
7	<i>Computers in the Schools</i>	0	7	3	1	0
8	<i>Connections</i>	1	0	3	5	2
9	<i>Converge: The Journal of Research into New Media Technologies</i>	2	1	3	5	0
10	<i>Curriculum Technology Quarterly (CTQ)</i>	3	3	0	5	0
11	<i>Distance Education</i>	4	1	3	3	0
12	<i>Education Technology (The Magazine for Managers of Change in Education)</i>	5	2	1	3	0
13	<i>Educational Technology Research and Development (ETR&amp;D)</i>	9	0	0	1	1

#	Name of Journal	Top 1/3	Middle 1/3	Bottom 1/3	Not Familiar	(Left Blank)
14	<i>Educational Technology Review: International Forum on Educational Technology Issues and Applications</i>	4	3	0	4	0
15	<i>Electronic School</i>	0	3	4	4	0
16	<i>Human-Computer Interaction: A Journal of Theoretical, Empirical, and Methodological Issues of User Science and of System Design</i>	5	1	0	5	0
17	<i>Information Technology in Childhood Education (ITCE)</i>	0	6	0	5	0
18	<i>Interactive Learning Environments</i>	1	0	1	9	0
19	<i>International Journal of Educational Technology (IJET)</i>	1	1	1	8	0
20	<i>International Journal of Educational Telecommunications (IJET)</i>	2	2	1	6	0
21	<i>International Journal of Instructional Media (IJIM)</i>	1	1	3	6	0
22	<i>Interpersonal Computing and Technology Journal (IPCT-J)</i>	1	1	1	8	0
23	<i>Journal of Computer-Assisted Learning (JCAL)</i>	1	3	1	5	1
24	<i>Journal of Computers in Mathematics and Science Teaching (JCMST)</i>	3	3	1	3	1
25	<i>Journal of Computing in Higher Education (JCHE)</i>	2	5	0	4	0
26	<i>Journal of Educational Computing Research</i>	5	2	0	3	1
27	<i>Journal of Educational Multimedia and Hypermedia</i>	2	6	0	3	0
28	<i>Journal of Educational Technology Systems</i>	1	5	0	4	1



#	Name of Journal	Top 1/3	Middle 1/3	Bottom 1/3	Not Familiar	(Left Blank)
29	<i>Journal of Instruction Delivery Systems (JIDS)</i>	1	5	0	5	0
30	<i>Journal of Interactive Instruction Development (JIID)</i>	0	4	1	6	0
31	<i>Journal of Interactive Learning Research (JILR)</i>	4	2	0	4	1
32	<i>Journal of Research on Computing in Education</i>	8	1	0	2	0
33	<i>Journal of Special Education Technology (JSET)</i>	1	4	1	5	0
34	<i>Journal of Technology and Teacher Education (JTATE)</i>	3	4	0	4	0
35	<i>Learning &amp; Leading With Technology</i>	0	3	3	5	0
36	<i>Memory &amp; Cognition</i>	1	6	0	4	0
37	<i>Meridian: A Middle School Computer Technologies Journal</i>	0	1	2	8	0
38	<i>Multimedia Schools</i>	0	3	3	5	0
39	<i>Quarterly Review of Distance Education</i>	1	5	0	5	0
40	<i>SIG/CHI Bulletin</i>	0	5	2	4	0
41	<i>Syllabus</i>	1	2	6	2	0
42	<i>T.H.E. Journal (Technological Horizons in Education)</i>	1	2	7	1	0
43	<i>Tech Trends</i>	6	3	2	0	0
44	<i>Technical Communication</i>	0	1	1	9	0
45	<i>Technology &amp; Learning</i>	2	4	2	3	0

#	Name of Journal	Top 1/3	Middle 1/3	Bottom 1/3	Not Familiar	(Left Blank)
46	<i>Technology Review: MIT's Magazine of Innovation</i>	5	1	0	4	1
47	<i>Technos Quarterly for Education and Technology</i>	4	2	1	4	0
48	<i>The Journal of Computing in Teacher Education</i>	4	3	1	3	0
49	<i>The Technology Source</i>	0	1	5	5	0
50	<i>The Texas Technology Connection</i>	0	3	6	2	0
51	<i>Training &amp; Development Magazine</i>	1	4	3	3	0
52	<i>Training Magazine</i>	2	3	2	4	0
53	<i>Webnet Journal: Internet Technologies, Applications &amp; Issues</i>	2	5	1	3	0
54	<i>WWW Journal of Online Education (JOE)</i>	2	3	0	5	1

APPENDIX D  
JOURNAL VALUE SURVEY:  
RATING INSTRUMENT

ID	Journal Title	<u>Academic Prestige</u> Author Promotion & Tenure					<u>General Reading</u> Professional/ Personal Development					<u>Classroom Use</u> Lectures, Student Readings/ Hand-Outs					Don't Know/ No Opinion
		<i>Least (1) – Most (5) Useful</i>					<i>Least (1) – Most (5) Useful</i>					<i>Least (1) – Most (5) Useful</i>					
1	<i>American Journal of Distance Education (AJDE)</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
2	<i>CITE: Contemporary Issues in Technology &amp; Teacher Education</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
3	<i>Cognition and Instruction</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
4	<i>Computers in the Schools</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
5	<i>Curriculum Technology Quarterly (CTQ)</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
6	<i>Distance Education</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
7	<i>Education Technology (The Magazine for Managers of Change in Education)</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
8	<i>Educational Technology Research and Development (ETR&amp;D)</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
9	<i>Educational Technology Review: International Forum on Educational Technology Issues and Applications</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>

ID	Journal Title	<u>Academic Prestige</u> Author Promotion & Tenure					<u>General Reading</u> Professional/Personal Development					<u>Classroom Use</u> Lectures, Student Readings/ Hand-Outs					Don't Know/ No Opinion
		<i>Least (1) – Most (5) Useful</i>					<i>Least (1) – Most (5) Useful</i>					<i>Least (1) – Most (5) Useful</i>					
10	<i>Human-Computer Interaction: A Journal of Theoretical, Empirical, and Methodological Issues of User Science and of System Design</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
11	<i>Information Technology in Childhood Education (ITCE)</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
12	<i>Journal of Computers in Mathematics and Science Teaching (JCMST)</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
13	<i>Journal of Computing in Higher Education (JCHE)</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
14	<i>Journal of Educational Computing Research</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
15	<i>Journal of Educational Multimedia and Hypermedia</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
16	<i>Journal of Educational Technology Systems</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
17	<i>Journal of Instruction Delivery Systems (JIDS)</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
18	<i>Journal of Interactive Learning Research (JILR)</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>

ID	Journal Title	<u>Academic Prestige</u> Author Promotion & Tenure					<u>General Reading</u> Professional/Personal Development					<u>Classroom Use</u> Lectures, Student Readings/ Hand-Outs					Don't Know/ No Opinion
		<i>Least (1) – Most (5) Useful</i>					<i>Least (1) – Most (5) Useful</i>					<i>Least (1) – Most (5) Useful</i>					
19	<i>Journal of Research on Computing in Education (JRCE)</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
20	<i>Journal of Technology and Teacher Education (JTATE)</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
21	<i>Memory &amp; Cognition</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
22	<i>Quarterly Review of Distance Education</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
23	<i>Tech Trends</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
24	<i>Technology &amp; Learning</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
25	<i>Technology Review: MIT'S Magazine of Innovation</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
26	<i>Technos Quarterly for Education and Technology</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
27	<i>The Journal of Computing in Teacher Education</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
28	<i>Training &amp; Development Magazine</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
29	<i>Training Magazine</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>
30	<i>Webnet Journal: Internet Technologies, Applications &amp; Issues</i>	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	<input type="checkbox"/>

APPENDIX E  
JOURNAL SURVEY EMAIL  
AND IRB APPROVAL

# UNIVERSITY<sup>of</sup> NORTH TEXAS

*Office of Research Services*

November 18, 2002

Kaye Bray  
725 Bodega Bay  
Keller, TX 76248

RE: Human Subjects Application No. 02-258


Dear Ms. Bray,

Your proposal titled "Survey of Instructional Technology Publications" has been approved by the Institutional Review Board and is exempt from further review under 45 CFR 46.101. **Federal policy 45 CFR 46.109(e) stipulates that IRB approval is for one year only.**

Enclosed is the consent document with stamped IRB approval. Please copy and **use this form only** for your study subjects.

**U.S. Department of Health and Human Services regulations require that you submit annual and terminal progress reports to the UNT Institutional Review Board.** Further, the UNT IRB must re-review this project annually and/or prior to any modifications you make in the approved project. Please contact me if you wish to make such changes or need additional information.

Sincerely,

  
Peter L. Shillingsburg  
Chair  
Institutional Review Board

PS:sb



May, 2001

University of North Texas  
Denton, Texas, 76203

Dear IT Colleagues:

About a year ago I read a good, general review of magazines and journals that were commonly used by technologists for both submitting articles and receiving professional updates. However, at the same time, I was involved in a debate covering promotion and tenure of a peer...and particularly, which publications were 'the most valuable.' We determined a more comprehensive study would be helpful that looked at a larger array of publications, evaluated by peers for general quality.

The attached Journal Value Survey is a result of a 6 months review. In this survey you are presented a list of 30 magazines and journals commonly used by technologists for both submitting articles and receiving professional updates. You are asked to look at the 30 titles listed on the attached survey and to evaluate each one on three different sets of criteria: [Each using a 1-5 (low-high) Likert-type scale]

Academic Prestige – those that would count highest if you were judging publications of a peer to determine merit raises, tenure or promotion (at any level).

General Reading – publications that you read for your own personal and professional development and update.

Classroom Use – lecture ideas, student handouts, reading assignments.

The purpose of the study is to determine possible variations in the scores of the three criteria. It is hoped this will be beneficial for a determination of places to publish for evaluation and promotion purposes. If you agree to participate in the survey, it should take approximately 15 minutes. If you have a journal that you feel should be in this group, please enter it at the bottom of the survey. Click the submission button at the end of the survey and it will be sent as a text file without participant identification. If you have any questions or desire to see the results, please forward an email with your email address in a separate note to Kaye Bray or I so we can send you our results.

The survey is located at <http://courses.unt.edu/holcomb/survey>

Thank you,

Dr. Terry Holcomb  
holcomb@unt.edu  
Technology & Cognition  
UNT

APPROVED BY THE UNT IRB  
FROM 11/18/02 TO 4/17/03  
RB

Kaye Bray  
bray@tac.coe.unt.edu  
IS Doctoral Candidate  
UNT

APPENDIX F

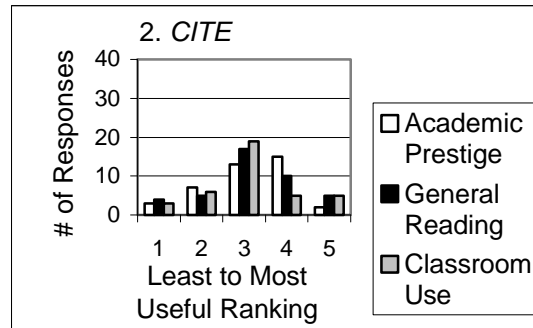
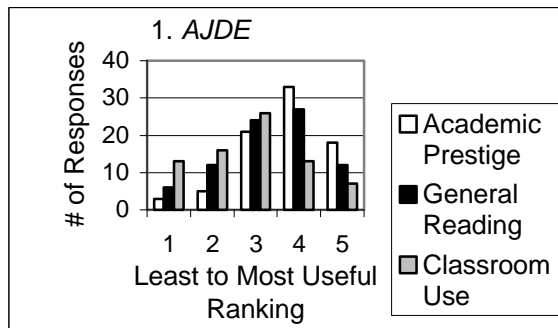
RESULTS OF FINAL SURVEY IN CHART FORM

1. *American Journal of Distance Education (AJDE)*

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	3	5	21	33	18	80	298	3.73	7
General Reading	6	12	24	27	12	81	270	3.33	12
Classroom Use	13	16	26	13	7	75	210	2.80	19
Totals:	22	66	213	292	185	236	778	3.30	8
Don't Know/No Opinion	42								
<u>Visibility Rank</u>	3, 4								

2. *CITE: Contemporary Issues in Technology & Teacher Education*

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	3	7	13	15	2	40	126	3.15	19
General Reading	4	5	17	10	5	41	130	3.17	18
Classroom Use	3	6	19	5	5	38	117	3.08	11
Totals:	10	36	147	120	60	119	373	3.13	18, 19
Don't Know/No Opinion	80								
<u>Visibility Rank</u>	22, 23, 24								

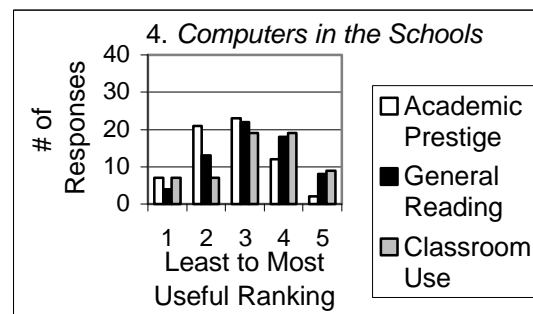
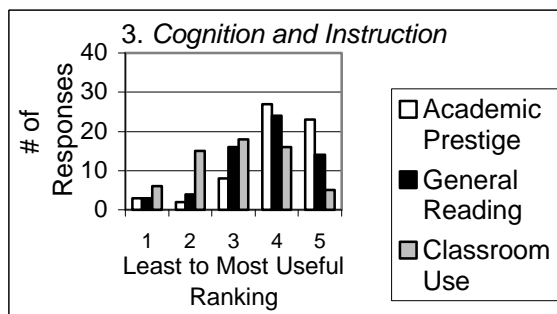


### 3. Cognition and Instruction

Evaluation Criteria	Usefulness Ranking					n	Area of Use		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	3	2	8	27	23	63	254	4.03	3
General Reading	3	4	16	24	14	61	225	3.69	3
Classroom Use	6	15	18	16	5	60	179	2.98	15
Totals:	12	42	126	268	210	184	658	3.58	2
Don't Know/No Opinion	58								
Visibility Rank	12								

### 4. Computers in the Schools

Evaluation Criteria	Usefulness Ranking					n	Area of Use		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	7	21	23	12	2	65	176	2.71	27
General Reading	4	13	22	18	8	65	208	3.20	17
Classroom Use	7	7	19	19	9	61	199	3.26	5
Totals:	18	82	192	196	95	191	583	3.05	20, 21, 22
Don't Know/No Opinion	56								
Visibility Rank	11								

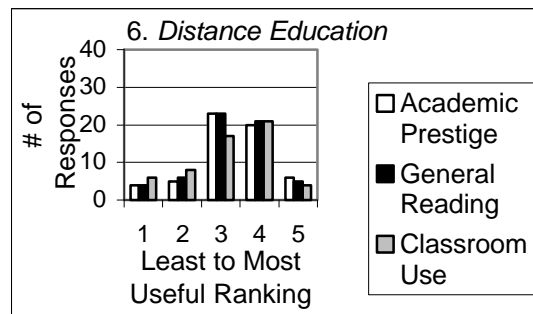
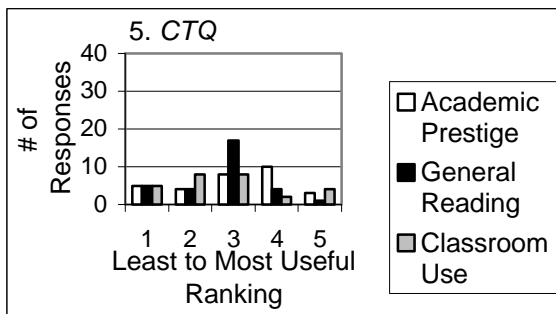


5. Curriculum Technology Quarterly (CTQ)

Evaluation Criteria	Usefulness Ranking					n	Area of Use		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	5	4	8	10	3	30	92	3.07	21
General Reading	5	4	17	4	1	31	85	2.74	28
Classroom Use	5	8	8	2	4	27	73	2.70	22
Totals:	15	32	99	64	40	88	250	2.84	27
Don't Know/No Opinion		90							
Visibility Rank		28							

6. Distance Education

Evaluation Criteria	Usefulness Ranking					n	Area of Use		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	4	5	23	20	6	58	193	3.33	13, 14
General Reading	4	6	23	21	5	59	194	3.29	13
Classroom Use	6	5	17	21	4	56	177	3.16	8
Totals:	14	38	189	248	75	173	564	3.26	10
Don't Know/No Opinion		63							
Visibility Rank		13							

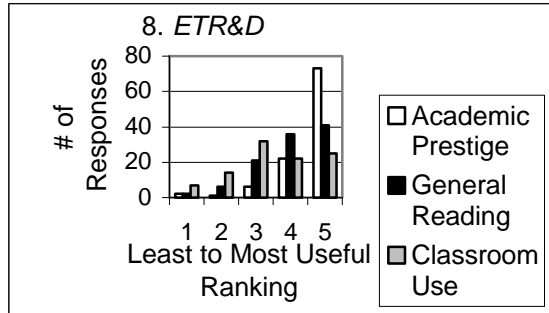
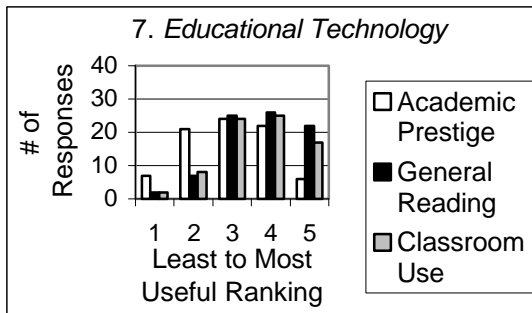


7. Educational Technology: The Magazine for Managers of Change in Education

Evaluation Criteria	Usefulness Ranking					n	Area of Use		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	7	21	24	22	6	80	239	2.99	23
General Reading	2	7	25	26	22	82	305	3.72	2
Classroom Use	2	8	24	25	17	76	275	3.62	1
Totals:	11	72	219	292	225	238	819	3.44	3
Don't Know/No Opinion		42							
Visibility Rank		3, 4							

8. Educational Technology Research and Development (ETR&D)

Evaluation Criteria	Usefulness Ranking					n	Area of Use		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	2	1	6	22	73	104	475	4.57	1
General Reading	2	6	21	36	41	106	426	4.02	1
Classroom Use	7	14	32	22	25	100	344	3.44	2
Totals:	11	42	177	320	695	310	1245	4.02	1
Don't Know/No Opinion		19							
Visibility Rank		2							

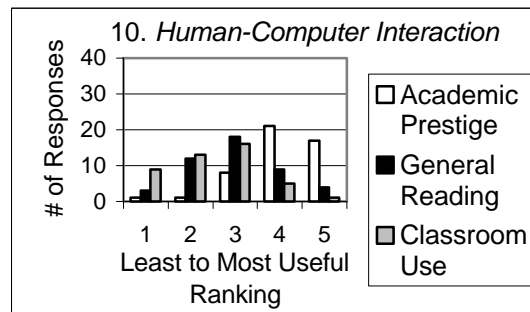
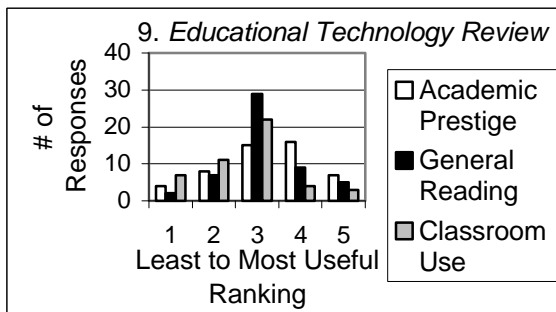


9. *Educational Technology Review: International Forum on Educational Technology Issues and Applications*

Evaluation Criteria	Usefulness Ranking					n	Area of Use		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	4	8	15	16	7	50	164	3.28	16
General Reading	2	7	29	9	5	52	164	3.15	20
Classroom Use	7	11	22	4	3	47	126	2.68	23, 24
Totals:	13	52	198	116	75	149	454	3.05	20, 21, 22
Don't Know/No Opinion	68								
Visibility Rank	18, 19								

10. *Human-Computer Interaction: A Journal of Theoretical, Empirical, and Methodological Issues of User Science and of System Design*

Evaluation Criteria	Usefulness Ranking					n	Area of Use		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	1	1	8	21	17	48	196	4.08	2
General Reading	3	12	18	9	4	46	137	2.98	25
Classroom Use	9	13	16	5	1	44	108	2.45	28, 29
Totals:	13	52	126	140	110	138	441	3.20	14
Don't Know/No Opinion	75								
Visibility Rank	21								



---

11. *Information Technology in Childhood Education (ITCE)*

---

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	3	9	13	6	1	32	89	2.78	26
General Reading	6	5	17	2	0	30	75	2.50	30
Classroom Use	5	4	17	2	0	28	72	2.57	25
Totals:	14	36	141	40	5	90	236	2.62	30
Don't Know/No Opinion	92								
<u>Visibility Rank</u>	29								

---



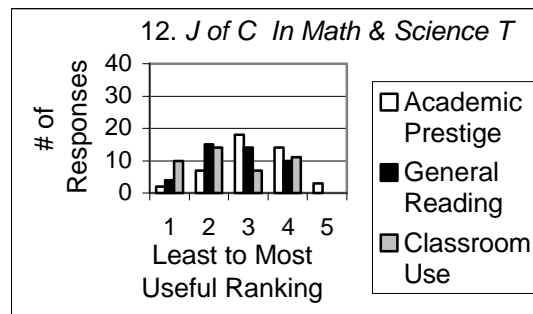
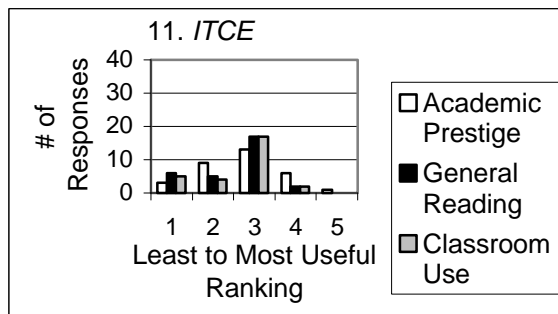
---

12. *Journal of Computers in Mathematics and Science Teaching*

---

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	2	7	18	14	3	44	141	3.20	18
General Reading	4	15	14	10	0	43	116	2.70	29
Classroom Use	10	14	7	11	0	42	103	2.45	28, 29
Totals:	16	72	117	140	15	129	360	2.79	28
Don't Know/No Opinion	80								
<u>Visibility Rank</u>	22, 23, 24								

---





---

13. *Journal of Computing in Higher Education (JCHE)*

---

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	3	3	19	22	11	58	209	3.60	9
General Reading	3	7	25	18	5	58	189	3.26	15
Classroom Use	7	15	19	11	3	55	153	2.78	20, 21
Totals:	13	50	189	204	95	171	551	3.22	12, 13
Don't Know/No Opinion	67								
<u>Visibility Rank</u>	17								

---



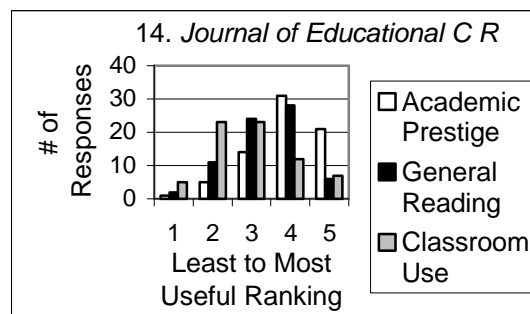
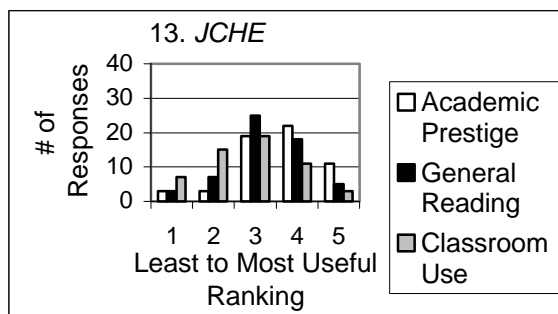
---

14. *Journal of Educational Computing Research*

---

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	1	5	14	31	21	72	282	3.92	5
General Reading	2	11	24	28	6	71	238	3.35	10
Classroom Use	5	23	23	12	7	70	203	2.90	17, 18
Totals:	8	78	183	284	170	213	723	3.39	5
Don't Know/No Opinion	54								
<u>Visibility Rank</u>	8								

---

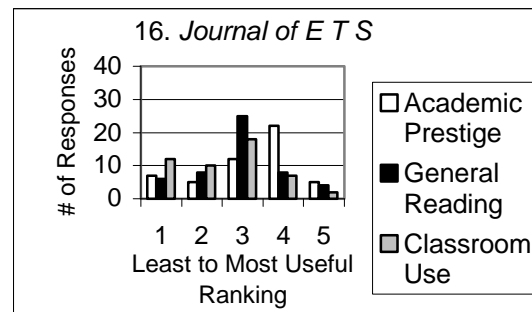
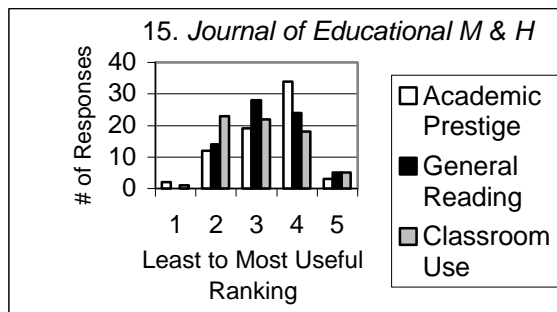


15. *Journal of Educational Multimedia and Hypermedia*

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	2	12	19	34	3	70	234	3.34	12
General Reading	0	14	28	24	5	71	233	3.28	14
Classroom Use	1	23	22	18	5	69	210	3.04	12
Totals:	3	98	207	304	65	210	677	3.22	12, 13
Don't Know/No Opinion	51								
<u>Visibility Rank</u>	6								

16. *Journal of Educational Technology Systems*

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	7	5	12	22	5	51	166	3.25	17
General Reading	6	8	25	8	4	51	149	2.92	26
Classroom Use	12	10	18	7	2	49	124	2.53	26
Totals:	25	46	165	148	55	151	439	2.91	24
Don't Know/No Opinion	71								
<u>Visibility Rank</u>	20								



---

17. *Journal of Instruction Delivery Systems (JIDS)*

---

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	3	7	12	9	8	39	129	3.31	15
General Reading	4	7	16	7	5	39	119	3.05	23
Classroom Use	6	7	16	5	3	37	103	2.78	20, 21
Totals:	13	42	132	84	80	115	351	3.05	20, 21, 22
Don't Know/No Opinion	85								
<u>Visibility Rank</u>	26								

---



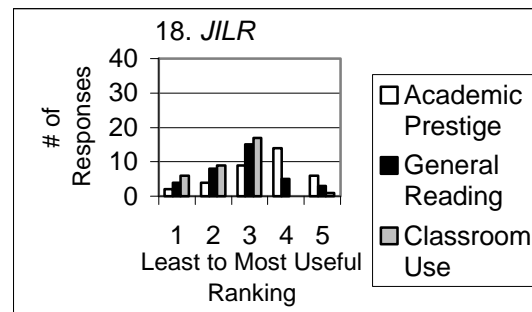
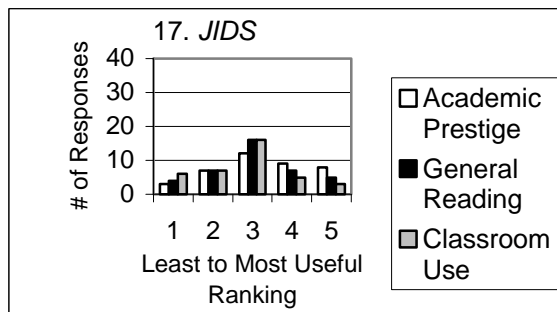
---

18. *Journal of Interactive Learning Research (JILR)*

---

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	2	4	9	14	6	35	123	3.51	10
General Reading	4	8	15	5	3	35	100	2.86	27
Classroom Use	6	9	17	0	1	33	80	2.42	30
Totals:	12	42	123	76	50	103	303	2.94	23
Don't Know/No Opinion	84								
<u>Visibility Rank</u>	25								

---

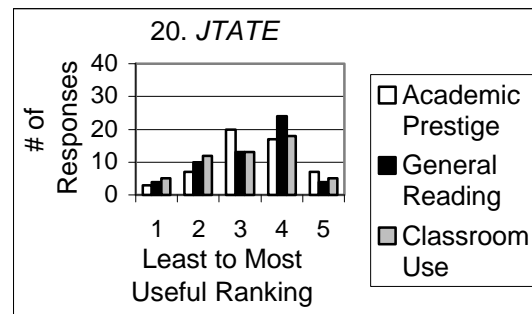
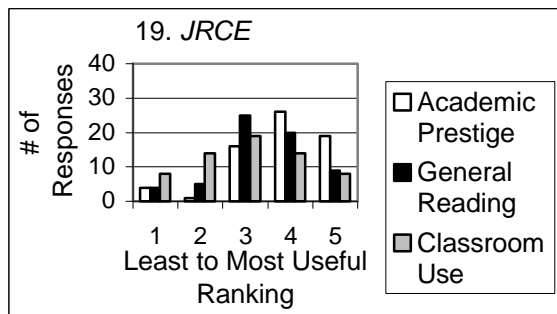


19. *Journal of Research on Computing in Education (JRCE)*

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	4	1	16	26	19	66	253	3.83	6
General Reading	4	5	25	20	9	63	214	3.40	6, 7, 8
Classroom Use	8	14	19	14	8	63	189	3.00	14
Totals:	16	40	180	240	180	192	656	3.42	4
Don't Know/No Opinion	55								
<u>Visibility Rank</u>	9, 10								

20. *Journal of Technology and Teacher Education (JTATE)*

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	3	7	20	17	7	54	180	3.33	13, 14
General Reading	4	10	13	24	4	55	179	3.25	16
Classroom Use	5	12	13	18	5	53	165	3.11	9
Totals:	12	58	138	236	80	162	524	3.23	11
Don't Know/No Opinion	64								
<u>Visibility Rank</u>	14								



---

21. *Memory & Cognition*

---

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	4	3	4	23	22	56	224	4.00	4
General Reading	7	11	13	19	6	56	174	3.11	21
Classroom Use	9	13	20	8	3	53	142	2.68	23, 24
Totals:	20	54	111	200	155	165	540	3.27	9
Don't Know/No Opinion	66								
<u>Visibility Rank</u>	16								

---



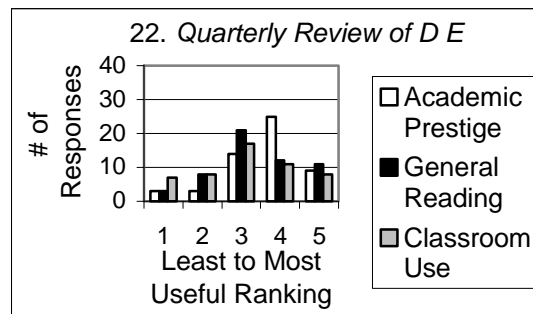
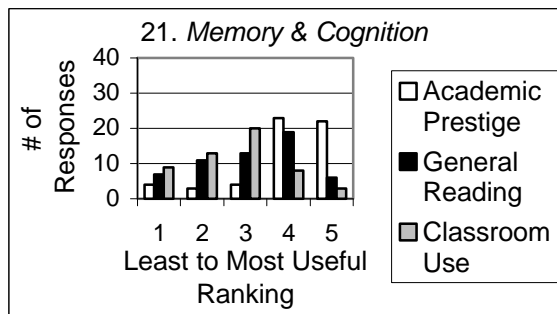
---

22. *Quarterly Review of Distance Education*

---

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	3	3	14	25	9	54	196	3.63	8
General Reading	3	8	21	12	11	55	185	3.36	9
Classroom Use	7	8	17	11	8	51	158	3.10	10
Totals:	13	38	156	192	140	160	539	3.37	6
Don't Know/No Opinion	65								
<u>Visibility Rank</u>	15								

---



---

23. *Tech Trends*

---

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	26	32	34	13	9	114	289	2.54	28
General Reading	12	15	31	28	31	117	402	3.44	4
Classroom Use	11	15	31	24	29	110	375	3.41	3
Totals:	49	124	288	260	345	341	1066	3.13	18, 19
Don't Know/No Opinion		9							
<u>Visibility Rank</u>		1							

---



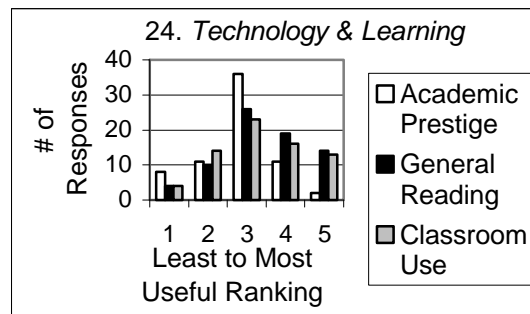
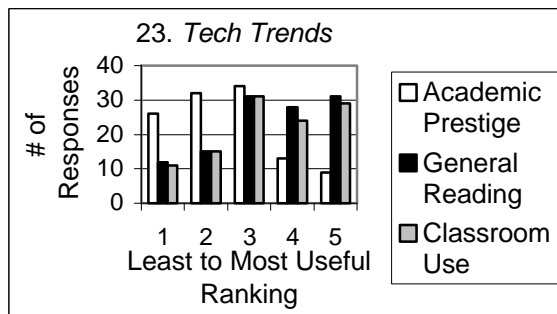
---

24. *Technology & Learning*

---

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	8	11	36	11	2	68	192	2.82	24
General Reading	4	10	26	19	14	73	248	3.40	6, 7, 8
Classroom Use	4	14	23	16	13	70	230	3.29	4
Totals:	16	70	255	184	145	211	670	3.18	15
Don't Know/No Opinion		47							
<u>Visibility Rank</u>		5							

---

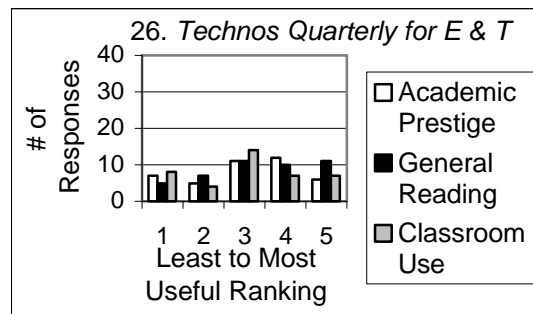
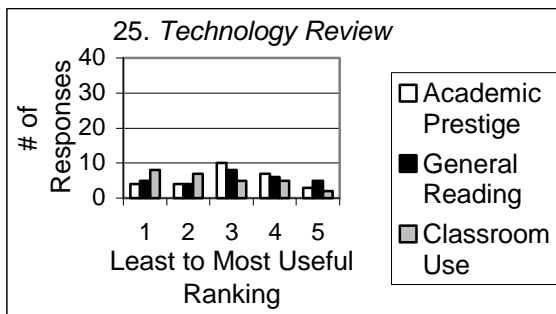


25. *Technology Review: MIT'S Magazine of Innovation*

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	4	4	10	7	3	28	85	3.04	22
General Reading	5	4	8	6	5	28	86	3.07	22
Classroom Use	8	7	5	5	2	27	67	2.48	27
Totals:	17	30	69	72	50	83	238	2.87	26
Don't Know/No Opinion	94								
<u>Visibility Rank</u>	30								

26. *Technos Quarterly for Education and Technology*

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	7	5	11	12	6	41	128	3.12	20
General Reading	5	7	11	10	11	44	147	3.34	11
Classroom Use	8	4	14	7	7	40	121	3.03	13
Totals:	20	32	108	116	120	125	396	3.17	16
Don't Know/No Opinion	80								
<u>Visibility Rank</u>	22, 23, 24								

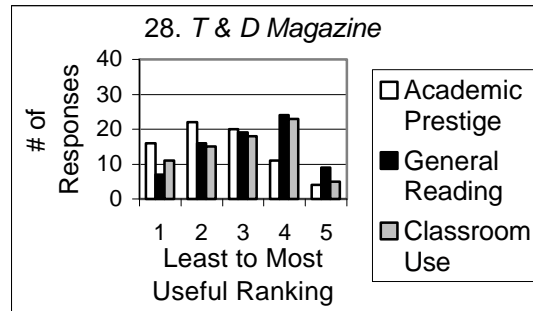
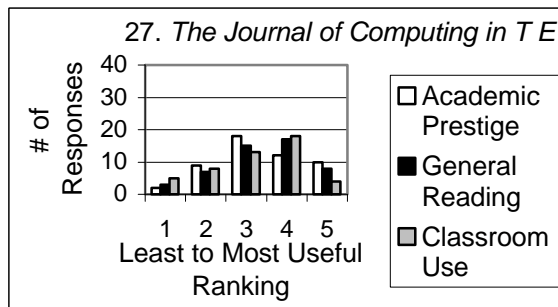


27. *The Journal of Computing in Teacher Education*

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	2	9	18	12	10	51	172	3.37	11
General Reading	3	7	15	17	8	50	170	3.40	6, 7, 8
Classroom Use	5	8	13	18	4	48	152	3.17	7
Totals:	10	48	138	188	110	149	494	3.32	7
Don't Know/No Opinion	68								
<u>Visibility Rank</u>	18, 19								

28. *Training & Development Magazine*

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	16	22	20	11	4	73	184	2.52	29
General Reading	7	16	19	24	9	75	237	3.16	19
Classroom Use	11	15	18	23	5	72	212	2.94	16
Totals:	34	106	171	232	90	220	633	2.88	25
Don't Know/No Opinion	52								
<u>Visibility Rank</u>	7								



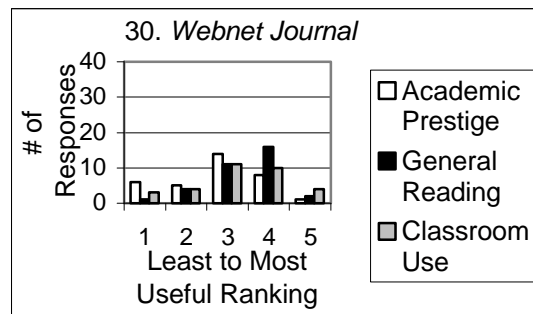
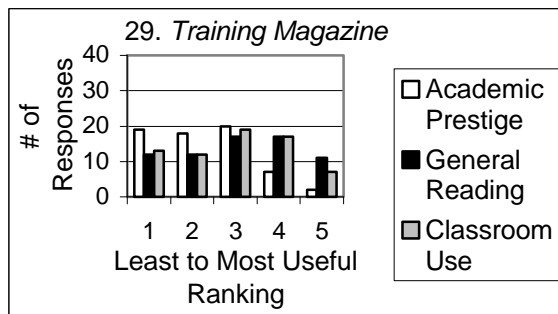


29. *Training Magazine*

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	19	18	20	7	2	66	153	2.32	30
General Reading	12	12	17	17	11	69	210	3.04	24
Classroom Use	13	12	19	17	7	68	197	2.90	17, 18
Totals:	44	84	168	164	100	203	560	2.76	29
Don't Know/No Opinion	55								
<u>Visibility Rank</u>	9, 10								

30. *Webnet Journal: Internet Technologies, Applications & Issues*

<u>Evaluation Criteria</u>	<u>Usefulness Ranking</u>					<i>n</i>	<u>Area of Use</u>		
	Least (#1)	(#2)	(#3)	(#4)	(Most #5)		Points	Mean	Rank
Academic Prestige	6	5	14	8	1	34	95	2.79	25
General Reading	1	4	11	16	2	34	116	3.41	5
Classroom Use	3	4	11	10	4	32	104	3.25	6
Totals:	10	26	108	136	35	100	315	3.15	17
Don't Know/No Opinion	89								
<u>Visibility Rank</u>	27								



APPENDIX G  
RESULTS OF FINAL SURVEY

Table 9

*Overall Journal Rankings*

Journal Names	Review Process	Total Pts.	<i>n</i>	Mean	Rank
<i>Educational Technology Research and Development</i>	Refereed	1245	310	4.02	1
<i>Cognition and Instruction</i>	Refereed	658	184	3.58	2
<i>Educational Technology: The Magazine for Managers of Change in Education</i>	Nonrefereed	819	238	3.44	3
<i>Journal of Research on Computing in Education</i>	Refereed	656	192	3.42	4
<i>Journal of Educational Computing Research</i>	Refereed	723	213	3.39	5
<i>Quarterly Review of Distance Education</i>	Refereed	539	160	3.37	6
<i>The Journal of Computing in Teacher Education</i>	Refereed	494	149	3.32	7
<i>American Journal of Distance Education</i>	Refereed	778	236	3.30	8
<i>Memory &amp; Cognition</i>	Refereed	540	165	3.27	9
<i>Distance Education</i>	Refereed	564	173	3.26	10
<i>Journal of Technology and Teacher Education</i>	Refereed	524	162	3.23	11
<i>Journal of Computing in Higher Education</i>	Refereed	551	171	3.22	12,13
<i>Journal of Educational Multimedia and Hypermedia</i>	Refereed	677	210	3.22	12,13

*(table continues)*

Table 9 (continued)

Journal Names	Review Process	Total Pts.	<i>n</i>	Mean	Rank
<i>Human-Computer Interaction: A Journal of Theoretical, Empirical, and Methodological Issues of User Science and of System Design</i>	Refereed	441	138	3.20	14
<i>Technology &amp; Learning</i>	Nonrefereed	670	211	3.18	15
<i>Technos Quarterly for Education and Technology</i>	Nonrefereed	396	125	3.17	16
<i>Webnet Journal: Internet Technologies, Applications &amp; Issues</i>	Refereed	315	100	3.15	17
<i>CITE: Contemporary Issues in Technology &amp; Teacher Education</i>	Refereed	373	119	3.13	18,19
<i>Tech Trends</i>	Refereed	1066	341	3.13	18,19
<i>Computers in the Schools</i>	Refereed	583	191	3.05	20,21,22
<i>Educational Technology Review: International Forum on Educational Technology Issues and Applications</i>	Refereed	454	149	3.05	20,21,22
<i>Journal of Instruction Delivery Systems</i>	Refereed	351	115	3.05	20,21,22
<i>Journal of Interactive Learning Research</i>	Refereed	303	103	2.94	23
<i>Journal of Educational Technology Systems</i>	Refereed	439	151	2.91	24
<i>Training &amp; Development Magazine</i>	Nonrefereed	633	220	2.88	25

(table continues)

Table 9 (continued)

Journal Names	Review Process	Total Pts.	<i>n</i>	Mean	Rank
<i>Technology Review: MIT'S Magazine for Innovation</i>	Nonrefereed	238	83	2.87	26
<i>Curriculum Technology Quarterly</i>	Nonrefereed	250	88	2.84	27
<i>Journal of Computers in Mathematics and Science Teaching</i>	Refereed	360	129	2.79	28
<i>Training Magazine</i>	Nonrefereed	560	203	2.76	29
<i>Information Technology in Childhood Education</i>	Refereed	236	90	2.62	30

Table 10

*Journals Ranked by Academic Prestige*

Journal Names	Review Process	Total Pts.	<i>n</i>	Mean	Rank
<i>Educational Technology Research and Development</i>	Refereed	475	104	4.57	1
<i>Human-Computer Interaction: A Journal of Theoretical, Empirical, and Methodological Issues of User Science and of System Design</i>	Refereed	196	48	4.08	2
<i>Cognition and Instruction</i>	Refereed	254	63	4.03	3
<i>Memory &amp; Cognition</i>	Refereed	224	56	4.00	4
<i>Journal of Educational Computing Research</i>	Refereed	282	72	3.92	5

(table continues)

Table 10 (continued)

Journal Names	Review Process	Total Pts.	<i>n</i>	Mean	Rank
<i>Journal of Research on Computing in Education</i>	Refereed	253	66	3.83	6
<i>American Journal of Distance Education</i>	Refereed	298	80	3.73	7
<i>Quarterly Review of Distance Education</i>	Refereed	196	54	3.63	8
<i>Journal of Computing in Higher Education</i>	Refereed	209	58	3.60	9
<i>Journal of Interactive Learning Research</i>	Refereed	123	35	3.51	10
<i>The Journal of Computing in Teacher Education</i>	Refereed	172	51	3.37	11
<i>Journal of Educational Multimedia and Hypermedia</i>	Refereed	234	70	3.34	12
<i>Distance Education</i>	Refereed	193	58	3.33	13,14
<i>Journal of Technology and Teacher Education</i>	Refereed	180	54	3.33	13,14
<i>Journal of Instruction Delivery Systems</i>	Refereed	129	39	3.31	15
<i>Educational Technology Review: International Forum on Educational Technology Issues and Applications</i>	Refereed	164	50	3.28	16
<i>Journal of Educational Technology Systems</i>	Refereed	166	51	3.25	17

(table continues)

Table 10 (continued)

Journal Names	Review Process	Total Pts.	<i>n</i>	Mean	Rank
<i>Journal of Computers in Mathematics and Science Teaching</i>	Refereed	141	44	3.20	18
<i>CITE: Contemporary Issues in Technology &amp; Teacher Education</i>	Refereed	126	40	3.15	19
<i>Technos Quarterly for Education and Technology</i>	Nonrefereed	128	41	3.12	20
<i>Curriculum Technology Quarterly</i>	Nonrefereed	92	30	3.07	21
<i>Technology Review: MIT'S Magazine for Innovation</i>	Nonrefereed	85	28	3.04	22
<i>Educational Technology: The Magazine for Managers of Change in Education</i>	Nonrefereed	239	80	2.99	23
<i>Technology &amp; Learning</i>	Nonrefereed	192	68	2.82	24
<i>Webnet Journal: Internet Technologies, Applications &amp; Issues</i>	Refereed	95	34	2.79	25
<i>Information Technology in Childhood Education</i>	Refereed	89	32	2.78	26
<i>Computers in the Schools</i>	Refereed	176	65	2.71	27
<i>Tech Trends</i>	Refereed	289	114	2.54	28
<i>Training &amp; Development Magazine</i>	Nonrefereed	184	73	2.52	29
<i>Training Magazine</i>	Nonrefereed	153	66	2.32	30

Table 11

*Journals Ranked by General Reading*

Journal Names	Review Process	Total Pts.	<i>n</i>	Mean	Rank
<i>Educational Technology Research and Development</i>	Refereed	426	106	4.02	1
<i>Educational Technology: The Magazine for Managers of Change in Education</i>	Nonrefereed	305	82	3.72	2
<i>Cognition and Instruction</i>	Refereed	225	61	3.69	3
<i>Tech Trends</i>	Refereed	402	117	3.44	4
<i>Webnet Journal: Internet Technologies, Applications &amp; Issues</i>	Refereed	116	34	3.41	5
<i>Journal of Research on Computing in Education</i>	Refereed	214	63	3.40	6,7,8
<i>Technology &amp; Learning</i>	Nonrefereed	248	73	3.40	6,7,8
<i>The Journal of Computing in Teacher Education</i>	Refereed	170	50	3.40	6,7,8
<i>Quarterly Review of Distance Education</i>	Refereed	185	55	3.36	9
<i>Journal of Educational Computing Research</i>	Refereed	238	71	3.35	10
<i>Technos Quarterly for Education and Technology</i>	Nonrefereed	147	44	3.34	11
<i>American Journal of Distance Education</i>	Refereed	270	81	3.33	12

*(table continues)*



Table 11 (continued)

Journal Names	Review Process	Total Pts.	<i>n</i>	Mean	Rank
<i>Distance Education</i>	Refereed	194	59	3.29	13
<i>Journal of Educational Multimedia and Hypermedia</i>	Refereed	233	71	3.28	14
<i>Journal of Computing in Higher Education</i>	Refereed	189	58	3.26	15
<i>Journal of Technology and Teacher Education</i>	Refereed	179	55	3.25	16
<i>Computers in the Schools</i>	Refereed	208	65	3.20	17
<i>CITE: Contemporary Issues in Technology and Teacher Education</i>	Refereed	130	41	3.17	18
<i>Training &amp; Development Magazine</i>	Nonrefereed	237	75	3.16	19
<i>Educational Technology Review: International Forum on Educational Technology Issues and Applications</i>	Refereed	164	52	3.15	20
<i>Memory &amp; Cognition</i>	Refereed	174	56	3.11	21
<i>Technology Review: MIT'S Magazine for Innovation</i>	Nonrefereed	86	28	3.07	22
<i>Journal of Instruction Delivery Systems</i>	Refereed	119	39	3.05	23
<i>Training Magazine</i>	Nonrefereed	210	69	3.04	24
<i>Human-Computer Interaction: A Journal of Theoretical, Empirical, and Methodological Issues of User Science and of System Design</i>	Refereed	137	46	2.98	25

(table continues)

Table 11 (continued)

Journal Names	Review Process	Total Pts.	<i>n</i>	Mean	Rank
<i>Journal of Educational Technology Systems</i>	Refereed	149	51	2.92	26
<i>Journal of Interactive Learning Research</i>	Refereed	100	35	2.86	27
<i>Curriculum Technology Quarterly</i>	Nonrefereed	85	31	2.74	28
<i>Journal of Computers in Mathematics and Science Teaching</i>	Refereed	116	43	2.70	29
<i>Information Technology in Childhood Education</i>	Refereed	75	30	2.50	30

Table 12

*Journals Ranked by Classroom Use*

Journal Names	Review Process	Total Pts.	<i>n</i>	Mean	Rank
<i>Educational Technology: The Magazine for Managers of Change in Education</i>	Nonrefereed	275	76	3.62	1
<i>Educational Technology Research and Development</i>	Refereed	344	100	3.44	2
<i>Tech Trends</i>	Refereed	375	110	3.41	3
<i>Technology &amp; Learning</i>	Nonrefereed	230	70	3.29	4
<i>Computers in the Schools</i>	Refereed	199	61	3.26	5

(table continues)

Table 12 (continued)

Journal Names	Review Process	Total Pts.	<i>n</i>	Mean	Rank
<i>Webnet Journal: Internet Technologies, Applications &amp; Issues</i>	Refereed	104	32	3.25	6
<i>The Journal of Computing in Teacher Education</i>	Refereed	152	48	3.17	7
<i>Distance Education</i>	Refereed	177	56	3.16	8
<i>Journal of Technology and Teacher Education</i>	Refereed	165	53	3.11	9
<i>Quarterly Review of Distance Education</i>	Refereed	158	51	3.10	10
<i>CITE: Contemporary Issues in Technology &amp; Teacher Education</i>	Refereed	117	38	3.08	11
<i>Journal of Educational Multimedia and Hypermedia</i>	Refereed	210	69	3.04	12
<i>Technos Quarterly for Education and Technology</i>	Nonrefereed	121	40	3.03	13
<i>Journal of Research on Computing in Education</i>	Refereed	189	63	3.00	14
<i>Cognition and Instruction</i>	Refereed	179	60	2.98	15
<i>Training &amp; Development Magazine</i>	Nonrefereed	212	72	2.94	16
<i>Journal of Educational Computing Research</i>	Refereed	203	70	2.90	17,18
<i>Training Magazine</i>	Nonrefereed	197	68	2.90	17,18

(table continues)

Table 12 (continued)

Journal Names	Review Process	Total Pts.	<i>n</i>	Mean	Rank
<i>American Journal of Distance Education</i>	Refereed	210	75	2.80	19
<i>Journal of Computing in Higher Education</i>	Refereed	153	55	2.78	20,21
<i>Journal of Instruction Delivery Systems</i>	Refereed	103	37	2.78	20,21
<i>Curriculum Technology Quarterly</i>	Nonrefereed	73	27	2.70	22
<i>Educational Technology Review: International Forum on Educational Technology Issues and Applications</i>	Refereed	126	47	2.68	23,24
<i>Memory &amp; Cognition</i>	Refereed	142	53	2.68	23,24
<i>Information Technology in Childhood Education</i>	Refereed	72	28	2.57	25
<i>Journal of Educational Technology Systems</i>	Refereed	124	49	2.53	26
<i>Technology Review: MIT'S Magazine for Innovation</i>	Nonrefereed	67	27	2.48	27
<i>Human-Computer Interaction: A Journal of Theoretical, Empirical, and Methodological Issues of User Science and of System Design</i>	Refereed	108	44	2.45	28,29
<i>Journal of Computers in Mathematics and Science Teaching</i>	Refereed	103	42	2.45	28,29
<i>Journal of Interactive Learning Research</i>	Refereed	80	33	2.42	30

Table 13

*Journals Ranked by Visibility*

Journal Names	Review Process	<i>n</i>	Rank
<i>Tech Trends</i>	Refereed	9	1
<i>Educational Technology Research and Development</i>	Refereed	19	2
<i>American Journal of Distance Education</i>	Refereed	42	3,4
<i>Educational Technology: The Magazine for Managers of Change in Education</i>	Nonrefereed	42	3,4
<i>Technology &amp; Learning</i>	Nonrefereed	47	5
<i>Journal of Educational Multimedia and Hypermedia</i>	Refereed	51	6
<i>Training &amp; Development Magazine</i>	Nonrefereed	52	7
<i>Journal of Educational Computing Research</i>	Refereed	54	8
<i>Journal of Research on Computing in Education</i>	Refereed	55	9,10
<i>Training Magazine</i>	Nonrefereed	55	9,10
<i>Computers in the Schools</i>	Refereed	56	11
<i>Cognition and Instruction</i>	Refereed	58	12
<i>Distance Education</i>	Refereed	63	13
<i>Journal of Technology and Teacher Education</i>	Refereed	64	14
<i>Quarterly Review of Distance Education</i>	Refereed	65	15
<i>Memory &amp; Cognition</i>	Refereed	66	16
<i>Journal of Computing in Higher Education</i>	Refereed	67	17

*(table continues)*

Table 13 (continued)

Journal Names	Review Process	<i>n</i>	Rank
<i>Educational Technology Review: International Forum on Educational Technology Issues and Applications</i>	Refereed	68	18,19
<i>The Journal of Computing in Teacher Education</i>	Refereed	68	18,19
<i>Journal of Educational Technology Systems</i>	Refereed	71	20
<i>Human-Computer Interaction: A Journal of Theoretical, Empirical, and Methodological Issues of User Science and of System Design</i>	Refereed	75	21
<i>CITE: Contemporary Issues in Technology &amp; Teacher Education</i>	Refereed	80	22,23,24
<i>Journal of Computers in Mathematics &amp; Science Teaching</i>	Refereed	80	22,23,24
<i>Technos Quarterly for Education and Technology</i>	Nonrefereed	80	22,23,24
<i>Journal of Interactive Learning Research</i>	Refereed	84	25
<i>Journal of Instruction Delivery Systems</i>	Refereed	85	26
<i>Webnet Journal: Internet Technologies, Applications &amp; Issues</i>	Refereed	89	27
<i>Curriculum Technology Quarterly</i>	Nonrefereed	90	28
<i>Information Technology in Childhood Education</i>	Refereed	92	29
<i>Technology Review: MIT'S Magazine for Innovation</i>	Nonrefereed	94	30

APPENDIX H

SIGNIFICANT DIFFERENCES BETWEEN CRITERION VALUES

*Journals with Statistically Significant Differences Between Criterion Values*

Journal Title	AP <sup>a</sup> /GR <sup>b</sup>	AP <sup>a</sup> /CU <sup>c</sup>	GR <sup>b</sup> /CU <sup>c</sup>
<i>American Journal of Distance Education</i>	0.026	0.000	0.003
<i>Cognition and Instruction</i>	no	0.000	0.000
<i>Computers in the Schools</i>	0.011	0.005	no
<i>Educational Technology: The Magazine for Managers of Change in Education</i>	0.000	0.000	no
<i>Educational Technology Research and Development</i>	0.000	0.000	0.000
<i>Educational Technology Review: International Forum on Educational Technology Issues and Applications</i>	no	0.005	0.025
<i>Human-Computer Interaction: A Journal of Theoretical, Empirical, and Methodological Issues of User Science and of System Design</i>	0.000	0.000	0.013
<i>Journal of Computers in Mathematics and Science Teaching</i>	0.021	0.001	no
<i>Journal of Computing in Higher Education</i>	no	0.000	0.014
<i>Journal of Educational Computing Research</i>	0.001	0.000	0.008
<i>Journal of Educational Technology Systems</i>	no	0.002	no
<i>Journal of Interactive Learning Research</i>	0.009	0.000	no
<i>Journal of Research on Computing in Education</i>	0.027	0.000	0.046
<i>Memory and Cognition</i>	0.000	0.000	no
<i>Tech Trends</i>	0.000	0.000	no
<i>Technology and Learning</i>	0.002	0.013	no
<i>Training &amp; Development Magazine</i>	0.001	0.031	no
<i>Training Magazine</i>	0.001	0.007	no
<i>Webnet Journal: Internet Technologies, Applications &amp; Issues</i>	0.017	no	no



---

*Note.* Significant Levels ( $p < .05$ ) - Based on Fisher LSD Test

<sup>a</sup>AP=Academic Prestige. <sup>b</sup>GR=General Reading <sup>c</sup>CU=Classroom Use

APPENDIX I  
STATISTICAL TESTS OF CRITERION VALUES

*Difference Between Group Means Showing Statistical Significance Between Criterion Pairs, in order by F Ratio (p<.05):*

*Human-Computer Interaction: A Journal of Theoretical, Empirical, and Methodological Issues of User Science and of System Design*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	1.11 *	1.63*
General Reading		-	.52*
Classroom Use			-
Significant F Ratio of 39.922 (* p<.05 Fisher LSD)			

*Educational Technology Research and Development*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	.55*	1.13*
General Reading		-	.58*
Classroom Use			-
Significant F Ratio of 31.458 (* p<.05 Fisher LSD)			

*Tech Trends*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	.90*	.87*
General Reading		-	.03
Classroom Use			-
Significant F Ratio of 18.954 (* p<.05 Fisher LSD)			

*Journal of Educational Computing Research*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	.56*	1.02*
General Reading		-	.45*
Classroom Use			-

Significant F Ratio of 18.616 (\* p<.05 Fisher LSD)

*Memory and Cognition*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	.89*	1.32*
General Reading		-	.43
Classroom Use			-

Significant F Ratio of 18.436 (\* p<.05 Fisher LSD)

*Cognition and Instruction*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	.34	1.05*
General Reading		-	.71*
Classroom Use			-

Significant F Ratio of 15.199 (\* p<.05 Fisher LSD)

*American Journal of Distance Education*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	.39*	.93*
General Reading		-	.53*
Classroom Use			-

Significant F Ratio of 13.468 (\* p<.05 Fisher LSD)

*Educational Technology: The Magazine for Managers of Change in Education*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	.73*	.63*
General Reading		-	.10
Classroom Use			-

Significant F Ratio of 11.327 (\* p<.05 Fisher LSD)

*Journal of Interactive Learning Research*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	.66*	1.09*
General Reading		-	.43
Classroom Use			-

Significant F Ratio of 9.600 (\* p<.05 Fisher LSD)

*Journal of Computing in Higher Education*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	.34	.82*
General Reading		-	.48*
Classroom Use			-

Significant F Ratio of 9.131 (\* p<.05 Fisher LSD)

*Journal of Research on Computing in Education*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	.44*	.83*
General Reading		-	.40*
Classroom Use			-

Significant F Ratio of 9.123 (\* p<.05 Fisher LSD)

*Training Magazine*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	.73*	.58*
General Reading		-	.15
Classroom Use			-

Significant F Ratio of 6.409 (\* p<.05 Fisher LSD)

*Journal of Computers in Mathematics and Science Teaching*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	.51*	.75*
General Reading		-	.25
Classroom Use			-

Significant F Ratio of 6.227 (\* p<.05 Fisher LSD)

*Training & Development Magazine*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	.64*	.42*
General Reading		-	.22
Classroom Use			-

Significant F Ratio of 5.644 (\* p<.05 Fisher LSD)

*Technology and Learning*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	.57*	.46*
General Reading		-	.11
Classroom Use			-

Significant F Ratio of 5.537 (\* p<.05 Fisher LSD)

*Journal of Educational Technology Systems*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	.33	.72*
General Reading		-	.39
Classroom Use			-
Significant F Ratio of 5.123 (* p<.05 Fisher LSD)			

*Computers in the Schools*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	.49*	.55*
General Reading		-	.06
Classroom Use			-
Significant F Ratio of 4.927 (* p<.05 Fisher LSD)			

*Educational Technology Review: International Forum on Educational Technology Issues and Applications*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	.13	.60*
General Reading		-	.47*
Classroom Use			-
Significant F Ratio of 4.466 (* p<.05 Fisher LSD)			



*Webnet Journal: Internet Technologies, Applications and Issues*

Criterion	Academic Prestige	General Reading	Classroom Use
Academic Prestige	-	.62*	.46
General Reading		-	.16
Classroom Use			-

Significant F Ratio of 3.189 (\* p<.05 Fisher LSD)

APPENDIX J

ADDITIONAL JOURNALS SUGGESTED

### *Additional Suggested Journals*

Journals	Frequency
1. <i>American Educational Research Journal</i>	2
2. <i>British Journal of Educational Technology</i>	1
3. <i>Change: The Magazine of Higher Learning</i>	2
4. <i>College and University Media Review</i>	1
5. <i>Communications of ACM</i>	1
6. <i>Communications of SIGCHI</i>	1
7. <i>Computers and Education</i>	3
8. <i>Computers in Human Behavior</i>	1
9. <i>Contemporary Educational Psychology</i>	2
10. <i>Converge</i>	2
11. <i>Education at a Distance</i>	1
12. <i>Educational Media International</i>	1
13. <i>Educational Psychologist</i>	3
14. <i>Educational Researcher</i>	2
15. <i>Educational Technology</i>	1
16. <i>Educause Quarterly</i>	2
17. <i>Educause Review</i>	3
18. <i>Harvard Educational Review</i>	1
19. <i>Information, Communication &amp; Society</i>	1
20. <i>InfoWorld</i>	2
21. <i>Inside Technology Training</i>	1

Journals	Frequency
22. <i>Instructional Science</i>	7
23. <i>Interactive Learning Environments</i>	1
24. <i>Internat'l Journal of Educational Telecommunications</i>	2
25. <i>Internat'l Journal of Instructional Media</i>	1
26. <i>Internet and Higher Education</i>	1
27. <i>InTRO – Instructional Technology &amp; Research Online</i>	1
28. <i>IT Connections</i>	1
29. <i>IT Forum</i>	1
30. <i>Journal of Educational Psychology</i>	2
31. <i>Journal of Experimental Psychology</i>	1
32. <i>Journal of Instructional Development</i>	1
33. <i>Journal of Online Learning and Technology</i>	1
34. <i>Journal of the Learning Sciences</i>	3
35. <i>Knowledge Management</i>	1
36. <i>Learning &amp; Leading with Technology</i>	3
37. <i>Learning Circuits</i>	1
38. <i>Multimedia Schools</i>	1
39. <i>Online Learning</i>	1
40. <i>Open Education</i>	1
41. <i>Performance Improvement Journal</i>	3
42. <i>Performance Improvement Quarterly</i>	5

---

Journals	Frequency
43. <i>RER: Review of Educational Research</i>	1
44. <i>Review of Educational Research</i>	3
45. <i>Syllabus</i>	9
46. <i>Systems Practice and Action Research</i>	1
47. <i>T.H.E. Journal</i>	7
48. <i>Teaching Education</i>	1
49. <i>Technology &amp; Learning</i>	1
50. <i>The Journal of the Learning Sciences</i>	2
51. <i>The School Community Journal</i>	1
52. <i>Training &amp; Development Magazine</i>	2
53. <i>Web Feet</i>	1
54. <i>Wired</i>	2

## REFERENCES

- Anglin, G. J. (1995). *Instructional Technology: Past, Present, and Future* (2<sup>nd</sup> ed.). Englewood, CO: Libraries Unlimited, Inc.
- Association of Universities and Colleges of Canada-Canadian Association of Research Libraries/L' Association des bibliothèques de recherche du Canada (AUCC-CARL/ABRC) Task Force on Academic Libraries and Scholarly Communication. (1995, September). *Towards a new paradigm for scholarly communication*. Ottawa, Canada: Association of Universities and Colleges of Canada.
- Bavaro, J. A. (1995). A review of the construct of scholarship in the literature. (Eric Document Reproduction Service No. ED381064)
- Beed, C. & Beed, C. (1996). Measuring the quality of academic journals: The case of economics [Electronic version]. *Journal of Post Keynesian Economics*, 18, 369-397.
- Berry, J., & Bryant, E. (1998). ARL venture aims to redefine scholarly publishing model. *Library Journal*, 123(11), 14.
- Blake, V. L., & Tjoumas, R. (1990). Research as a factor in faculty evaluation: The rules are a-changin'. *Journal of Education for Library and Information Science*, 31, 3-24.
- Blake, V L., & Tjoumas, R. (1995). Through the looking glass darkly: Research agendas and faculty attitudes regarding periodical prestige. *Education for Information*, 13, 103-115.
- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.
- Bradigan, P. S., & Mularski, C. A. (1996). Evaluation of academic librarians' publications for tenure and initial promotion. *The Journal of Academic Librarianship*, 22, 360-365.
- Brown, S. C. (1997). Redefining scholarly work. *Educational Forum*, 62, 40-46.
- Cabell, D. W., & English, D. (Eds.). (1999). *Cabell's Directory of Publishing Opportunities in Education*. Beaumont, TX: Cabell Publishing Co.
- Clemente, R., Shapiro, W., Milheim, W. D., & Bohlin, R. M. (1990). Publishing Opportunities in Educational Communications, Technology, and Library Science Journals and Magazines. *Educational Technology*, 30(6), 49-56.
- Cole, A. L. (2000). Academic freedom and the publish or perish paradox in schools in education. *Teacher Education Quarterly*, 27(2), 33-48.

- Dancik, B. P. (1991). The importance of peer review. *Serials Librarian*, 19(3/4), 91-94.
- Euster, G. L. & Weinbach, R. W. (1986). Deans' quality assessment of faculty publications for tenure/promotion decisions. *Journal of Social Work Education*, 22(3), 79-84.
- The faculty reward system in public universities*. (1993). Ohio State Legislative Office of Education Oversight. Columbus, OH. (Eric Document Reproduction Service No. ED393389)
- Fedler, F. & Smith, R. F. (1984). Survey reveals journalism administrators prefer traditional types of "research." *Annual Meeting of the Association for Education in Journalism and Mass Communication*. Gainesville, FL. (Eric Document Reproduction Service No. ED245239)
- Garand, J. C. & Graddy, K. L. (1999). Ranking political science departments: Do publications matter [Electronic version]? *Political Science and Politics*, 32, 113-117.
- Glassick, C. E., Huber, M. T., & Maeroff, G. I. (1997). *Scholarship assessed*. San Francisco, CA: Jossey-Bass Publishers.
- Hannafin, K. M. (1991). An analysis of the scholarly productivity of instructional technology faculty. *ETR&D*, 39(2), 39-42.
- Heinich, R. Molenda, M. & Russell, J. D. (1996). *Instructional media and technologies for learning*. Englewood Cliffs, NJ: Merrill.
- Henson, K. T. (1999). Writing for professional journals. *Phi Delta Kappan*, 80, 780-783.
- Henson, K. T. (2001) Writing for professional journals. *Phi Delta Kappan*, 82, 765-768.
- Kaplan, L. (1977). Survival talk for educators—tenure and promotion. *Journal of Teacher Education*, 28(5), 37-38.
- Kerlinger, F. N. (1986). *Foundations of Behavioral Research* (3<sup>rd</sup> ed.). Orlando, FL: Harcourt Brace Jovanovich College Publishers.
- Kim, M. T. (1991) Ranking of journals in library and information science: A comparison of perceptual and citation-based measures. *College and Research Libraries*, 52, 24-37.
- Kohl, D. F. & Davis, C. H. (1985). Ratings of journals by ARL library directors and deans of library and information science schools. *College and Research Libraries*, 46, 40-47.
- Koong, K. S., & Smith, H. A. (1989). Faculty usage of higher education journals: Toward a taxonomy. *Annual Meeting of the Mid-South Educational Research Association*. Little Rock, AR. (Eric Document Reproduction Service No. ED315088)

- Koong, K. & Weistroffer, H. (1989). Faculty usage of management information systems journals: A survey. *Journal of Computer Information Systems*, 30, 1-4.
- Matkin, R.E., & Riggan, T. F. (1991). *Persist and publish: Helpful hints for academic writing and publishing*. Niwot, CO: University Press of Colorado.
- McClure, L. (1991). The last issue. *Serials Librarian*, 19(3/4), 3-11.
- Metzler, M. W. (1994). Scholarship reconsidered for the professoriate of 2010. *Quest*, 46, 440-55.
- Miller, A. C., & Serzan, S. L. (1984). Criteria for identifying a refereed journal. *Journal of Higher Education*, 55, 673-699.
- Mylonopoulos, N. A., & Theoharakis, V. (2001) Global perceptions of IS journals. *Communications of the ACM*, 44(9), 29-33.
- Nelson, T. M., Buss, A. R., & Katzko, M. (1983). Rating of scholarly journals by chairpersons in the social sciences. *Research in Higher Education*, 19, 469-497.
- Newby, T. J., Stepich, D. A., Lehman, J. D., & Russell, J. D. (2000). *Instructional technology for teaching and learning* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill.
- Nisonger, T. E. (1999). *JASIS* and library and information science journal rankings: A review and analysis of the last half-century. *Journal of the American Society for Information Science*, 50, 1004-1019.
- O'Neill, G. P. & Sachis, P. N. (1994). The importance of refereed publications in tenure and promotion decisions: A Canadian study. *Higher Education*, 28, 427-35.
- Price, R. V., & Maushak, N. J. (2000). Publishing in the field of educational technology: Getting started. *Educational Technology*, 40(4), 47-52.
- Restructuring the university reward system*. (1997). Sid W. Richardson Foundation, Fort Worth, TX. (Eric Document Reproduction Service No. ED411740)
- Roblyer, M. D., & Edwards, J. (2000). *Integrating educational technology into teaching*. (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill.
- Schad, J. G. (1997). Scientific societies and their journals: Issues of cost and relevance. *Journal of Academic Librarianship*, 23, 406-407.
- Schmidgall, R. S., Woods, R. H., & Rutherford, D. G. (1996). Journal and periodical usefulness. *Cornell Hotel and Restaurant Administration Quarterly*, 37(2), 47-55.



- Schoenfeld, A.C., & Magnan, R. (1992) *Mentor in a manual: Climbing the academic ladder to tenure*. Madison, WI: Magna Publications.
- Schweitzer, J. C. (1989). Faculty research expectation varies among universities. *Journalism Educator*, 44(2), 45-49.
- Seels, B. B., & Richey, R. C. (1994). *Instructional technology: the definition and domains of the field*. Washington, DC: Association for Educational Communications and Technology.
- Silverman, F. H. (1999). *Publishing for tenure and beyond*. Westport, CT: Greenwood Publishing Group.
- Smith, B. M., & Gough, P. B. (1984). Editors speak out on refereeing. *Phi Delta Kappan*, 65, 637-639.
- Soderberg, L. O. (1985). Dominance of research and publication: an unrelenting tyranny. *College Teaching*, 33, 168-172.
- Stern, D. (1999). Pricing models: past, present, and future? *Serials Librarian*, 36(1/2), 301-319.
- Tjoumas, R., & Blake, V. L. (1992). Faculty perceptions of the professional journal literature: Quo vadis? *Journal of Education for Library and Information Science*, 33, 173-194.
- Vest, C. M. (2002, June 26). Openness, opportunity, and security in universities: A national challenge. [President Charles M. Vest's Address to the National Association and College and University Attorneys.] Retrieved October 15, 2002, from <http://web.mit.edu/president/communications/nacua.html>.
- Via, B. J. (1996). Publishing in the journal literature of library and information science: A survey of manuscript review processes and acceptance. *College and Research Libraries*, 57, 365-76.
- Weller, A. C. (1991). Potential bias in editorial peer review: A study of U.S. medical journals. *Serials Librarian*, 19(3/4), 95-103.
- Wilson, R. (1998). Provosts push a radical plan to change the way faculty research is evaluated. *The Chronicle of Higher Education*, 44(42), A12-A13.
- Wilson, R. (2001). A higher bar for earning tenure. *The Chronicle of Higher Education*, 47(17), A12-A14.
- Wimmer, R. D. & Dominick, J. R. (1994). *Mass Media Research: An Introduction* (4<sup>th</sup> ed.). Belmont, CA: Wadsworth Publishing Company.

Zemsky, R. (Ed.) (1998). To publish and perish [Electronic version]. *Policy Perspectives*, 7(4), 1-12.