

Teachers and Teaching: Theory and Practice
Journal Overview @ AERA 2019

Teachers and Teaching: Theory and Practice

Editor-in Chief, Board Report, 2018-2019

1. Acknowledgements

First, I would like to thank the Executive Editors and our Editorial Assistants, Alexia Ball, and Sara Haddad for their commitment to the continuing development of the Journal in times of change, and acknowledge the contributions of our extensive panel of Associate Editors for their on-going work in reviewing submitted papers.

2. Changes

Because this is my final report as Editor in Chief, I will repeat part of last year's report on the changes and update these. In recent years we have seen an increase in the number of Issues; the adoption of a formal policy of seeking to publish, on average, two 'Special Issues' annually; the expansion of the number of Executive Editors and a redefinition of their roles (to include arbitration, acceleration of reviews (See Appendix 7), and *for a 6 month piloting period, active involvement in the initial 'screening' of submitted papers*); the refinement of the journal policy and practice with regard to clarity of language expression and technical accuracy checks; revisions to the external reviewers' proforma (*This needs further refinement*); closer scrutiny of the levels of participation of Associate Editors (*See Appendices 4 and 6*); refinements of the various letters sent to authors and potential authors; tightening of the article throughput processes (*This has been significantly compromised by the new screening process See Appendix 9*); the resignation (due to promotion) of our long-standing Journal Editorial Assistant and the appointment of a replacement; and the production of our first 'virtual' Issue. There are other changes that could be added to these, but the key message is that we have continued to manage considerable change in the service of sustaining the quality and *continuing to improve the reputation, reach and impact of the Journal*.

3. Challenges

As in recent years, we continue to face many challenges, especially in relation to:

- i) recruitment of Associate Editors willing and able to meet the minimum requirement of 6 reviews annually;
- ii) keeping ahead of the publication schedule;
- iii) the quality of papers we receive, most of which are rejected at the first 'sifting' stage;
- iv) consistency in how we structure journal content so that we fill our annual page quota;
- v) the quality of reviews;
- vi) Arbitration, Escalation and Screening matters.

4. Facts and Figures

- i) The Appendices illustrate the complexity of the work of the Journal.
- ii) Against a backdrop of increases in submissions (Appendix 1), we have an overall acceptance rate (Appendix 1) of 10% (8% in 2017/18).

- iii) Of particular concern is the *number of Associate Editors who did not complete reviews in both 2017 and 2018*. Last year we again agreed to suggest names of potential Associate Editors of good reputation internationally, whilst maintaining the international spread. *This has not been achieved and continues to be urgent*. This problem is experienced now by many journals.

5. Special Issues (Appendix 4)

Special Issues have become a staple of the output, without detracting from the 'generalist' nature of the Journal. We have published these regularly over the years.

'Special Issues' will continue to be a key feature of the Journal and because, by their nature, they have a longer gestation period, we need to plan ahead as far as we can. We agreed at the 2016/17 Board meeting:

- i) to adopt a policy of focussing 'Special Issues' on particular countries in order to raise awareness of their development, struggles, achievements in the international community. Chris was asked to focus on China and, as a result, has mentored the production of a proposal by Chinese scholars. We now need to develop this idea to encompass other 'low profile'/'developing' regions and those which have been relatively less accessible to Journals which publish in English.
- ii) Auli Toom offered to produce a 'Special Issue';
- iii) Maria (Evaluation) and Cheryl (Attrition) have now produced one each;
- iv) Douwe and Chris (Identity) have produced one;
- v) In addition, Cheryl and John took an initiative during the year to submit a proposal for a 'Reciprocal Learning' (Canada and China) Issue. The papers for this are under review

These indicate a strong presence of the Executive Editors. We should congratulate ourselves on this, whilst at the same time look to encourage others outside our group to propose and edit Special Issues.

6. Appreciation

In this, my final Report, I would like to express our collective appreciation to Taylor and Francis in this period, especially Ian White and Helen Wheeler. We are fortunate to work with publishing colleagues who have an understanding and appreciation of the worlds of academics and a flexibility of response. I wish TTTP and all colleagues who contribute so generously their time and expertise every success in the future, and welcome the new Editorial team.

Christopher Day
Editor-in-Chief
April, 2019

Appendix 1: Decisions made on manuscripts in 2018

(All reports generated on 21 March 2019)

- **447** new submissions were received in 2018, representing a **14.3%** increase on 2017. A further **41** revised papers were received, making a total of **488**.
- The acceptance rate for manuscripts submitted in 2018 was **10.8%** (see Fig 1).
- We continue to publish eight issues per year.

Fig. 1: Decisions made in 2018

Manuscript Decision	Number of Manuscripts	Percentage of Total
Accept	40	10.8%
Minor Revision	27	7.3%
Revise & Resubmit	26	7.0%
Reject	278	74.9%
Total:	371	100.0%

- **114** original submissions have been received in 2019 to date, representing a **100%** increase on the same period in 2018.

Appendix 2: Manuscripts accepted in 2018 by country of origin

Country/Region	Accepted	Rejected	Total %
Albania	0	1	1
Algeria	0	1	1
Australia	5	26	31
Austria	0	2	2
Belgium	1	2	3
Bulgaria	0	1	1
Canada	2	3	5
Chile	1	2	3
China	7	22	29
Croatia	0	1	1
Cyprus	1	4	5
Czech Republic	0	1	1
Denmark	1	1	2
Estonia	0	6	6
Ethiopia	0	2	2
Fiji	0	1	1
Finland	2	9	11
Germany	0	4	4
Ghana	0	1	1
Hong Kong	2	10	12
India	0	7	7
Indonesia	0	3	3
Iran (the Islamic Republic of)	0	19	19
Ireland	0	3	3
Israel	1	21	22
Italy	1	5	6
Kazakhstan	0	1	1
Korea (the Republic of)	0	8	8
Macao	0	1	1
Malaysia	0	1	1
Netherlands	4	11	15
Nigeria	0	2	2
Norway	1	4	5
Pakistan	0	4	4
Philippines	0	1	1
Poland	0	2	2
Portugal	1	6	7
Romania	0	2	2
Russian Federation	0	6	6
Saudi Arabia	0	5	5
Serbia	0	1	1
Slovakia	0	1	1
Slovenia	0	2	2
South Africa	0	5	5
Spain	3	14	17
Sweden	0	6	6
Switzerland	1	2	3

Taiwan	0	12	12
Tanzania, United Republic of	0	1	1
Thailand	0	3	3
Tunisia	0	1	1
Turkey	1	27	28
United Arab Emirates	0	2	2
United Kingdom of Great Britain and Northern Ireland	3	14	17
United States	8	52	60
Viet Nam	0	4	4

Red text indicates new country submission

Appendix 3: Top 10 Submitting Countries

Country	Accepted	Rejected	Total	%
USA	8	52	60	13.33
Australia	5	26	31	16.13
China (not HK)	7	22	29	24.14
Turkey	1	27	28	3.57
Israel	1	21	22	4.55
Spain	3	14	17	17.65
Iran	0	19	19	0
UK	3	14	17	17.65
Hong Kong	2	10	12	16.67
Netherlands	4	11	15	26.6

Appendix 4: Special Issues Update (2018-2019)

Proposals received in 2019

Teaching in the Age of Data

Martin Mills

Nicole Mocker

(Awaiting response to feedback)

Mainstream Teacher Educators Make Sense of Teaching Online through Self-Study Proposed Special Issue of Teachers and Teaching: Theory and Practice

Ramona Maile Cutri, U.S.A; Mary Rice, U.S.A.; Juanjo Mena, Spain

(Awaiting executive editor responses)

BEGINNING TEACHERS: getting beyond the deficit approach of the induction phase

Geert Kelchtermans, KU Leuven, Belgium

(Accepted)

Proposals received in 2018

International Issues in Professionalism (Anniversary Edition)

July 2019 - (Due 25/05/2019)

Editor: Christopher Day

Contributors:

Leslie Lo (China)

John Loughran (Australia)

John Furlong (England)

Bob Bullough (USA)

Andy Hargreaves (Canada)

Ivor Goodson (UK)

Auli Toom

Teacher Education in China

Editors:

Xudong Zhu, Beijing Normal University

Leslie N.K. Lo, Beijing Normal University

Qiong Li, Center for Teacher Education Research, Beijing Normal University

Cross-Cultural Dialogue in Teaching and Teacher Education: The Canada-China Reciprocal Learning Partnership Project

Editors:

Cheryl J. Craig, Texas A&M University, USA

John Chi-Kin Lee, The Education University of Hong Kong, Hong Kong

Reflections on Research into Emotions and Emotional Regulation: Ways Forward - Special Issue on Teacher Emotion Research:

Editors:

Hongbiao Yin,

Irena Burić

[\(Papers not yet uploaded\)](#)

Special Issues published in 2017-18

Identity learning in teacher education

Editor:

Douwe Beijaard, Eindhoven University of Technology, Netherlands

Improving Teacher Evaluation: Key Issues for Appraisers in a Globalised Era

Editors:

Maria Assunção Flores, University of Minho, Portugal

Mary Lynne Derrington, University of Tennessee, USA

Volume 24, 2018 - Issue 3 (Due to be published: April)

International teacher attrition: multiperspective views

Editor: Cheryl J. Craig, Texas A&M University, USA

Virtual Special Issue: **Teachers and Teaching celebrates 35 years of ISATT**

[Editor: Christopher Day](#)