

## Moving Forward With EJSE

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I would like to take this opportunity to provide an update on EJSE and comment on the articles in this issue.

It is my pleasure to report that EJSE has completed the transition to the Open Journal System platform. We still have some “old” submissions being processed, but with the new software and the addition of more reviewers and associate editors, some authors have already benefitted from a faster turn-around time for new submissions.

Recent professional discussions among science educators (for example, on the NARST Listserv) have explored the role of the editor in a peer-reviewed journal. Discussions have focused on whether or not a peer-reviewed journal requires, by definition, a full peer review of every manuscript, or if the editor has some discretion to pre-screen manuscripts. I take the position that part of my job as editor is to screen manuscripts before a full peer review begins by members of the editorial review board. After an initial reading of the manuscript, I either move it forward and assign reviewers, provide some pre-review feedback with the option for the author(s) to resubmit, or reject the manuscript (also with feedback).

We are looking for manuscripts related to science education/science teacher education issues from early childhood through the university level and informal science and environmental education. Manuscripts that are well-written and support the dissemination of substantive research, theory, and innovative perspectives will be considered for publication. We welcome science education manuscripts that report meaningful research, present research methodology, develop theory, and explore new perspectives. EJSE does not accept manuscripts that are primarily describing lesson plans, activities, teaching strategies, courses, or programs.

Some submissions are very easy to determine are not appropriate for EJSE. These include articles that discuss a content theory without any connection to education or the science education literature. Others that I reject describe a teaching approach, course, or presentation of a model, but do not include any research or connection to theory. An article may, for example, describe how to demonstrate light absorption through pantomime with 5th grade students or present a specific college level lecture on thermodynamics. Such articles certainly have value but are not appropriate for EJSE.

As with any journal, we receive some excellent manuscripts and others that represent a full range of problems, including weak research designs, poor writing or execution, or issues with English language usage. While we often give authors opportunities to revise and resubmit, we always maintain high scholarly standards. Along with high standards, we are committed to providing constructive feedback (both for manuscripts we hope to publish and for those we do not offer an opportunity to resubmit), maintaining an international authorship and readership, and maximizing accessibility (we are an open-access journal). The review process for EJSE is rigorous, and there are multiple benefits to submitting to EJSE, such as helpful and professional feedback and full accessibility to published manuscripts at no cost to an international audience. EJSE maintains a strong commitment to both high standards and accessibility. Since I started tracking with Google Analytics in January, we have had over 16,000 hits from 146 countries/territories.

EJSE published its first issue 15 years ago, and it is my pleasure to continue the vision of John Cannon and David Crowther who had the foresight to launch EJSE as pioneers in publishing a scholarly electronic journal.

In this issue are four articles from three countries that exemplify our high standards and supportive editorial. Hunkar Korkmaz (Turkey) presents an interesting study discussing the impact of stories about biology and biologists on middle school students' perceptions of science and scientists with the use of story mapping. A study by Muhamad Hugerat (Israel) also examines the use of story. In this case it focuses on Archimedes and how the story of his idea about measuring the density of the golden crown influenced students' views of science. The positive results of this study support a provocative argument for the importance of the "humanities of science."

An article by Sarah Boesdorfer, Anthony Lorsbach, and Marilyn Morey (United States) reports the impact on a group of preservice teachers' observations of a video of a discussion of science concepts on their misconceptions. Within this study the value of "talk" is explored through observing younger students sharing misconceptions that were then discussed by experts. In the fourth article, David Fike, Cynthia Raehl, Kenneth McCall, Susan Burgoon, Samuel Schwarzlose, and Paul Lockman (United States) report on positive outcomes from implementing a self-paced modular program (the Keller method) in diverse community college biology classes.

A second regular 2011 issue is currently under review, and the first EJSE special issue is also under review with a 2011 publication date planned. I am particularly excited about the first special issue. Colette Murphy and I are co-editors for that issue. It is focused on the work of Vygotsky. We will publish articles which relate (or can apply) Vygotskian theory and research, cultural-historical (sociocultural) theory, and activity theory to science education/science teacher education. We have a number of excellent submissions and anticipate including an invited paper by Elena Kravtsova, director of the Vygotsky Institute at the Russian State University for the Humanities and the granddaughter of Lev Vygotsky.