

## List of foreign journals

Full name	Abbreviated Journal Title	Impact Factor	Publisher	Description
<b>Образование в целом</b>				
American Educational Research Journal	AM EDUC RES J <a href="http://aer.sagepub.com/">http://aer.sagepub.com/</a>	2.479	Sage Publications.	The American Educational Research Journal has as its purpose to carry original empirical and theoretical studies and analyses in education. The editors seek to publish articles from a wide variety of academic disciplines and substantive fields; they are looking for clear and significant contributions to the understanding and/or improvement of educational processes and outcomes. Manuscripts not appropriate for submission to this journal include essays, reviews, course evaluations, and brief reports of studies to address a narrow question.
American Journal of Education	AM J EDUC <a href="http://www.journals.uchicago.edu/openurl?genre=journal&amp;stitle=aje">http://www.journals.uchicago.edu/openurl?genre=journal&amp;stitle=aje</a>	0.571	University of Chicago Press.	Founded as School Review in 1893, American Journal of Education seeks to bridge and integrate the intellectual, methodological, and substantive diversity of educational scholarship, and to encourage a vigorous dialogue between educational scholars and practitioners. To achieve that goal, papers are published that present research, theoretical statements, philosophical arguments, critical syntheses of a field of educational inquiry, and integrations of educational scholarship, policy, and practice.
Asia-Pacific Education Researcher	ASIA-PAC EDUC RES <a href="http://www.dlsu.edu.ph/research/journals/taper/">http://www.dlsu.edu.ph/research/journals/taper/</a>	0.632	De La Salle University	<p>THE ASIA-PACIFIC EDUCATION RESEARCHER is an international refereed journal of original research in education, published biannually by the Academic Publications Office, De La Salle University, Manila, Philippines. It aims principally to provide a venue for the publication of empirical and theoretical studies in education, with emphasis on the experiences of successful educational systems in the Asia-Pacific Region and of the national educational systems therein that are presently underrepresented in the research literature.</p> <p>The journal seeks to publish two types of articles:</p> <p>Research Articles that report original research work that leads to the understanding and/or improvement of educational processes and outcomes using research methods and analytic frameworks of the varied academic disciplines (anthropology, applied linguistics, cognitive science, economics, history, philosophy, political science, psychology, sociology, among others) and also using multidisciplinary and interdisciplinary approaches;</p> <p>Short Research Reports that describe and analyze results of small-scale research such as:</p> <ul style="list-style-type: none"> <li>preliminary investigations on particular educational experiences, outcomes, and processes in a specific country or region of a country that are of broad interest to educational scholars in the rest of the Asia-Pacific region,</li> <li>integrative and critical reviews of research on a specific educational topic conducted in a specific country in the Asia-Pacific region,</li> <li>studies that seek to validate educational theories, principles, constructs, and research instruments originally developed in western countries in the context of specific Asian countries or educational communities,</li> <li>studies that seek to replicate educational studies that were originally done in western countries in the context of specific Asian countries or educational communities,</li> <li>participatory action research on educational problems and experiences of specific educational programs of any country in Southeast Asia and East Asia, and</li> <li>cross-national studies that seek to compare and contrast specific educational experiences and process in at least two countries in Southeast Asia and East Asia.</li> </ul>

British Educational Research Journal	BRIT EDUC RES J <a href="http://www.tandfonline.com/openurl?genre=journal&amp;issn=0141-1926">http://www.tandfonline.com/openurl?genre=journal&amp;issn=0141-1926</a>	1.140	Taylor and Francis Group.	The British Educational Research Journal is an international medium for the publication of articles of interest to researchers in education and has rapidly become a major focal point for the publication of educational research from throughout the world. For further information on the association please connect to directly to the British Educational Research Association web site. The journal is interdisciplinary in approach, and includes reports of experiments and surveys, discussions of conceptual and methodological issues and of underlying assumptions in educational research, accounts of research in progress, and book reviews. The journal is the major publication of the British Educational Research Association, an organisation which aims to promote interest in education and to disseminate findings and discussions of educational research.
British Journal of Educational Studies	BRIT EDUC STUD J <a href="http://www.tandfonline.com/openurl?genre=journal&amp;issn=0007-1005">http://www.tandfonline.com/openurl?genre=journal&amp;issn=0007-1005</a>	0.780	Taylor and Francis Group.	British Journal of Educational Studies is one of the UK's foremost international education journals. It publishes scholarly, research-based articles on education which draw particularly upon historical, philosophical and sociological analysis and sources.
Educational Administration Quarterly	EDUC ADMIN QUART <a href="http://eaq.sagepub.com/">http://eaq.sagepub.com/</a>	1.286	Sage Publications.	Educational Administration Quarterly publishes the most up to date research findings on policy and practice in educational administration. For over thirty years the journal has led the field in offering an interdisciplinary approach to administrative problems.
Educational Evaluation and Policy Analysis	EDUC EVAL POLICY AN <a href="http://epa.sagepub.com/">http://epa.sagepub.com/</a>	1.919	Sage Publications.	Educational Evaluation and Policy Analysis (EEPA; quarterly, begun in 1979; approximately 512 pp./volume year) publishes scholarly manuscripts of theoretical, methodological, or policy interest to those engaged in educational policy analysis, evaluation, and decisionmaking. EEPA is a multidisciplinary policy journal, and considers original research from multiple disciplines, theoretical orientations, and methodologies.
EDUCATIONAL POLICY (SAGE)	EDUC POLICY <a href="http://epx.sagepub.com/">http://epx.sagepub.com/</a>	0.470	Sage Publications.	Educational Policy (EPX) focuses on the practical consequences of educational policy decisions and alternatives. It examines the relationship between educational policy and educational practice, and sheds new light on important debates and controversies within the field. Educational Policy blends the best of educational research with the world of practice, making it a valuable resource for educators, policy makers, administrators, researchers, teachers, and graduate students.
Educational Research Review	EDUC RES REV-NETH <a href="http://www.journals.elsevier.com/educational-research-review/">http://www.journals.elsevier.com/educational-research-review/</a>	1.261	Elsevier	Educational Research Review is a new international journal aimed at researchers and various agencies interested to review studies in education and instruction at any level. The journal will accept meta-analytic reviews, narrative reviews and best-evidence syntheses. Diverse types of reviews can be accepted: <ul style="list-style-type: none"> <li>•Research reviews: Reviews aimed at comparing research on similar or related topics.</li> <li>•Theoretical reviews: Reviews able to critically describe the evolution of theories and the way they are understood in different contexts.</li> <li>•Methodological reviews: Reviews devoted to methods and methodologies used in education.</li> <li>•Thematic reviews: Reviews based on description of particular areas of the literature, or particular educational approaches or learning models.</li> <li>•Theoretical contributions - state-of-the-art papers relating issues, comparisons, and analyses to the application of methods and models to the educational process.</li> <li>•Research critiques - reviews on selected educational topics reflecting implications for the field of education.</li> <li>•Forum Papers - shorter articles presenting new ideas, or responses to published material stimulating debate, but well founded in the existing literature.</li> <li>•Instructional techniques - reports on instructional techniques when the use of adequate controls demonstrates the validity of the findings.</li> </ul>

Educational Researcher	EDUC RESEARCH ER <a href="http://edr.sagepub.com/">http://edr.sagepub.com/</a>	3.774	Sage Publications.	Educational Researcher (ER, begun in 1971; approximately 432 pp./volume year) is published 9 times per year and is received by all members of AERA. It contains scholarly articles that come from a wide range of disciplines and are of general significance to the education research community. The Features section of ER publishes articles that report, synthesize, review, or analyze scholarly inquiry, with emphasis placed on articles that focus on the interpretation, implications, or significance of research work in education. Manuscripts should be of interest to the broad community of education researchers. Manuscripts that speak only to scholars in particular subfields should be submitted to more specialized journals. The Research News and Comment section of ER publishes manuscripts that analyze trends, policies, utilization, and controversies concerning education research. This section also provides an outlet for researchers and others summarizing policies, taking points of view, and suggesting ways to increase support, quality, visibility, and utilization of education research. Research News and Comment does not publish single studies or narrow topics because the ER audience spans a diverse readership representing a broad range of disciplines, methods, and methodologies. The Book Reviews section of ER carries reviews, scholarly essays, and critiques of the written works and other media of those engaged in disciplined inquiry. Reviews are solicited by the editors. Essay reviews critically link several books across a topic; short reviews cover a single book of broad interest for a line of work. Reviews of contemporary films, music, and other media are also appreciated. In addition, the AERA Highlights section of ER provides timely news about the field and about the American Educational Research Association, including information on activities, programs and events, and reports and Council minutes of the Association.
EDUCATIONAL RESEARCH (ROUTLEDGE JOURNALS, TAYLOR & FRANCIS)	EDUC RES-UK <a href="http://www.tandfonline.com/toc/rere20/current">http://www.tandfonline.com/toc/rere20/current</a>	0.898	Taylor and Francis Group.	Educational Research, the journal of the National Foundation for Educational Research (NFER), was established in 1958. Drawing upon research projects in universities and research centres worldwide, it is the leading international forum for informed thinking on issues of contemporary concern in education. The journal is of interest to academics, researchers and those people concerned with mediating research findings to policy makers and practitioners. Educational Research has a broad scope and contains research studies, reviews of research, discussion pieces, short reports and book reviews in all areas of the education field. The wide coverage allows discussion of topical issues and policies affecting education institutions worldwide. Subjects Educational Research has recently covered include: assessment education policy students' attitudes study support social deprivation special educational needs school culture teachers' image of themselves bullying
EDUCATIONAL REVIEW (ROUTLEDGE JOURNALS, TAYLOR & FRANCIS)	EDUC REV <a href="http://www.tandfonline.com/openurl?genre=journal&amp;issn=0013-1911">http://www.tandfonline.com/openurl?genre=journal&amp;issn=0013-1911</a>	0.420	Taylor and Francis Group.	Educational Review is a leading journal for generic educational research and scholarship. For over half a century it has offered authoritative reviews of current national and international issues in schooling and education. It publishes peer-reviewed papers from international contributors which report research across a range of education fields including curriculum, inclusive and special education, educational psychology, policy, management and international and comparative education. The editors welcome informed papers from new and established scholars which encourage and enhance academic debate. The journal offers two editions a year which publish non-commissioned papers and the third issue which deals with a current topic in-depth. A regular feature of the journal is state-of-the-art reviews on issues across the educational spectrum. An extensive range of recently published books is reviewed. Readership is aimed at educationists, researchers, and policy makers.

Educational studies	EDUC STUD <a href="http://www.tandfonline.com/openurl?genre=journal&amp;issn=0305-5698">http://www.tandfonline.com/openurl?genre=journal&amp;issn=0305-5698</a>	0.721	Taylor and Francis Group.	Educational Studies aims to provide a forum for original investigations and theoretical studies in education. Whilst the journal is principally concerned with the social sciences, contributions from a wider field are encouraged. The editorial board intends to publish fully refereed papers which cover applied and theoretical approaches to the study of education and its closely related disciplines. Such papers may take the form of reports of experimental research, review articles, shorter notes and discussions.
Education and Urban Society	EDUC URBAN SOC <a href="http://eus.sagepub.com/">http://eus.sagepub.com/</a>	0.406	Sage Publications.	Education and Urban Society provides (in theme-organized issues) a forum for social scientific research on education as a social institution within urban environments, and educational institutions and processes as agents of social change.
ETR&D-EDUCATIONAL TECHNOLOGY RESEARCH AND DEVELOPMENT	ETR&D-EDUC TECH RES <a href="http://www.springer.com/education+%26+language/learning+%26+instruction/journal/11423">http://www.springer.com/education+%26+language/learning+%26+instruction/journal/11423</a>	1.081	Springer	Educational Technology Research and Development is the only scholarly journal in the field focusing entirely on research and development in educational technology. The Research Section assigns highest priority in reviewing manuscripts to rigorous original quantitative, qualitative, or mixed methods studies on topics relating to applications of technology or instructional design in educational settings. Such contexts include K-12, higher education, and adult learning (e.g., in corporate training settings). Analytical papers that evaluate important research issues related to educational technology research and reviews of the literature on similar topics are also published. This section features well documented articles on the practical aspects of research as well as applied theory in educational practice and provides a comprehensive source of current research information in instructional technology. The Development Section publishes research on planning, implementation, evaluation and management of a variety of instructional technologies and learning environments. Empirically-based formative evaluations and theoretically-based instructional design research papers are welcome, as are papers that report outcomes of innovative approaches in applying technology to instructional development. Papers for the Development section may involve a variety of research methods and should focus on one or more aspects of the instructional development process; when relevant and possible, papers should discuss the implications of instructional design decisions and provide evidence linking outcomes to those decisions.
Harvard Educational Review	HARVARD EDUC REV <a href="http://www.hepg.org/main/her/Index.html">http://www.hepg.org/main/her/Index.html</a>	0.841	Harvard Education Publishing Group.	The Harvard Educational Review is a scholarly journal of opinion and research in education. Its mission is to provide an interdisciplinary forum for discussion and debate about education's most vital issues. Since its founding in 1930, the Review has become one of the most prestigious journals in education, with circulation to policymakers, researchers, administrators, and teachers. Each year, the Review covers a wide range of topics of current concern in education. Each quarterly issue of the Review is book length, containing a variety of articles, essays, and book reviews.
International Journal of Educational Development	INT J EDUC DEV <a href="http://www.sciencedirect.com/science/journal/07380593">http://www.sciencedirect.com/science/journal/07380593</a>	0.983	Elsevier Science.	Educational developments and reforms are taking place throughout the world in both the formal and non-formal sectors, often because of the impact of globalisation and pressures from international aid agencies: developments in literacy and adult education; issues relating to gender and equity; programmes of vocational education and skill training; new developments in curriculum provision and teaching, in teacher education, in the economics of education, in planning and in new approaches to the finance and administration of educational systems. It is the purpose of the International Journal of Educational Development to bring these developments to the attention of professionals in the field of education, with particular focus upon issues and problems of concern to those in the Third World. Concrete information, of interest to planners, practitioners and researchers, is presented in the form of articles, case studies and research reports.
Journal of College Student Development	J COLL STUDENT DEV <a href="http://muse.jhu.edu/journals/csd/">http://muse.jhu.edu/journals/csd/</a>	0.638	John Hopkins University Press	Classification: College student development programs -- United States; Counseling in higher education -- United States.

Journal of Education Policy	J EDUC POLICY <a href="http://www.tandfonline.com/openurl?genre=journal&amp;issn=0268-0939">http://www.tandfonline.com/openurl?genre=journal&amp;issn=0268-0939</a>	0.941	Taylor and Francis Group.	The Journal of Education Policy aims to discuss, analyze and debate policymaking, policy- implementation and policy impact at all levels of an in all facets of education. It offers a forum for theoretical debate, and historical and comparative studies, as well as policy analysis and evaluation reports. The journal also analyses key policy documents and reviews, relevant texts and monographs.
The Journal of Educational Research	J EDUC RES <a href="http://heldref.metapress.com/openurl.asp?genre=journal&amp;issn=0022-0671">http://heldref.metapress.com/openurl.asp?genre=journal&amp;issn=0022-0671</a>	0.750	Heldref Publishing.	No field is more alive with proposals for change and reform than education. But who will sort the good ideas from the bad? For over 75 years, The Journal of Educational Research has contributed to the advancement of educational practice in elementary and secondary schools and higher education by careful study of the latest trends. The journal is a unique tool and an invaluable resource for teachers, counselors, supervisors, administrators, curriculum planners, and educational researchers as they consider the shape of tomorrow's curricula. In concise articles, contributors examine new procedures, evaluate traditional practices, and replicate previous research for validation. Articles can frequently serve as curriculum guides.
The Journal of Experimental Education	J EXP EDUC <a href="http://heldref.metapress.com/openurl.asp?genre=journal&amp;issn=0022-0973">http://heldref.metapress.com/openurl.asp?genre=journal&amp;issn=0022-0973</a>	1.633	Heldref Publishing	The Journal of Experimental Education publishes theoretical, laboratory, and classroom research studies that use the range of quantitative and qualitative methodologies. Recent articles have explored the long-term effects of small classes in early grades, the effects of practice tests and traditional review on performance and calibration, the influence of homework on performance evaluations of elementary school students, and procedures to minimize the influence of item parameter estimation errors in test development. In Fall 2000, JXE published a theme issue on peer collaboration.
Oxford Review of Education	OXFORD REV EDUC <a href="http://www.tandfonline.com/openurl?genre=journal&amp;issn=0305-4985">http://www.tandfonline.com/openurl?genre=journal&amp;issn=0305-4985</a>	0.705	Taylor and Francis Group.	The object of the Oxford Review of Education is to advance the study of education. It especially wishes to promote the elaboration and evaluation of a body of speculative and empirical theory, the development of which might improve educational practice. The journal publishes papers on the theory and practice of education from scholars throughout the world in a variety of disciplines: philosophy, political science, economics, history, anthropology, sociology, psychology and medicine. The Editorial Board seeks to provide a common forum and, on occasion, a focal point of controversy for the discussion of research findings, of historical and contemporary issues and of the functioning of educational institutions.
Perspectives in Education	PERSPECT EDUC <a href="http://journals.sabinet.co.za/ej/ejour_persed.html">http://journals.sabinet.co.za/ej/ejour_persed.html</a>	0.597	Sabinet Online.	Perspectives in Education is a professional, refereed journal, which encourages submission of previously unpublished articles on contemporary educational issues. As a journal that represents a variety of cross-disciplinary interests, both theoretical and practical, it seeks to stimulate debates on a wide range of topics. PIE invites manuscripts employing innovative qualitative and quantitative methods and approaches including (but not limited to) ethnographic observation and interviewing, grounded theory, life history, case study, curriculum analysis and critique, policy studies, ethnomethodology, social and educational critique, phenomenology, deconstruction, and genealogy. Debates on epistemology, methodology, or ethics, from a range of perspectives including postpositivism, interpretivism, constructivism, critical theory, feminism, post-modernism are also invited. PIE seeks to stimulate important dialogues and intellectual exchange on education and democratic transition with respect to schools, colleges, non-governmental organisations, universities and technikons in South Africa and beyond.
Quest Journal	QUEST <a href="http://journals.humankinetics.com/quest">http://journals.humankinetics.com/quest</a>	0.614	Human Kinetics Publishers, Inc.	For those in the physical activity field in higher education, there's no single journal that covers more topics of common interest than Quest. Each issue examines not only critical issues facing physical educators, but also research developments in the sport sciences and other subdisciplines of human movement. You'll find a similar variety in the types of articles in Quest, too, from theoretical explorations to applied studies, both of which synthesize research to help advance the physical activity field.

Review of Educational Research	REV EDUC RES <a href="http://rer.sagepub.com/">http://rer.sagepub.com/</a>	3.127	Sage Publications	The Review of Educational Research (RER, quarterly, begun in 1931; approximately 640 pp./volume year) publishes critical, integrative reviews of research literature bearing on education. Such reviews should include conceptualizations, interpretations, and syntheses of literature and scholarly work in a field broadly relevant to education and educational research. RER encourages the submission of research relevant to education from any discipline, such as reviews of research in psychology, sociology, history, philosophy, political science, economics, computer science, statistics, anthropology, and biology, provided that the review bears on educational issues. RER does not publish original empirical research unless it is incorporated in a broader integrative review. RER will occasionally publish solicited, but carefully refereed, analytic reviews of special topics, particularly from disciplines infrequently represented.
Educational Research and Reviews	REV RES EDUC <a href="http://www.academicjournals.org/err/index.htm">http://www.academicjournals.org/err/index.htm</a>	1.909	Academic Journals.	Educational Research and Reviews (ERR) is an open access journal that publishes high-quality solicited and unsolicited articles, in English, in all areas of education including education policies and management such as Educational experiences and mental health, The effect of land tenure system on resource management, Visualization skills and their incorporation into school curriculum, Gender, education and child labour etc. Educational Research and Reviews is published weekly (one volume per year) by Academic Journals.
Scandinavian Journal of Educational Research	SCAND J EDUC RES <a href="http://www.tandfonline.com/openurl?genre=journal&amp;issn=0031-3831">http://www.tandfonline.com/openurl?genre=journal&amp;issn=0031-3831</a>	0.535	Taylor and Francis Group.	The Scandinavian Journal of Educational Research is an international refereed journal focusing on central ideas and themes in educational thinking and research. The journal welcomes reports on philosophical, historical, comparative, experimental and survey studies and has no preferences - except quality - concerning the authors' choices of methodological perspectives. It also encourages scholarly discussions on vital concepts, new issues and themes of importance for education in the future. The journal sells to over fifty countries and is abstracted and indexed in over fifteen current awareness titles. In 1996 the journal celebrated its 40th anniversary by holding a gathering of all former editors and editorial board members in Stockholm.
SYSTEM	SYSTEM <a href="http://www.sciencedirect.com/science/journal/0346251X">http://www.sciencedirect.com/science/journal/0346251X</a>	1.105	Elsevier Science.	This international journal is devoted to the applications of educational technology and applied linguistics to problems of foreign language teaching and learning. Attention is paid to all languages and to problems associated with the study and teaching of English as a second or foreign language. The journal serves as a vehicle of expression for colleagues in developing countries. System prefers its contributors to provide articles which have a sound theoretical base with a visible practical application which can be generalized. The review section may take up works of a more theoretical nature to broaden the background. Selected abstracts from System are available in Ampersand, the Elsevier Science linguistics newsletter.
Teachers College Record	TEACH COLL REC <a href="http://www.tcrecord.org/library">http://www.tcrecord.org/library</a>	0.631	Teachers College, Columbia University.	The Teachers College Record is a journal of research, analysis, and commentary in the field of education. It has been published continuously since 1900 by Teachers College, Columbia University.
THEORY INTO PRACTICE	THEOR PRACT <a href="http://ehe.osu.edu/publications/tip/">http://ehe.osu.edu/publications/tip/</a>	0.560	The Ohio State University	Published since 1962, Theory Into Practice is the fully refereed journal owned by The Ohio State University's College of Education and Human Ecology . TIP is organized around a single theme, and features multiple perspectives and scholarly, yet accessible, discussions of current and future concerns of interest to today's educators.  Theory Into Practice is now published in cooperation with Routledge, part of the Taylor & Francis Group. The editorial offices remain located in the College of Education at The Ohio State University. The journal has a calendar-year subscription period and is published quarterly.
Urban Education	URBAN EDUC <a href="http://uex.sagepub.com/">http://uex.sagepub.com/</a>	0.500	Sage Publications.	Urban Education hard-hitting, focused analyses of critical concerns facing inner-city schools. Annual special issues provide in-depth examinations of today's most timely topics in urban education.

Высшее образование				
Journal of Engineering Education	J ENG EDUC <a href="http://www.jee.org/">http://www.jee.org/</a>	2.219		<p>The Journal of Engineering Education (JEE) is a peer-reviewed international journal published quarterly by the American Society for Engineering Education (ASEE) in partnership with a global community of engineering education societies and associations:</p> <p>Associação Brasileira de educação em Engenharia (ABENGE), or the Brazilian Association for Engineering Education</p> <p>Asociación Nacional de Facultades y Escuelas de Ingeniería (ANFEI), or the National Association of Engineering Colleges and Schools (Mexico)</p> <p>Australasian Association for Engineering Education (AAEE)</p> <p>Indian Society for Technical Education (ISTE)</p> <p>International Association for Continuing Engineering Education (IACEE)</p> <p>Internationale Gesellschaft für Ingenieurpädagogik (IGIP) or the International Society for Engineering Education</p> <p>Korean Society for Engineering Education (KSEE)</p> <p>Latin American and Caribbean Consortium of Engineering Institutions (LACCEI)</p> <p>Mühendislik Dekanlari Konseyi (MDK) or the Turkish Engineering Deans Council</p> <p>Research in Higher Education of Engineering (RHEE), the Chinese national scholarly journal on engineering education</p> <p>JEE is listed in the Science Citation Index (categories: Education, Scientific Disciplines; Engineering, Multidisciplinary), and the Social Sciences Citation Index (category: Education, Education Research) by Thomson-Reuters and the Institute of Scientific Information (ISI) and the tables of contents are reproduced in ISI's Current Contents/Engineering, Computing and Technology and Current Contents/Social and Behavioral Sciences. JEE is also listed in the EBSCOhost research databases (Education Research Complete™ and Academic Search Complete™) and the Elsevier bibliographic research database, Scopus. JEE is a founding member of the International Federation of Engineering Education Societies, and the journal is rated A* by the Australian Research Council.</p>
Assessment & Evaluation in Higher Education	ASSESS EVAL HIGH EDU <a href="http://www.tandfonline.com/loi/caeh20">http://www.tandfonline.com/loi/caeh20</a>	0.734	Taylor and Francis Group.	<p>Assessment &amp; Evaluation in Higher Education is an established international refereed journal which publishes papers and reports on all aspects of assessment and evaluation within the various disciplines representative of higher education. The purpose of the journal is to help advance understanding of assessment and evaluation practices and processes, particularly in the contribution they make to student learning, and to course, staff and institutional development. Assessment &amp; Evaluation in Higher Education welcomes pragmatic, research-based or reflective studies which help to illuminate the everyday practice of assessment and evaluation in higher education. The journal is aimed at all higher education practitioners, irrespective of discipline, and sets out to provide readily accessible, up-to-date information about significant developments within the field, with a view to the sharing and extension of evaluated, innovative practice. Suggestions about particular themes or special issues are welcomed.</p>
Higher Education	HIGH EDUC <a href="http://www.springerlink.com/content/102901/?MUD=MP">http://www.springerlink.com/content/102901/?MUD=MP</a>	0.823	Springer	<p>Over the decades since its foundation Higher Education has followed education in universities technical colleges polytechnics adult educational institutes specialist institutions and many other research institutes throughout the world. Contributions have been published from authors in many different countries with an appropriately strong representation from North America. Articles have tackled the problems of teachers as well as of students of planners as well as administrators and have reviewed long-standing systems as well as new ideas for the future. Each country may have its own education system but it is clear that the critical issues in higher education are shared by teachers and researchers alike throughout the world. Higher Education offers the opportunity for an exchange of research results experience and insights and provides a regular forum for discussion between experts. Higher Education publishes authoritative reviews comparative studies and analyses of specific problems. Each issue contains an extensive book review section.</p>
Higher Education Research and Development	HIGH EDUC RES DEV <a href="http://www.tandfonline.com/loi/cher20">http://www.tandfonline.com/loi/cher20</a>	0.528	Taylor and Francis Group.	<p>Higher Education Research and Development is a long established refereed international journal. It is the principal learned journal of the Higher Education Research and Development Society of Australasia. The journal combines traditional hard copy publication and expert reviewing with electronic publication of extended abstracts, which are open to peer comment. The aim is to further debate and provide opportunities for more immediate and wider comment. The journal aims to inform improvements in practice through reporting research and evaluations and promoting scholarly reflective articles on practice, policy and theory. The journal, is addressed to university and college faculty from all disciplines and to higher education administrators. Contributions come from around the globe and the topics addressed are of world wide concern. Of the three issues each year one is focused on a particular theme, with a guest editor. The theme for the 1997 special issue is Phenomenography and its impact on research and practice in higher education. This will be edited by Christine Bruce and Rod Gerber. The contributors will include Shirley Booth, Gloria Dall'Alba, Noel Entwistle, Michael Prosser, Keith Trigwell and Lennart Sv</p>

Journal of Higher Education	J HIGH EDUC <a href="https://ohiostatepress.org/index.htm?journals/jhe/jhemain.htm">https://ohiostatepress.org/index.htm?journals/jhe/jhemain.htm</a>	1.157	Ohio State University Press.	Founded in 1930, The Journal of Higher Education is the leading scholarly journal on the institution of higher education. Articles combine disciplinary methods with critical insight to investigate issues important to faculty, administrators, and program managers.
Research in Higher Education	RES HIGH EDUC <a href="http://journals.eek.net/cgi-bin/journalseek/journalsearch.cgi?field=issn&amp;query=0361-0365">http://journals.eek.net/cgi-bin/journalseek/journalsearch.cgi?field=issn&amp;query=0361-0365</a>	1.221	Springer	Research in Higher Education Journal of the Association for Institutional Research is an essential source of new information for all concerned with the functioning of postsecondary educational institutions. The journal publishes original quantitative research articles which contribute to an increased understanding of an institution aid faculty in making more informed decisions about current or future operations and improve the efficiency of an institution.
The Review of Higher Education	REV HIGH EDUC <a href="http://muse.jhu.edu/journals/rhe/">http://muse.jhu.edu/journals/rhe/</a>	0.758	John Hopkins University Press.	The official journal of the Association for the Study of Higher Education (ASHE), The Review of Higher Education provides a forum for discussion of issues affecting higher education and related fields. The journal advances the study of colleges and universities by publishing peer-reviewed articles, essays, reviews, and research findings. Its broad approach emphasizes systematic inquiry and practical implications. Considered one of the leading research journals in the field, The Review keeps scholars, academic leaders, and public policy makers abreast of critical issues facing higher education today.
Studies in Higher Education	STUD HIGH EDUC <a href="http://www.tandfonline.com/loi/cshe20">http://www.tandfonline.com/loi/cshe20</a>	0.922	Taylor and Francis Group.	Studies in Higher Education welcomes contributions on most aspects of higher education. The Editor especially wishes to encourage three kinds of paper: those which illuminate teaching and learning by bringing to bear particular disciplinary perspectives (such as those of sociology, philosophy, psychology, economics and history, and cultural and policy studies); those in which teachers in higher education engage in systematic reflection on their own practices and; synoptic review articles and; synoptic review articles. A key criterion for publication is that papers should be written in an accessible, while rigorous style, which communicates to non-specialists. Studies in Higher Education is published by Carfax Publishing on behalf of the Society for Research into Higher Education.
Teaching in Higher Education	TEACH HIGH EDUC <a href="http://www.tandfonline.com/loi/cthe20">http://www.tandfonline.com/loi/cthe20</a>	0.554	Taylor and Francis Group	Teaching in Higher Education addresses the roles of teaching, learning and the curriculum in higher education in order to explore and clarify the intellectual challenges which they present. The journal is interdisciplinary and aims to open up discussion across subject areas by involving all those who share an enthusiasm for learning and teaching. In particular the journal: Critically examines the values and presuppositions underpinning teaching Identifies new agendas for research Introduces comparative perspectives and insights drawn from different cultures Aims to apply and develop sustained reflection, investigation and critique to learning and teaching in higher education Considers how teaching and research can be brought into closer relationship and how teaching in higher education can itself become a field of research.
The Internet and Higher Education	INTERNET HIGH EDUC <a href="http://www.sciencedirect.com/science/journal/10967516">http://www.sciencedirect.com/science/journal/10967516</a>	1.896	Elsevier Science	The Internet and Higher Education, a quarterly journal designed to reach those faculty, staff and administrators charged with the responsibility of enhancing instructional practices and productivity via the use of Information Technology and the Internet in their respective institutions. Papers outlining innovative deployments of Information Technology (IT) via the Internet and reporting on research designed to gauge the impact of IT and the Internet on instruction in post-secondary education will be published in each issue. An editorial board of distinguished scholars will serve in an advisory capacity to the editors. Authors interested in submitting papers for consideration should contact the Editors.
<b>Среднее образование</b>				
SCHOOL EFFECTIVENESS AND SCHOOL IMPROVEMENT (ROUTLEDGE JOURNALS, TAYLOR & FRANCIS)	SCH EFF SCH <a href="http://www.routledge.com/books/details/9780415698948/">http://www.routledge.com/books/details/9780415698948/</a>	0.956	Routledge	This book provides a contemporary overview of school effectiveness and improvement. It charts the development theory and research in this area and looks at the contribution made to policy and practice. It also challenges some assumptions that have become ingrained into the theoretical and methodological traditions of the field. By challenging these orthodoxies, it provides a framework that sets a new agenda and repositions the field to meet the emerging challenges of the 21st century. It argues that traditional measures of school effectiveness are challenged as systems have attempted to adapt to a complex range of emerging agendas. New theoretical perspectives are required which consider 'education' and a 'broader set of outcomes'. This shift requires a rethink of how effectiveness and improvement have been understood by the field, and a reconstruction by policy makers and practitioners.



				<p>Attention must be given to promoting equity as well as effectiveness so that one school or student's gain no longer means another's loss. The field must develop new methodologies if inequities are to be challenged and a broader set of outcome measures are to be developed. The two questions guiding this book are:</p> <p>How can educational effectiveness and improvement research and practice support the development of a more equitable education service?</p> <p>What are the key indicators of educational effectiveness and improvement and what are the new methodologies required to facilitate a shift from 'school' effectiveness and improvement to 'educational' effectiveness and improvement?</p> <p>This book uses lenses of research, policy and practice to explore these key questions and articulate what such a repositioning may look like and how it may be achieved. It will prove invaluable for teachers, school leaders and anyone involved in policy and educational research.</p>
<b>Дошкольное образование</b>				
Early Childhood Research Quarterly	EARLY CHILD RES Q <a href="http://www.sciencedirect.com/science/journal/08852006">http://www.sciencedirect.com/science/journal/08852006</a>	2.192	Elsevier Science	Early Childhood Research Quarterly is the scholarly journal of the National Association for the Education of Young Children (NAEYC). For more than a decade, Early Childhood Research Quarterly has influenced the field of early childhood development and education through the publication of work that meets the highest standards of scholarly and practical significance. Its articles challenge readers to change the way they think about some of the most critical issues of our time: violence in young children's lives the role of culture in early childhood programs professional development in the field of early childhood care and education effective curriculum and teaching strategies for the primary grades outcomes of early childhood care and education programs the effects of public policies on young children's development. These types of socially and educationally relevant topics are the focus of current and future issues of ECRQ, and to strengthen the links between research and practice, ECRQ features "Practitioner Perspectives," commentaries on ECRQ, published research by teachers, program directors, and policy makers.
Early Education & Development	EARLY EDUC DEV <a href="http://www.tandfonline.com/loi/heed20">http://www.tandfonline.com/loi/heed20</a>	0.814	Taylor and Francis Group	Early Education and Development (EE&D) is a professional journal for those involved in educational and preschool services and research related to children and their families: early education supervisors, school psychologists, daycare administrators, child development specialists, developmental and child clinical psychologists, and special education administrators. It is designed to emphasize the implications for practice of research and solid scientific information. The age range focused upon is preschool through the primary grades. EE&D is a connecting link between the research community in early education and child development and school district early education programs, daycare systems, and special needs preschool programs. It is a publication established as a continuing forum for research and general policy articles in the rapidly growing area of early education services for the preschool child. The scope of Early Education and Development includes: children with disabilities, preschool and childcare programs, research on remedial programs, instructional and developmental techniques, school district and community policies, kindergarten screening, assessment devices and approaches, parental role and competencies, staff competencies, social and physical environment, school readiness, and early education and intervention.
The Elementary School Journal	ELEM SCHOOL J <a href="http://www.jstor.org/action/showPublication?journalCode=elemschoj">http://www.jstor.org/action/showPublication?journalCode=elemschoj</a>	1.065	University of Chicago Press.	Founded in 1900, The Elementary School Journal is designed to serve both the researcher and the practitioner in elementary and middle school education. While exploring central problems in education theory, the Journal also explores the complex problems of the classroom. In addition, ESJ presents articles that relate the latest research in child development, cognitive psychology, sociology, and anthropology to school learning and teaching.
European Early Childhood Education Research Journal	EUR EARLY CHILD EDUC <a href="http://www.tandfonline.com/loi/recr20">http://www.tandfonline.com/loi/recr20</a>	0.592	Taylor and Francis Group	The European Early Childhood Education Research Journal (EECERJ) is the publication of the European Early Childhood Education Research Association (EECERA), an international organisation dedicated to the promotion and dissemination of research in Early Childhood Education throughout Europe and beyond. EECERA welcomes and encourages membership and contributions from across the world to share and participate in its European perspective. EECERJ aims to provide a forum for the publication of original research in early childhood education in Europe. With this as its principal focus, it should be emphasised that its definition of education embraces care and that its approach is multidisciplinary, embracing all related fields including psychology, sociology, child health and social work. Contributions from outside the European context are encouraged where there is a relevance to the EECERA's stated aims. 'Early Childhood' is defined as being from birth to eight years of age. The Editorial Board intends to publish papers which have a clear

				application to early childhood education and care policy and practice and this must be made explicit in the paper. It also seeks to provide a common forum for shared issues in early childhood education research, and, on occasion, to provide a forum for controversy in the discussion of such issues. Papers may take the form of reports of research in progress, discussion of conceptual and methodological issues and review articles. All papers are peer reviewed. The Journal is published three times per year. Papers are either selected from those presented as key notes at the EECERA Annual Conference or can be submitted directly to the Coordinating Editor.
<b>Сравнительное</b>				
Comparative Education Review	COMP EDUC REV <a href="http://www.jstor.org/action/showPublication?journalCode=compeducrevi">http://www.jstor.org/action/showPublication?journalCode=compeducrevi</a>	0.976	University of Chicago Press.	Comparative Education Review investigates education throughout the world and the social, economic, and political forces that shape it. Founded in 1957 to advance knowledge and teaching in comparative education studies, the Review has since established itself as the most reliable source for the analysis of the place of education in countries other than the United States.
Journal of Studies in International Education	J STUD INT EDUC IMPROV <a href="http://jsi.sagepub.com/">http://jsi.sagepub.com/</a>	0.739	Sage Publications.	Journal of Studies in International Education considers how international education, cooperation, and exchange will influence and be influenced by an increasingly transnational world.
<b>Математические методы</b>				
Journal of Educational and Behavioral Statistics	J EDUC BEHAV STAT <a href="http://jeb.sagepub.com/">http://jeb.sagepub.com/</a>	1.644	Sage Publications.	The Journal of Educational and Behavioral Statistics (JEBS, quarterly, begun in 1976; approximately 384 pp./volume year) sponsored jointly with the American Statistical Association, provides an outlet for papers that develop original statistical methods useful for the applied statistician working in educational or behavioral research. Typical papers will present new methods of analysis. In addition, critical reviews of current practice, tutorial presentations of less well-known methods, and novel applications of already known methods will be published.
<b>Социология образования</b>				
British Journal of Sociology of Education	BRIT SOCIOL EDUC <a href="http://www.tandfonline.com/loi/cbse20">http://www.tandfonline.com/loi/cbse20</a>	0.775	Taylor and Francis Group	This journal publishes academic articles from throughout the world which contribute to both theory and empirical research in the sociology of education. It attempts to reflect the variety of perspectives current in the field. In order to ensure that all articles are of the highest quality, all contributions are submitted to at least two referees before acceptance for publication. Apart from the main articles each issue will normally contain a review essay, an extended review and a review symposium on a major book or collection of books.
Sociology of Education	SOCIOL EDUC <a href="http://soe.sagepub.com/">http://soe.sagepub.com/</a>	1.344	American Sociological Association.	SOE provides a forum for studies in the sociology of education and human social development. SOE publishes research that examines how social institutions and individuals' experiences within these institutions affect educational processes and social development. Such research may span various levels of analysis, ranging from the individual to the structure of relations among social and educational institutions. In an increasingly complex society, important educational issues arise throughout the life cycle. The journal presents a balance of papers examining all stages and all types of education at the individual, institutional, and organizational levels.
<b>Образование учителей</b>				
Asia-Pacific Journal of Teacher Education	ASIA-PAC J TEACH EDU <a href="http://www.tandfonline.com/loi/capj20">http://www.tandfonline.com/loi/capj20</a>	0.644	Taylor and Francis Group.	The Asia-Pacific Journal of Teacher Education is an international medium for educators with an interest in the pre-service and continuing education of teachers. The journal is interdisciplinary, publishes integrative reviews, interpretations of educational research, reports of research and book reviews. An innovations and practice section provides a scholarly forum for researchers and practitioners to share new ideas and practices. The journal is the major publication of the Australian Teacher Education Association, which has members from Australia and also from Papua New Guinea, New Zealand and the island nations of the South Pacific.
Journal of Teacher Education	J TEACH EDUC <a href="http://jte.sagepub.com/">http://jte.sagepub.com/</a>	1.891	Sage Publications.	Journal of Teacher Education is the leading voice in teacher education. For over fifty years the journal has featured peer reviewed conceptual and empirical articles, themed issues and book reviews.

Teaching and Teacher Education	TEACH TEACH EDUC <a href="http://www.sciencejournal/0742051X">http://www.sciencejournal/0742051X</a>	1.124	Elsevier Science.	Teaching and Teacher Education is:- a multidisciplinary journal, committed to no single approach, discipline, or paradigm;- an international journal, containing papers from nations around the world;- concerned with teaching and teacher education in general, that is, teaching in any subject matter for students at any age or grade level; and- devoted to all concerned with teaching - the description and analysis of cognitive, affective and behavioural components of teaching, teacher effectiveness, teacher education, teacher thinking, and social policy affecting teaching.
<b>История, философия, экономика</b>				
Anthropology & Education Quarterly	ANTHROPO L EDUC QUART -----	0.841	American Anthropological Association.	Discontinued. Continued by Anthropology & Education Quarterly (01617761).
Economics of Education Review	ECON EDUC REV <a href="http://www.sciencejournal/02727757">http://www.sciencejournal/02727757</a>	1.066	Elsevier Science	Economists concerned with human resources and local government finance, specialists in education finance and educational administrators need to be aware of the latest research in the economics of education. Economics of Education Review encourages the development of sound theoretical, empirical and policy research, demonstrating the role of economic analysis in the solution or improved understanding of educational problems and issues. The journal encourages the interaction of ideas, research methods and results between economists and other scholars interested in the economic dimensions of education. From time to time the journal also publishes book reviews, review articles and literature surveys.
Gender Education	GENDER EDUC <a href="http://www.tandfonline.com/loi/cgee20">http://www.tandfonline.com/loi/cgee20</a>	0.583	Taylor and Francis Group	Gender and Education is an international forum for discussion of multidisciplinary educational research and ideas that focus on gender as a category of analysis. It seeks to further feminist knowledge, theory, consciousness, action and debate. Articles are welcome which examine the interrelated experiences of women and girls and men and boys from these feminist perspectives. Education is broadly interpreted. It may be formal, non-formal or informal at any level: pre-primary, primary or secondary schooling; further and higher education; family and community learning; vocational training and professional development. Those working in all disciplinary areas are invited to submit manuscripts. Sexist and racist language should be avoided.
Journal of Language, Identity and Education	J LANG IDENTITY EDUC <a href="http://www.tandfonline.com/loi/hlie20">http://www.tandfonline.com/loi/hlie20</a>	0.412	Lawrence Erlbaum Associates, Inc..	Education plays a central role in promoting social development, stability, integration, and equity in a linguistically and culturally diverse world. Policy decisions in educational settings today often require an understanding of the relationships between home language/variety and school language/variety, ethnic and gender identity, societal attitudes toward languages/varieties, and differential performance across groups. This journal will seek out cutting edge interdisciplinary research from around the world, reflecting diverse theoretical and methodological frameworks and topical areas. The journal will solicit articles that deal with the following issues: Educational policies and approaches that explicitly address various dimensions of diversity; The formation and consequences of identities in educational and other social contexts; Language policies and linguistic rights in educational contexts; The role of indigenous languages/varieties in education; Critical studies of literacy policies, national literacy and biliteracy demographics, the socio-economic and political significance of literacy, and societal expectations regarding literacy; Research on the relationship between home/local linguistic and cultural socialization and schooling; Critical and comparative analyses of official and legal frameworks for educational policies and practices in diverse settings; Critical studies of school and community attitudes and expectations about schooling; Critical studies about bias in schooling practices; Research on educational practices that promote educational equity for diverse student populations; The role of ideologies in educational language and cultural policies; and Group-specific studies on special needs/issues and on effective policies and practices. Starting in 2002.
Journal of Philosophy of Education	J PHILOS EDUC <a href="http://online.library.wiley.com/journal/10.1111/(ISSN)1467-9752;jsessionid=BE9B2369044C7198DCF3FD883D2DCE58.d03t04">http://online.library.wiley.com/journal/10.1111/(ISSN)1467-9752;jsessionid=BE9B2369044C7198DCF3FD883D2DCE58.d03t04</a>	0.593	John Wiley and Sons.	Journal of Philosophy of Education publishes articles representing a wide variety of philosophical traditions. They vary from examination of fundamental philosophical issues in their connection with education to detailed critical engagement with current educational practice or policy from a philosophical point of view. The journal aims to promote rigorous thinking on educational matters and to identify and criticise the ideological forces shaping education. Ethical political aesthetic and epistemological dimensions of educational theory are amongst those covered. Visit the Philosophy of Education Society

Minerva	MINERVA A <a href="http://www.springer.com/education+%26+language/journal/11024">http://www.springer.com/education+%26+language/journal/11024</a>	0.605	Springer.	Minerva is devoted to the study of ideas, traditions, cultures, and institutions in science, higher education, and research. It is equally focused on historical as well as present practices and on local as well as global issues. Moreover, the journal does not represent one single school of thought, but rather welcomes diversity within the rules of rational discourse.  The journal features peer reviewed articles and essay reviews. In addition, special issues are periodically published on themes of topical importance.
<b>Learning and teaching, психология</b>				
Thinking Skills and Creativity (ELSEVIER)	THINK SKILLS CREAT <a href="http://www.journals.elsevier.com/thinking-skills-and-creativity/">http://www.journals.elsevier.com/thinking-skills-and-creativity/</a>	1.708	ELSEVIER	Thinking Skills and Creativity is a new journal providing a peer-reviewed forum for communication and debate for the community of researchers interested in teaching for thinking and creativity. Papers may represent a variety of theoretical perspectives and methodological approaches and may relate to any age level in a diversity of settings: formal and informal, education and work-based.  The journal particularly welcomes several types of research article:  <ul style="list-style-type: none"> <li>•studies of teaching and learning processes directly relevant to teaching thinking and fostering creativity;</li> <li>•reports of research evaluating the efficacy of programmes, approaches, and innovations in teaching for thinking and creativity;</li> <li>•synthetic review articles, and</li> <li>•critical theoretical and methodological studies.</li> </ul> The major criteria for the acceptance of a research article will be its relevance, its importance to the field of teaching for thinking and creativity, and its analytical quality.  Each issue will also include a small number of topical 'Keynotes', or discussion pieces. These are shorter articles which raise issues and offer propositions in such a way that is designed to stimulate debate.  The journal will also publish 'Research Notes': short reports of interesting or important research being carried out in the field.  Issues will carry reviews of relevant books and web-sites.
Journal of Moral Education	J MORAL EDUC <a href="http://www.tandfonline.com/doi/abs/10.1080/03057240.2011.596352">http://www.tandfonline.com/doi/abs/10.1080/03057240.2011.596352</a>	0.653	Taylor and Francis Group.	The Journal of Moral Education provides a unique interdisciplinary forum for consideration of all aspects of moral education and development across the lifespan. It contains philosophical analyses, reports of empirical research and evaluation of educational strategies which address a range of value issues and the process of valuing, not only in theory and practice, but also at the social and individual level. The journal regularly includes country based state-of-the-art papers on moral education and publishes special issues on particular topics.
Mind, Brain, and Education	MIND BRAIN EDUC <a href="http://eu.wiley.com/WileyCDA/WileyTitle/productCd-MBE.html">http://eu.wiley.com/WileyCDA/WileyTitle/productCd-MBE.html</a>	1.283	on behalf of International Mind, Brain, and Education Society	Mind, Brain, and Education (MBE), recognized as the 2007 Best New Journal in the Social Sciences & Humanities by the Association of American Publishers' Professional & Scholarly Publishing Division, provides a forum for the accessible presentation of basic and applied research on learning and development, including analyses from biology, cognitive science, and education.  The journal grew out of the International Mind, Brain, and Education Society's mission to create a new field of mind, brain and education, with educators and researchers expertly collaborating in integrating the variety of fields connecting mind, brain, and education in research, theory, and/or practice. The broad target audience is educators, school personnel, teacher educators, educational policy professionals, and researchers in general, who wish to explore careful, high quality research and practice-based evaluation relevant to education in an international context.
Metacognition and Learning	METACOGN LEARN <a href="http://www.springer.com/education+%26+language/learning+%26+instruction/journal/11409">http://www.springer.com/education+%26+language/learning+%26+instruction/journal/11409</a>	2.038	Springer	Metacognition and Learning is the only journal that specializes in research on metacognition and self-regulation. The journal brings together researchers that have been working hitherto on separate islands of different sub-topics or different research paradigms.  The journal "Metacognition and Learning" addresses various components of metacognition, such as metacognitive awareness, experiences, knowledge, and executive skills. Moreover, both general metacognition as well as domain-specific metacognitions in various task domains (mathematics, physics, reading, writing etc.) are considered. Papers may address fundamental theoretical issues, measurement issues regarding both quantitative and qualitative methods, as well

				<p>as empirical studies about individual differences in metacognition, relations with other learner characteristics and learning strategies, developmental issues, the training of metacognition components in learning, and the teacher's role in metacognition training. Submitted papers are judged on theoretical relevance, methodological thoroughness, and appeal to an international audience. The journal aims for a high academic standard with relevance to the field of educational practices.</p> <p>One restriction is that papers should pertain to the role of metacognition in learning situations. Self-regulation in clinical settings, such as coping with phobia or anxiety outside learning situations, is beyond the scope of the journal.</p>
<b>Компьютеры и технологии в образовании</b>				
British Journal of Educational Technology	BRIT J EDUC TECHNOL <a href="http://online.library.wiley.com/journal/10.1111/(ISSN)1467-8535;jsessionid=C6FF734BFA0A907BC4EFD12E80B547B6.d03t02">http://online.library.wiley.com/journal/10.1111/(ISSN)1467-8535;jsessionid=C6FF734BFA0A907BC4EFD12E80B547B6.d03t02</a>	2.139	John Wiley and Sons.	The British Journal of Educational Technology provides readers with the widest possible coverage of developments in educational technology world-wide. BJET is a primary source for academics and professionals in the expanding fields of education training and information technology. Articles cover the whole range of education and training concentrating on the theory applications and development of educational technology and communications. The new Colloquium section publishes shorter contributions summarising work in progress raising queries and questioning received wisdom.
Australasian Journal of Educational Technology	AUSTRALAS J EDUC TEC —	1.655	—	Australasian Journal of Educational Technology currently does not have a website.
Computers & Education	COMP EDUC <a href="http://www.journals.elsevier.com/computers-and-education/">http://www.journals.elsevier.com/computers-and-education/</a>	0.635	Elsevier Science.	<p>Computing and communication technology continue to make an ever-increasing impact on all aspects of cognition, education and training, from primary to tertiary and in the growing open and distance learning environment. The journal is an established technically-based, interdisciplinary forum for communication in the use of all forms of computing in this socially and technologically significant area of application and will continue to publish definitive contributions to serve as a reference standard against which the current state-of-the-art can be assessed.</p> <p>The Editors welcome any papers on cognition, educational or training systems development using techniques from and applications in any technical knowledge domain: social issues and gender issues; curricula considerations, graphics, simulations, computer-aided design, computer integrated manufacture, artificial intelligence and its applications including intelligent tutoring systems and computer assisted language learning; hypertext and hypermedia; user interfaces to learning systems; management of technological change on campus and in local education; uses of advanced technology information systems, networks, terrestrial and satellite transmissions and distributed processing; and virtual reality in an educational context; state-of-the-art summaries and review articles.</p>
Computers & Education	COMPUT EDUC <a href="http://www.sciencedirect.com/science/journal/03601315">http://www.sciencedirect.com/science/journal/03601315</a>	2.617	Elsevier Science	<p>Computing and communication technology continue to make an ever-increasing impact on all aspects of cognition, education and training, from primary to tertiary and in the growing open and distance learning environment. The journal is an established technically-based, interdisciplinary forum for communication in the use of all forms of computing in this socially and technologically significant area of application and will continue to publish definitive contributions to serve as a reference standard against which the current state-of-the-art can be assessed. The Editors welcome any papers on cognition, educational or training systems development using techniques from and applications in any technical knowledge domain: social issues and gender issues; curricula considerations, graphics, simulations, computer-aided design, computer integrated manufacture, artificial intelligence and its applications including intelligent tutoring systems and computer assisted language learning; hypertext and hypermedia; user interfaces to learning systems; management of technological change on campus and in local education; uses of advanced technology information systems, networks, terrestrial and satellite transmissions and distributed processing; and virtual reality in an educational context; state-of-the-art summaries and review articles.</p>

International Journal of Computer-Supported Collaborative Learning	INT J COMP-SUPP COLL <a href="http://www.springer.com/education+%26+language/learning+%26+instruction/journal/11412">http://www.springer.com/education+%26+language/learning+%26+instruction/journal/11412</a>	1.487	Springer	Subjects: Education Educational Technology Learning and Instruction User Interfaces and Human Computer Interaction Computers and Education Cognitive Psychology
Journal of Computer Assisted Learning	J COMPUT ASSIST LEAR <a href="http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1365-2729">http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1365-2729</a>	1.250	John Wiley and Sons.	The Journal of Computer Assisted Learning was launched in 1984 with the aim of making the results of valuable, relevant studies and research available to practitioners in an easily accessible way. Today, the Journal continues to publish high quality refereed papers covering a wide range of topics in the field. Journal of Computer Assisted Learning bridges the gap between research and practice. The Journal provides a medium for communication between researchers in laboratories, and training and educational institutions, and addresses the problems of ensuring that top-level research in areas such as Artificial Intelligence, Expert Systems, Cognitive Psychology and Educational Research influ
Journal of Educational Computing Research	J EDUC COMPUT RES <a href="http://www.baywood.com/Journals/PreviousJournals.asp?Id=0735-6331">http://www.baywood.com/Journals/PreviousJournals.asp?Id=0735-6331</a>	0.561	Baywood Publishing Company.	Every issue of this truly interdisciplinary, rigorously refereed Journal contains a wealth of information: articles of value and interest to you, the educator, researcher, scientist. Designed to convey the latest in research reports and critical analyses to both theorists and practitioners, the Journal addresses four primary areas of concern: The outcome effects of educational computing applications, featuring findings from a variety of disciplinary perspectives which include the social, behavioral, and physical sciences; The design and development of innovative computer hardware and software for use in educational environments; The interpretation and implications of research in educational computing fields; The theoretical and historical foundations of computer-based education. The term "education" is viewed in its broadest sense by the Journal's editors. The use of computer-based technologies at all levels of the formal education system, business and industry, home-schooling, lifelong learning and unintentional learning environments, are examined. The wide variety of areas that the Journal explores is reflected in its distinguished Editorial Board, which includes prominent educational researchers, social and behavioral scientists, and computer and information experts. This single Journal provides an international forum for interdisciplinary communication on an increasingly significant subject: research into the applications, effects, and implications of computer-based education.
Learning, Media and Technology	LEARN MEDIA TECHNOL <a href="http://www.tandfonline.com/loi/cjem20">http://www.tandfonline.com/loi/cjem20</a>	1.229	Taylor and Francis Group.	Learning, Media and Technology is an international, peer-reviewed journal that aims to stimulate debate on the interaction of innovations in educational theory, practices, media and educational technologies. Media and technologies are interpreted in the broadest sense, to encompass digital broadcasting, the internet and online resources, and other new and emerging formats, as well as the traditional media of print, broadcast television and radio.
Computer-assisted language learning	COMPUT ASSIST LANG L <a href="http://www.tandfonline.com/loi/ncal20">http://www.tandfonline.com/loi/ncal20</a>	0.900	Taylor and Francis Group.	Distance learning and learning by computers are prevalent these days. Computer Assisted Language Learning puts you in touch with the increasingly interdisciplinary and international research community.
Turkish online journal of educational technology	TURK ONLINE J EDUC T <a href="http://www.tojet.net/">http://www.tojet.net/</a>	1.016	Sakarya University.	TOJET is a quarterly journal (January, April, July and October). This online periodical is devoted to the issues and applications of educational technology to enhance learning and teaching. Reviewed by leaders in the field, this publication is designed to provide a multi-disciplinary forum to present and discuss all aspects of educational technology in all learning environments. TOJET provides an educational technology forum and focal point for readers to share and exchange their experiences and knowledge each other to create better research experiences on educational technology. The main purpose of this sharing and exchange should result in the growth of ideas and practical solutions that can contribute toward the improvement of education and learning through educational technology.
<b>Чтение</b>				
Journal of Research in Reading	J RES READ <a href="http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-9817;jsessionid=4B4B17346AD95C2EFB9C43BD4EAC3337.d04t03">http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-9817;jsessionid=4B4B17346AD95C2EFB9C43BD4EAC3337.d04t03</a>	0.938	John Wiley and Sons.	Journal of Research in Reading provides an international forum for researchers into literacy. It increased to 3 issues a year in 1997. It is a refereed journal principally devoted to reports of empirical studies in reading and related fields and to informed reviews of relevant literature. It also includes brief research notes (including abstracts of these) notices of conferences (including calls for papers) and reviews of books and published research reports. Journal of Research in Reading is published for the United Kingdom Reading Association. If you would like to visit the National Literacy Trusts web site click here.

Reading Research Quarterly	READ RES QUART <a href="http://www.reading.org/General/Publications/Journals/RQ.aspx">http://www.reading.org/General/Publications/Journals/RQ.aspx</a>	1.833	International Reading Association.	For more than 40 years, Reading Research Quarterly has been essential reading for those committed to scholarship on literacy among learners of all ages. The leading research journal in the field, each issue of RRQ includes: Reports of important studies; Multidisciplinary research; Various modes of investigation; Diverse viewpoints on literacy practices, teaching, and learning.
Read Write Journal	READ WRIT <a href="http://www.springerlink.com/content/100333/?MUD=MP">http://www.springerlink.com/content/100333/?MUD=MP</a>	1.297	Springer.	Reading and writing skills are fundamental to literacy. Consequently the processes involved in reading and writing and the failure to acquire these skills as well as the loss of once well-developed reading and writing abilities have been the targets of intense research activity involving professionals from a variety of disciplines such as neuropsychology cognitive psychology psycholinguistics and education. The findings that have emanated from this research are most often written up in a lingua that is specific to the particular discipline involved and are published in specialized journals. This generally leaves the expert in one area almost totally unaware of what may be taking place in any area other than his own. Reading and Writing cuts through this fog of jargon breaking down the artificial boundaries between disciplines. The journal focuses on the interaction among various fields such as linguistics information processing neuropsychology cognitive psychology speech and hearing science and education. Reading and Writing publishes high quality scientific articles pertaining to the processes acquisition and the loss of reading and writing skills. The journal publishes research articles critical reviews theoretical papers case studies and book reviews. The journal also publishes short articles under 'In Brief' section. Case studies and pilot reports with preliminary results may be suitable for publication in this section. Some topics that are appropriate for publication in the journal are: models of reading writing and spelling at all age levels; orthography and its relation to reading and writing; computer literacy; cross-cultural studies; and developmental and acquired disorders of reading and writing.

### Образование взрослых

Adult Education Quarterly	ADULT EDUC QUART <a href="http://aeq.sagepub.com/">http://aeq.sagepub.com/</a>	0.556	Sage Publications.	Adult Education Quarterly is a refereed journal committed to the dissemination of research and theory in adult and continuing education. Articles report research, build theory, interpret and review literature, and critique work previously published in the journal. Work primarily concerned with the techniques of practice is generally not within the scope of this journal.
Journal of Adolescent & Adult Literacy	J ADOLESC ADULT LIT <a href="http://www.reading.org/journalredirect.aspx?INST=false">http://www.reading.org/journalredirect.aspx?INST=false</a>	0.736	International Reading Association.	The Journal of Adolescent & Adult Literacy is the only literacy journal published exclusively for teachers of older learners. With each issue, JAAL gives you practical, classroom-tested ideas grounded in sound research and theory. Whether you work with new or struggling readers, or with students who are skilled in reading and writing, you'll find something of interest in JAAL.

### Преподавание отдельных дисциплин

Studies in Science Education	STUD SCI EDUC <a href="http://www.education.leeds.ac.uk/research/science-and-mathematics/">http://www.education.leeds.ac.uk/research/science-and-mathematics/</a>	1.267	University of Leeds.	As an international review of research, Studies in Science Education is intended for all who are interested in the educational dimensions of science. It complements other journals by drawing together, in analytical surveys, recent contributions which may be published in widely scattered sources. Since the first issue in 1974, its editorial policy has been to encourage work which reflects a wide variety of viewpoints, including those of administration, anthropology, curriculum, history, linguistics, philosophy, politics, psychology and sociology. As a result, it has now clearly established itself as the major international research review journal in this field, valued by both students and established scholars alike.
Science Education	SCI EDUC <a href="http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1098-237X">http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1098-237X</a>	1.900	John Wiley and Sons.	Science Education publishes original articles on the latest issues and trends occurring internationally in science curriculum instruction learning policy and preparation of science teachers with the aim to advance our knowledge of science education theory and practice. In addition to original articles the journal features the following special sections: Learning : containing both reports of empirical research studies and interpretive articles related to the psychological aspects of the learning of science. Issues and Trends : consisting primarily of analytical interpretive or persuasive essays on current educational social or philosophical issues and trends relevant to the teaching to science. International Science Education : including reports on comparative studies of aspects of science teaching and descriptive or interpretive articles on science education programs and practices throughout the world. Science Teacher Education :

				containing descriptive articles and reports on empirical research studies organization and operation of science teacher education programs and the effectiveness of practices procedures or programs of teacher education in science. Books : covering reviews of recently published books in the field. In addition the journal regularly carries a Comments and Criticism section which provides a forum for the expression of differing view points and commentary and clarification of topics in published papers. The Journal Editorial Board invites any manuscript addressing a relevant science education topic that employs an established and recognized scholarly approach and also impacts or is generalizable to national and international populations. Qualitative research reports that employ sophisticated research designs (e.g. MANOVAs linear modeling) and qualitative research reports that rigorously follow naturalistic research methods are preferred. One or two variable tests employing simple inferential statistics (e.g. ANOVA or ANCOVA) and poorly described and argued qualitative research are discouraged. All manuscripts must provide a thorough review of the literature that establishes the research problem or the issue at hand as well as a thorough conclusion that addresses the implications and limitations of the research or argument.
Scientific Studies of Reading	SCI STUD READ —	1.973	Lawrence Erlbaum Associates, Inc..	This journal publishes original empirical investigations dealing with all aspects of reading and its related areas, and, occasionally, scholarly reviews of the literature, papers focused on theory development, and discussions of social policy issues. Papers range from very basic studies to those whose main thrust is toward educational practice. The journal also includes work on "all aspects of reading and its related areas," a phrase that is sufficiently general to encompass issues related to word recognition, comprehension, writing, intervention, and assessment involving very young children and/or adults. This includes investigations of eye movements, comparisons of orthographies, studies of response to literature, and more. Commentary and criticism on topics pertinent to the journal's concerns are also considered for publication.
Research in Science Education	RES SCI EDUC <a href="http://www.springerlink.com/content/108230/">http://www.springerlink.com/content/108230/</a>	0.853	Springer.	Research in Science Education is an international journal which publishes scholarly science education research of interest to researchers, practitioners and others interested in science education. Articles are published relating to early childhood, primary, secondary, tertiary, workplace and informal learning contexts as they relate to science education. The aim of the journal is to promote scholarly science education research in these contexts and to bring the publication of this research to the professional research community, to practitioners in those various contexts, and to others interested in science education. The scope of the journal is wide-ranging in both content and type of articles. Articles representing a range of qualitative, quantitative and mixed research methods are invited. The journal welcomes papers based on innovative methods. The content of the articles relates to science education generally and includes, for example, relevant aspects of information technology education and design technology education. Scholarly reports of research, major review articles and position papers, comments and criticism on recently published papers in the journal or issues of general interest to science educators are published.
International Journal of Science Education	INT J SCI EDUC <a href="http://www.tandfonline.com/loi/tsed20">http://www.tandfonline.com/loi/tsed20</a>	1.063	Taylor and Francis Group.	The International Journal of Science Education is firmly established as the authoritative voice in the world of science education. It bridges the gap between research and practice, providing information, ideas and opinion. It serves as a medium for the publication of definitive research findings. Special emphasis is placed on applicable research relevant to educational practice, guided by educational realities in systems, schools, colleges and universities. The journal is comprises peer-reviewed general articles, papers on innovations and developments, research reports and book reviews. Each volume contains a Special Issue devoted to a topic of major interest and importance, guest-edited by an acknowledged expert. Recent Special Issues have featured environmental education and policy and practice in science education.
Advances in Health Sciences Education	ADV HEALTH SCI EDUC <a href="http://www.springerlink.com/content/102840/">http://www.springerlink.com/content/102840/</a>	1.416	Springer.	Advances in Health Sciences Education serves as an international forum for scholarly and state-of-the-art research and development into all aspects of health sciences education. It will not only publish empirical studies but also stimulate theoretical discussions and address practical implications. Reviews of important developments in the field will be particularly encouraged since advances in a field can only result from a deep understanding of what has already been accomplished. The editors welcome contributions in which a line of reasoning is illustrated with multiple experiments or correlational studies. In addition the editors encourage submission of new ideas for health sciences education papers that are not necessarily empirical in nature but describe interesting new educational tools approaches or solutions. The journal will accept articles on topics such as problem-based learning tutorial guidance self-directed learning staff development achievement testing forms of motivation and how to promote them learning styles curriculum development curricular comparisons program evaluation expertise development continuing education community-based education and communication skills. It is aimed at all those committed to the improvement of health professions education; educational researchers and educators in the fields of medicine nursing occupational therapy physiotherapy nutrition and related disciplines.



Chemistry Education Research and Practice	CHEM EDUC RES PRACT <a href="http://www.uoi.gr/ceerp/">http://www.uoi.gr/ceerp/</a>	0.662	University of Ioannina.	Publishes original papers that report science/chemistry education research or make a contribution to the practice of chemistry education.
Environmental Education Research	ENVIRON EDUC RES <a href="http://www.tandfonline.com/loi/ceer20">http://www.tandfonline.com/loi/ceer20</a>	0.679	Taylor and Francis Group.	Environmental Education Research is an international refereed journal which publishes papers and reports on all aspects of environmental education. The purpose of the journal is to help advance understanding of environmental education through a focus on papers reporting research and development activities. The journal also carries more diverse papers including, for example, conference reviews, retrospective analyses of activities in a particular field, commentaries on policy issues, comparative aspects of an environmental education issue and critical reviews of environmental education provision in a particular country or region. The criteria for acceptance of papers are that they are analytical and critical; that the ideas being discussed are transferable to other educational systems and cultures; and that they are accessible to an international audience. In addition, there will be a review section reinforcing the international nature of the journal by focusing on books, reports and publications in other media which deal with international environmental issues. Editorial correspondence, and manuscripts for submission, should be addressed to: Chris Oulton, Environmental Education Research, Worcester College of Higher Education, Henwick Grove, Worcester WR2 6AJ, UK.
European Physical Education Review	EUR PHYS EDUC REV <a href="http://epe.sagepub.com/">http://epe.sagepub.com/</a>	0.667	Sage Publications.	European Physical Education Review is an international interdisciplinary journal that seeks to stimulate and present scholarly enquiry in the broad field of physical education, including sport and leisure issues and research. The journal welcomes contributions from a wide range of disciplines across the natural and social sciences and humanities.
Foreign Language Annals	FOREIGN LANG ANN <a href="http://www.actfl.org/i4a/pages/index.cfm?pageid=3320">http://www.actfl.org/i4a/pages/index.cfm?pageid=3320</a>	0.535		Edited by Emily Spinelli, Foreign Language Annals is the official journal of the American Council on the Teaching of Foreign Languages. Dedicated to the advancement of foreign language teaching and learning, the journal seeks to serve the professional interests of classroom instructors, researchers, and administrators concerned with the teaching of foreign languages at all levels of instruction. Foreign Language Annals is a refereed journal published four times per year. Preference is given to articles that report educational research or experimentation, that describe innovative and successful practice and methods, and/or that are relevant to the concerns and issues of the profession. Special articles are occasionally commissioned but manuscripts on a wide variety of topics are welcomed.
Health Education Journal	HEALTH EDUC J <a href="http://www.actfl.org/i4a/pages/index.cfm?pageid=3320">http://www.actfl.org/i4a/pages/index.cfm?pageid=3320</a>	0.679	American Council on the Teaching of Foreign Languages.	The Health Education Journal (HEJ) publishes peer reviewed authoritative papers on health promotion and health education. The HEJ includes book reviews and health event listings. Established in 1943, the Health Education Journal is published quarterly and carries original papers on health promotion and health education research, policy development and good practice. Recent topics include HIV/AIDS, drugs, stress management & prevention, health coaching, cognitive-motivational variables, health promotion in small workplaces, health behaviours, food projects, healthier eating, infant feeding, immunising children in Primary Care, colorectal cancer risk, telephone based health education, smoking cessation, Health Action Zones, safe schools and sexual harassment, child sexual abuse, physical activity, melanoma, and facial pain.
Health Education Research	HEALTH EDUC RES <a href="http://her.oxfordjournals.org/">http://her.oxfordjournals.org/</a>	1.889	Oxford University Press.	Publishing original refereed papers Health Education Research deals with all the vital issues involved in health education and promotion worldwide - providing a valuable link between the researcher and the results obtained by practising health educators and communicators.
The Journal of American College Health	J AM COLL HEALTH <a href="http://www.acha.org/Publications/JACH.cfm">http://www.acha.org/Publications/JACH.cfm</a>	1.572	Taylor and Francis Group.	Published bi-monthly by Taylor & Francis Group in cooperation with ACHA, this prize-winning journal covers developments and research in this broad field, including clinical and preventive medicine, health promotion, environmental health and safety, nursing assessment, interventions, management, pharmacy, and sports medicine. The journal regularly publishes major articles on student behaviors, mental health, and health care policies and includes a section for discussion of controversial issues.
Journal of Geography in Higher Education	J GEOGR HIGHER EDUC <a href="http://www.tandfonline.com/openurl?genre=journal&amp;issn=0309-8265">http://www.tandfonline.com/openurl?genre=journal&amp;issn=0309-8265</a>	0.754	Taylor and Francis Group.	The Journal of Geography in Higher Education (JGH) was founded upon the conviction that the importance of teaching and learning has been consistently undervalued in higher education. Devoted to geography teaching in all institutions of higher education throughout the world, it provides a forum for geographers and others, regardless of their specialisms, to discuss common educational interests, to present the results of educational research, and to advocate new ideas. All submitted articles are peer reviewed.

JOURNAL OF LITERACY RESEARCH (LAWRENCE ERLBAUM ASSOC INC-TAYLOR & FRANCIS)	J LIT RES	0.560	_____	_____
Journal for Research in Mathematics Education	J RES MATH EDUC <a href="http://my.nctm.org/eresources/journal_home.asp?journal_id=1">http://my.nctm.org/eresources/journal_home.asp?journal_id=1</a>	1.500	National Council of Teachers of Mathematics.	The Journal for Research in Mathematics Education, an official journal of the National Council of Teachers of Mathematics, is devoted to the interests of teachers of mathematics and mathematics education at all levels-preschool through adult. JRME is a forum for disciplined inquiry into the teaching and learning of mathematics. The editors encourage the submission of a variety of manuscripts: reports of research, including experiments, case studies, surveys, philosophical studies, and historical studies; articles about research, including literature reviews and theoretical analyses; brief reports of research; critiques of articles and books; and brief commentaries on issues pertaining to research. An index for each volume appears in the November issue. JRME is published five times a year -- January, March, May, July, and November.
Journal of Research in Science Teaching	J RES SCI TEACH <a href="http://www.interscience.wiley.com/jpages/0022-4308/">http://www.interscience.wiley.com/jpages/0022-4308/</a>	2.728	John Wiley and Sons.	Journal of Research in Science and Teaching the official journal of the National Association for Research in Science Teaching publishes reports for science education researchers and practitioners on issues of science teaching and learning and science education policy. Scholarly manuscripts within the domain of the Journal of Research in Science and Teaching include but are not limited to investigations employing qualitative ethnographic historical survey philosophical or case study research approaches; position papers; policy perspectives; critical reviews of the literature; and comments and criticism.
Journal of School Health	J SCHOOL HEALTH <a href="http://www.interscience.wiley.com/jpages/0022-4391/">http://www.interscience.wiley.com/jpages/0022-4391/</a>	1.422	John Wiley and Sons.	Journal of School Health is published ten times a year on behalf of the American School Health Association. It addresses practice, theory, and research related to the health and well-being of school-aged youth. The journal is a top-tiered resource for professionals who work toward providing students with the programs, services and the environment they need for good health and academic success.
Journal of Science Education and Technology	J SCI EDUC TECHNOL <a href="http://www.springerlink.com/openurl.asp?genre=journal&amp;issn=1059-0145">http://www.springerlink.com/openurl.asp?genre=journal&amp;issn=1059-0145</a>	0.804	Springer.	Journal of Science Education and Technology provides a wide variety of papers aimed at improving and enhancing science education at all levels in the United States. The journal's original peer-reviewed articles foster the communication of new ideas and research to correct the problems that hinder scientific instruction. The broad scope of this ambitious quarterly encompasses science education from kindergarten to the college level across a wide range of disciplines. Areas of coverage include: disciplinary (learning processes related to the acquisition and assessment of biology chemistry physics computer science and engineering); technological (the latest computer video audio and print technology that plays a role in scientific advancement understanding and information delivery); organizational (legislation implementation administration and teacher enhancement issues); and practical (development demonstration and evaluation of effective educational methods). Further information
Journal of Social Work Education	J SOC WORK EDUC <a href="http://www.csw.org/Publications/JournalofSocialWorkEducation.aspx">http://www.csw.org/Publications/JournalofSocialWorkEducation.aspx</a>	0.596	Council on Social Work Education.	The Journal of Social Work Education is a refereed professional journal concerned with education in social work and social welfare. Its purpose is to serve as a forum for creative exchange on trends, innovations, and problems relevant to social work education at the undergraduate, masters, and postgraduate levels. The JSWE is published three times a year, in winter (January 15), spring/summer (May 15), and fall (September 15).
Journal of Physics Teacher Education	J TEACH PHYS EDUC <a href="http://journals.humankinetics.com/jtpe">http://journals.humankinetics.com/jtpe</a>	0.621	Human Kinetics Publishers, Inc.	The Journal of Teaching in Physical Education (JTPE) features research articles based on classroom and laboratory studies, descriptive and survey studies, summary and review articles, and discussion of current topics of interest to physical educators at every level. Further information
LANGUAGE LEARNING (WILEY-BLACKWELL)	LANG LEARN <a href="http://www.interscience.wiley.com/jpages/0023-8333/">http://www.interscience.wiley.com/jpages/0023-8333/</a>	1.494	John Wiley and Sons.	Language Learning - A Journal of Research in Language Studies is a scientific journal dedicated to the understanding of language learning broadly defined. It publishes research articles that systematically apply methods of inquiry from disciplines including psychology linguistics cognitive science educational inquiry neuroscience ethnography sociolinguistics sociology and semiotics. It is concerned with fundamental theoretical issues in language learning such as child second and foreign language acquisition language education bilingualism literacy language representation in mind and brain culture cognition pragmatics and intergroup relations. Since 1994 subscription includes an annual supplement

				<p>- a volume from the Best of Language Learning Series or the Language Learning Monograph Series . Rob Schoonen Jan Hulstijn and Bart Bossers have been selected as the 2000 winners of the prestigious ACTFL-MLJ Pimsleur Award for their paper " Metacognitive and Language-Specific Knowledge in Native and Foreign Language Reading Comprehension: An Empirical Study Among Dutch Students in Grades 6 8 and 10 " Language Learning 48 1: 71-106 . The Award Committee rated this article the best research article on foreign language education to appear in the years 1998-1999. J. Purpura has been selected by The International Language Testing Association for its award for "the best article on language testing in 1997" for his paper " An analysis of the Relationships Between Test Takers' Cognitive and Metacognitive Strategy Use and Second Language Test Performance " Language Learning 47 2 289-325. The Language Learning Visiting Research Assistant Professorship . In 1985 Language Learning in a matching arrangement with the College of Literature Science and the Arts of the University of Michigan endowed a Language Visiting Research Assistant Professorship in Linguistics at the University of Michigan. The current incumbent is Dr. Stefan Frisch. His research concerns the representation organization and processing of phonological words in the mental lexicon. The Language Learning Distinguished Scholar-in-Residence Program . This program is designed to enable university departments worldwide representing the broadly defined area of applied linguistics to host a distinguished scholar of their choosing for a week on their campus. Several fellowships are awarded annually. The incumbent for 2000-2001 is Professor Robert W. Seliger Professor of the City University of New York at Bilkent University Ankara Turkey. The Language Learning Small Grants Research Program provides research support of up to \$10 000 in direct cost only or new research projects relevant to the field of the language sciences. No overhead or indirect costs by the applicant's institution can be approved. Applications may be submitted by any academic institution worldwide such as a university or college. Applications are evaluated for scientific and technical merit by an appropriate peer review group. Funding decisions are based on scientific merit and availability of funds. Recipients of awards for 2000-2001 are Dr. Zohar Eviatar of the University of Haifa Israel Prof. Tatiana Shabanova of the Bashkir State Pedagogical University Ufa Russia and Ms. Inge-Marie Eigsti of the University of Rochester Rochester N.Y.</p>
Language Learning & Technology	LANG LEARN TECHNOL <a href="http://llt.msu.edu/">http://llt.msu.edu/</a>	1.692	Language, Learning and Technology.	Language Learning & Technology is a refereed journal which began publication in July 1997. The journal seeks to disseminate research to foreign and second language educators in the US and around the world on issues related to technology and language education.
Language Teaching Research	LANG TEACH RES <a href="http://ltr.sagepub.com/">http://ltr.sagepub.com/</a>	1.205	Sage Publications.	Language Teaching Research supports and develops investigation and research within the area of second or foreign language teaching. Research of both a quantitative and qualitative (including ethnographic) orientation is of interest to the journal, which as a matter of policy publishes work related to the teaching of any second language, not just English. A wide range of topics in the area of language teaching is covered, including: Programme, Syllabus, Materials design, Methodology, The teaching of specific skills and language for specific purposes. Thorough investigation and research ensures this journal is: International in focus, publishing work from countries worldwide, Interdisciplinary, encouraging work which seeks to break down barriers that have isolated language teaching professionals from others concerned with pedagogy, Innovative, seeking to stimulate new avenues of enquiry, including 'action' research. A unique journal relating to the teaching of any second language.
Physical Review Special Topics - Physics Education Research	PHYS REV SPEC TOP-PH <a href="http://prst-per.aps.org/">http://prst-per.aps.org/</a>	2.302	The American Physical Society.	Physical Review Special Topics - Physics Education Research (PRST-PER) is a peer-reviewed online open-access journal sponsored by the American Physical Society (APS), the American Association of Physics Teachers (AAPT) and the APS Forum on Education (APS FED). The articles are published by the American Physical Society under the terms of the Creative Commons Attribution 3.0 License. The journal covers the full range of experimental and theoretical research on the teaching and/or learning of physics. PRST-PER is distributed without charge and financed by publication charges to the authors or to the authors' institutions. The criteria for acceptance of articles include the high scholarly and technical standards of our other Physical Review journals. Authors may submit review articles, replication studies, and descriptions of the development and use of new assessment tools. Presentations of research techniques and methodology comparisons/critiques will be considered.

RESEARCH IN THE TEACHING OF ENGLISH (NATIONAL COUNCIL TEACHERS ENGLISH)	RES TEACH ENGL <a href="http://www.ncte.org/journals/rte">http://www.ncte.org/journals/rte</a>	0.542	National Council Teachers English.	of of	Research in the Teaching of English (RTE) is a multidisciplinary journal composed of original research and scholarly essays on the relationships between language teaching and learning at all levels, preschool through adult. Articles reflect a variety of methodologies and address issues of pedagogical relevance related to the content, context, process, and evaluation of language learning. Published August, November, February, and May.
Second Language Research	SECOND LANG RES <a href="http://slr.sagepub.com/">http://slr.sagepub.com/</a>	1.621	Sage Publications.		Second Language Research publishes theoretical and experimental papers concerned with second language acquisition and second language performance. In addition to providing a forum for investigators in the field of non-native language learning, it seeks to promote interdisciplinary research which links acquisition studies to related non-applied fields such as: Neurolinguistics, Theoretical linguistics, First language developmental psycholinguistics. Each volume includes one special guest-edited number focusing on a current theme and specially commissioned review articles addressing major issues in the field, forming a useful resource for the research community.
Sport, Education and Society	SPORT EDUC SO <a href="http://www.tandfonline.com/loi/csese20">http://www.tandfonline.com/loi/csese20</a>	0.857	Taylor and Francis Group.		Sport, Education and Society is an international journal which provides a focal point for the publication of research on pedagogy, policy and the wide range of associated social, cultural, political and ethical issues in physical activity and sport. The journal will concentrate both on the forms, contents and contexts of physical education and sport found in schools, colleges and other sites of formal education, and the pedagogies of play, callisthenics, gymnastics and sport found in familial environments, various sport clubs, the leisure industry, as well as private fitness and health studios, dance schools, gymnastic clubs and rehabilitation centres. Sport, Education and Society therefore wishes to encourage contributions not only from sports scientists working in the field of pedagogy but also from professionals with interests in theoretical and empirical issues relating to pedagogy, policy and the curriculum in physical activity and sport.
TESOL Quarterly	TESOL QUART <a href="http://www.tesol.org/secss.asp?CID=209&amp;DID=1679">http://www.tesol.org/secss.asp?CID=209&amp;DID=1679</a>	0.646	Teachers English Speakers Other Languages (TESOL).	of to of	TESOL Quarterly, a refereed professional journal, fosters inquiry into English language teaching and learning by providing a forum for TESOL professionals to share their research findings and explore ideas and relationships in the field. The Quarterly's readership includes ESOL teacher educators, teacher learners, researchers, applied linguists, and ESOL teachers.