CHAPTER 25

WRITING FOR PUBLICATION ON RESEARCH WITH YOUNG CHILDREN

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WHY PUBLISH

The Issues

Providing the best possible educational experiences for young children remains a challenge in educational systems throughout the world (Moreno, 2008; Peralta, 2008). Many different people have a stake in the quality of early education, including teachers, educational system leaders and managers, child development specialists, psychologists, policy makers, researchers, and families (Jalongo, 2013b). All these stakeholders need to know about and be able to use new knowledge based on high-quality research studies about what works best under what circumstances to enhance the quality of early childhood education.

The spread of good practice in early childhood education, based on research evidence from well-designed studies, is dependent on new knowledge being accessible in professional journals. In turn, journals' publication of new knowledge depends on the people who are carrying out research to

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submit what they have learned for publication (Saracho, 2013). Research findings that remain unpublished and lessons learned that are not shared with colleagues in the field are unlikely to benefit the education of young children.

People who do not develop experience writing for publication can think that the process is daunting, takes time, and can be risky (Dixon, 2001; Gargiulo, Jalongo, & Motari, 2001; Gump, 2010); experienced educational researchers know the work involved in writing for publication and have developed the skills needed. Traditionally, graduate students in early childhood education research learn research skills and carry out research as part of their doctoral training. However, given the competing demands on doctoral students, being formally supported to develop writing for publication skills may not have as much emphasis in academic programs (Jalongo, 2013a; Kamler, 2008).

Carrying out research studies and sharing the findings of the studies go hand in hand as professional activities; therefore, the skills involved in carrying out a research study and communicating about the research really should be developed simultaneously (Lee, 2010). Writing a journal article on a research study brings absolute focus on the importance of the research to the field and key messages about the research to be communicated to colleagues. The discipline of explaining a research study concisely could help a doctoral student in clarifying the background to the research, the justification for the research methodology, and the importance of the research findings.

First-time authors sometimes think their work is on a "common" subject that everyone is familiar with, so the work won't be important to a journal (Dixon, 2001). However, common subjects in early childhood education affect many educational settings; therefore, additional knowledge of what works to improve day-to-day educational experiences and outcomes for young children may be of interest to many others. Researchers also sometimes think that because a research study did not go perfectly, or the hypotheses established for the study were not confirmed, the work is not good enough for publication. Again, others may benefit from learning about the problems experienced and the possible "failure" of an hypothesized intervention is important knowledge for the field.

The Benefits

There are a number of specific benefits of writing about a research study for publication that usually justify the time and work involved, including the following (Amodei, Jalongo, Myers, Onchwari, & Gargiulo, 2013; Dixon, 1999; Murray, 2009):

- The work being reported may result in improvements in one or more aspects of early childhood education that will benefit young children because your work can influence professionals working in the field.
- Lessons learned from a research study may be useful to people working in other educational settings.
- The work may suggest areas for further research or development or debate among colleagues interested in the same or a similar issue.
- Publication may lead to identifying or forming a network of people who are interested in the same subject or method reported or who are doing similar work.
- Publication may contribute to gaining recognition for you and your colleagues, students, or institution.
- Others are able to review the work and provide helpful feedback or suggestions or share experiences with the same or a related approach.

For those who intend a career in early childhood education research, having research "outputs," as demonstrated by journal publications, is essential for professional credibility, career advancement, and professional forms of recognition as well as personal satisfaction (Amodei et al., 2013). Publications also provide evidence of a researcher's scholarship and facilitate communication with colleagues in the early childhood research community (Hagel, 2011). Finally, in early childhood research, research publications can raise the status of the profession and make a contribution to the field (Amodei et al., 2013).

The experience of writing for publication is valuable for an author in the following ways:

- Preparing a paper for publication is a learning experience that will build or enhance useful skills, including logical thinking and communication.
- Going through the process, especially for the first time, will demystify what's involved in publication and make successive papers much easier to prepare.
- Publication will minimize the possibility that others could take credit for your work or ideas.

PERSONAL ATTITUDES AND BEHAVIORS AND EVIDENCE-BASED PUBLISHING

Potential authors sometimes put themselves off writing at the start, particularly if they haven't submitted an article for publication previously, or even if they have, but they don't feel comfortable with the process. It is important

to take time before beginning to work on a publication to identify and manage your personal attitudes and behaviors. Some thoughts that people have about writing for publication are in Table 25.1 (Amodei, et al., 2013;

TABLE 25.1 Possible Personal Attitudes and Behaviors About Writing for Publication and How to Respond to Them

Personal Attitude or Behavior About Writing for Publication	What You Can Do About It
"I am too busy, I don't have time."	• Everybody has the same amount of time; the issue is how to use time. • Plan the writing to see how much time it really will take. • Allocate small chunks of time to do one part of an article at a time rather than trying to do it all at once. • Don't allow interruptions in your dedicated writing time.
"I am not well connected so I don't have any hope of success."	• Journal editors want good publications regardless of "connections" of the author. • Approach a research supervisor or senior colleague to work with you on producing the article.
"I am only a teacher (graduate student, researcher, etc.)."	• You are likely to be the "closest" to the subject you want to write about, and that will show in your publication if you write it well.
"My first attempts weren't successful; I guess I'm not a good writer."	• Writing is a learned skill. If you know what you are doing when you start to write for publication, you have a greater chance of success.
"Who would want to read about what I have done?"	• Anybody who works in a similar setting or has experienced a similar situation may be interested, particularly if they have thought about the same subject.
"I am not a writer; I don't write well."	• Decide for yourself that you will meet the personal challenge and improve your writing. Until you commit to learning how, you'll waste time.
"I don't know where to submit my manuscript."	• Do your homework. Find journals related to your work (see Appendix) and their requirements and expectations.
"I am waiting to hear back from the journal."	• Journal review processes are time consuming. Develop another idea for publication and work on another manuscript in the meantime.
"The article I submitted was rejected."	• Get over the "rejection." Many manuscripts submitted to scientific journals are not accepted as they are submitted. Use the feedback from the journal to amend your manuscript and resubmit it or submit it immediately to another journal. • If it turns out that your research is flawed, accept any flaws and write the manuscript openly acknowledging them. • If your study is seriously flawed, you may need to abandon your publication goal and apply what you learned to your next project.

Gargiulo, Jalongo, & Motari, 2001; Jenkins, 2002; Murray, 2009). Check if any of these apply to you and what you can do about it before you proceed.

Writing for publication skills traditionally have been learned primarily from senior academic staff giving advice and guidance to students. Also, publishers provide guidance for authors in their journal issues or on their websites. Journal publication is a field in which there has been surprisingly little research to provide a scientific evidence base on what makes up good practice in preparing a report on research for publication (Jalongo, 2013b). Findings of available research studies on journal publication could be helpful to new authors, along with practice guidance from experienced authors.

WHAT TO WRITE

If you have carried out a substantial research study, you probably want to write about the study. However, journal editors are interested in other types of publications and there may be other opportunities through which you can gain experience in describing your work.

Submit a Review

If you have completed a systematic or narrative review or a review of methodology in establishing the background for your research study, and the review is well executed and extensive, you could consider submitting the review itself for publication (Hoot & Szente, 2013). If you decide to submit a review for publication, check that you meet a journal's requirements for a review.

Submit a Conference Paper or Poster

State, regional, and national associations offer opportunities to present papers or posters on research studies. It may be easier to gain experience explaining a research study through giving a 10–minute presentation on your work at a conference. An alternative is to submit a poster. Both paper and poster submissions are helpful to inexperienced writers because they require focus on the most important points you want to get across. If you can communicate these important points in a short presentation or a poster, it is easier to elaborate on your ideas for a journal article. You can follow templates for conference proposals to prepare a submission (Jalongo, 2013a).

HOW TO THINK ABOUT WHAT JOURNAL EDITORS WANT

Define Your Ideal Readers

Thinking about the research you have done, consider who might be interested in your work. Start with groups of people that can identify with your subject, the setting for your work, or the method you used. Also, think about people who would be interested, if only they knew about your work. Then develop a mental profile of the types of people who have come to your mind. Use the questions in Table 25.2 about your potential target readers to help you imagine them (Dixon, 2001).

Most of your readers will want to learn details about your work. They will be interested in why you carried out the work, an overview of previous research on your subject and how your study relates to previous research, the approach and methods you used, the findings and how you interpret them, and the conclusions. Others may be more interested in having only a summary of the research and a detailed explanation of the implications of implementation of your research findings from policy or practical classroom perspectives. Thinking about who you really want to know about your work will help you select a journal.

TABLE 25.2 Potential Target Readers and What You Know About Them

Potential Target Readers and What You Know About Them
• Who are the main groups of people interested in your subject and your work, for example, people who work in the same setting or people who have tried to use the methodology you used?
• Who else might be interested, for example, people who are interested in research in this field, who are teachers of young children, who teach at an academic level, or who need to make policy about your subject?
• What is likely to be the background of the main readers of a publication about your work and the backgrounds of other potential readers? What could be their jobs?
• What will interest your readers in your publication? What is the main point that might interest the readers you have identified?
• How much experience are the readers likely to have with your subject?
• Are the readers likely to be familiar with the setting or circumstances in which you carried out the work you intend to write about?
• Why should the readers read the paper? What do you think they should learn about your work?
• What would you like your readers *to do* as a result of reading your publication? Are there practical implications of your study findings that can be applied in particular settings? Is there a need for further research, and if so, on what aspects of the subject?

Select Your Journal and Know What Your Journal's Editor Wants

When you have defined for yourself the types of people who may be interested in your research, often you have identified the journal or journals to target. Read articles in journals you have selected to help you decide on the first journal to which you will submit your article.

All professional journals have rules about submissions that specify that the same paper cannot be submitted to two journals at the same time. If you have selected two or more possible journals to submit to, rate them in accordance with your judgment about which journal might be most likely to be interested in your work, and submit your article to the journal you rated as your highest priority. If your first-choice journal does not accept your paper, you can try other journals in turn.

Occasionally, when a research study uses a complex design or has several stages, authors consider sending a paper on one aspect of the research, such as an innovative use of a methodology or tool, to one journal, and another paper on a different aspect of the research, such as the practical implications of implementation of the research findings, to another journal (Hoot & Szente, 2013). This situation can occur when describing all aspects of a research study would exceed a journal's requirements for length of a single article. If you think of taking this approach, you have to inform both journals of both submissions. This approach may be acceptable to journal editors if the papers present completely different aspects of the research or if the journals attract different readers.

Some of the journals that publish research in early childhood education are in the Appendix (Amodei et al., 2013). Information is provided on the peer review status of the journal; the number of issues published each year; the professional organization publishing the journal, where applicable; and a brief description of the type of work the journal is interested in publishing. When a journal identifies itself as peer reviewed, your article will be sent to people who are regarded as expert in the field for their views about your article. Reviewers are given a series of questions to answer for the journal editor and are asked to advise the editor on the quality of the submission.

Consider Electronic Versus Print Journals

Many well-established scientific journals publish both paper and electronic versions, and some journals publish online only. Electronic versions of journals can include more extensive information about research studies, such as detailed findings or the results of testing methodologies or tools.

Electronic journals can provide completely free access, provide free back issues, or require payment for access to a journal article. It is estimated that over 6,000 scientific journals are now open access (OA), which means that the journal content is freely available online without any hindrance (Laakso et al., 2011).

The major advantages to authors of electronic publishing are as follows (Morris, 2006):

- Many researchers are more and more reliant on accessing material online. Print-only journals not accessible online, therefore, may have a lower profile to people who prefer accessing material electronically.
- An online journal can attract international readers, and therefore, possibly expand an author's potential network of people interested in the same or related research.
- Online journals tend to be published somewhat faster than print journals because publication does not involve printing, binding and dispatching copies of journal issues.
- Because of the lack of a page (and cost) limitation, journal editors are willing to publish longer articles in an electronic journal.
- Journal articles that are approved for publication may be made available electronically prior to an entire electronic journal issue being available.
- Online journals have advantages for readers, including the ability to search for articles across journal issues and journals and to use electronic links to references in articles.
- For journal staff, online publication normally offers advantages of reduced cost of journal production and the ability to streamline working practices involving the review and production of manuscripts.

For journal authors, a perceived disadvantage of publishing in an electronic journal is concern that academic institutions and researchers may not recognize an electronic journal as credible, particularly in consideration of an academic's research performance (Morris, 2006). However, many online-only journals are now indexed and peer reviewed, and high-profile scientific journals are innovators in electronic publishing. Therefore, concern about the reputation of electronic journals is rapidly changing.

Questions have been raised about the impact of articles published in open access journals in particular. In a controlled study of OA publishing, researchers randomly made some journal articles freely available and kept others available by subscription only (Davis, Lewenstein, Simon, Booth, & Connolly, 2008). The objective was to determine if increased access to journal articles results in more article downloads and citations. The researchers

found that in the year after the articles were published, open access articles were downloaded more than subscription-based articles, but they were no more likely to be cited than subscription-based articles.

In another study, Björk & Solomon (2012) compared the impact factors of 610 open access journals and over 7,000 subscription journals. Citation rates for subscription journals were about 30% higher than for OA ones; however, the difference was largely due to a higher share of older OA journals. When journals disciplines, age of the journal, and countries of publication were compared, the differences disappeared except for journals started before 1996. Open access journals funded by article processing charges were on average cited more than other journals. In medicine and health, OA journals founded in the last 10 years received on average as many citations as subscription journals launched during the same time (Björk & Solomon, 2012).

Whether or not the journal is electronic or open access shouldn't affect your decision to submit a paper to the journal. If a journal is suitable for publishing your work, and the journal has a peer review process in place for all research papers, you should consider it.

Decide If Journal Prestige Is important

Academic researchers and institutions may be interested in the ranking or rating of a journal as a basis for deciding whether or not to submit a research paper for publication. An easy way to check how widely a journal is recognized is to look at indexes of journals to see if the journal you are interested is included. Journal indexes in which educational research articles might appear include the following: EBSCO Academic Search Complete, Gale Academic OneFile, ProQuest Central, ERIC (Education Resources Information Center), PsycINFO, Web of Science, DOAJ (Directory of Open Access Journals), Google Scholar, or WorldCat.

A number of methods are available to rank or rate scientific journals, which are referred to as journal metrics. The diverse measures have been developed to attempt to respond to variations in publication practices in different subject fields and create "a level playing field" for ranking journals across fields of work. The measures include: impact factor, the SJR, SNIP, the H-index, and the Eigenfactor. The metrics are explained in Table 25.3 (Bergstrom, 2007; Garfield, 2005; González-Pereira, Guerrero-Bote, & Moya-Anegón, 2009; Hirsch, 2005; Moed, 2010).

A journal's ratings are normally available on the journal's website. Journals publishing early childhood educational research may not be directly comparable because they use different measures.

TABLE 25.3 Types of Journal Metrics

Metric	Explanation
Eigenfactor	A rating of the total importance or influence of a journal. A journal is considered to be influential if it is cited often by other influential journals. The Eigenfactor methodology is based on network analysis and information theory. Within a "network" of scholarly articles connected through citations, the method uses information on citations, as tallied by Thompson Scientific's Journal Citation Reports (JCR), to calculate the Eigenfactor.
H (Hirsch)-index	A measure of both the productivity and impact of the published work of a scholar. The index is based on the set of the author's most cited papers and the number of citations that they have received in other publications.
Impact factor	A measure of the frequency with which the "average article" in a journal has been cited in a particular year or period, usually calculated by dividing the number of current year citations to the source items published in that journal during the previous two years. Journal impact factors range from less than 1 to over 50. Impact factors from 1 to 3 are typical for fields of research that are highly focused with relatively few researchers working in the field. For example, the currently available five-year impact factor for the *Early Childhood Research Quarterly* is 2.610.
Scimago Journal Rank (SJR)	A size-independent measure aimed at measuring the current "average prestige per paper" of journals. Relative scores are assigned to all the journals in a subject field. A journal transfers its own status to another journal through citing it. A citation from a journal with a relatively high SJR is worth more than a citation from a source with a lower SJR.
Source-Normalized Impact per Paper (SNIP)	A ratio of a journal's citation count per paper and the citation potential in its subject field. It is intended to enable direct comparisons of sources in different subject fields. It takes into account the frequency at which authors cite other papers in their reference lists, the speed at which citation impact matures, and the extent to which the database used in the assessment covers the field's literature.

Finally, you may want to consider a journal's acceptance rate, that is, the percentage of articles submitted for publication that is published in the journal. A journal's time to decision to publish also may be important. In early childhood education, journal acceptance rates for journals that publish their rates may be from 10% to more than 33% (Amodei et al., 2013).

HOW TO DECIDE ON AUTHORSHIP

Clarify Authorship

If you are writing about research that you have designed and carried out on your own, you may want to be the only author of an article about your research. But if you are publishing for the first time or you have shared the

research work with others in any way, you may need to plan for one or more additional authors.

The subject of authorship of research papers is complex, and journals vary in their requirements on authorship. Terms relating to authorship may include author, contributor, or guarantor. The terms are explained in Table 25.4 (American Educational Research Association, 2006, 2009; American Psychological Association, 2010; Osborne & Holland, 2009). Journals may require a statement from the authors explaining who has contributed what to the study being described in a paper and who is responsible for the overall content of the paper.

Planning Authorship for Doctoral or Student Research

If a student has carried out the research being published, for example, for a thesis or dissertation, there should be discussion about authorship throughout the process of documenting the research (APA Science Student Council, 2006). Research advisors or colleagues who meet the definition of an author may be named authors (Hoot & Szente, 2013).

A graduate student could start out with the expectation that a research project being carried out will be submitted for publication, which happens in some other countries, for example (Lee, 2010). The student could initiate a discussion about publication and authorship with a research advisor, including who might be authors, who will do what work on an article, and

TABLE 25.4 Authorship-Related Terms

Term	Explanation
Author	Someone who has made a primary or substantive creative contribution to an intellectual product and holds primary responsibility for the data, concepts, and interpretation of results. Some journals add that an author is also someone who drafts the article or revises it critically for important intellectual content and approves the version to be published.
Contributor	Someone who made a contribution to the work being described but whose contribution is not at the level of the authors. Contributors may have carried out any of the following roles: procured funding for the work (but were not involved in carrying out the work); researched published literature reviewed as part of the research; reviewed and/or edited a manuscript; or carried out administrative work relating to gathering or checking data. It is customary to name contributors and briefly describe their contributions at the end of an article; this practice is sometimes referred to as acknowledgements.
Guarantor	Someone who accepts full responsibility for the conduct of the study, had access to the data, and controlled the decision to publish. Journals require guarantors in some field of research such as medicine.

the possible sequence of authors' names on an article. Authorship order should be decided by the magnitude of the contribution to the research rather than by the status of individuals involved (Osborne & Holland, 2009). Agreement concerning authorship may change, including adding or deleting authors or rearranging the sequence of authors' names. The changes in authorship may happen because of changes in who carried out the work or additional expertise provided (Osborne & Holland, 2009).

HOW TO DECIDE WHAT TO WRITE

The Content

If you are writing about a research study, journal editors generally have agreed to a structure for reports on research. The main parts of a research paper and what should be included in each part are explained in Table 25.5 (American Educational Research Association, 2006; Saracho, 2013). The structure is highly similar to most universities' requirements for a doctoral thesis or dissertation on research. Therefore, a well-executed research study completed as a doctoral candidate can be used as the basis for writing a journal article.

TABLE 25.5 Main Parts of A Research Article Explained

Main Part of a Research Article	Explanation
Purpose of the research	A specific statement of the problem, question, or issue the research addresses, or the hypotheses tested through the research
Background to the research (Introduction)	How the research relates to previous and existing knowledge about the subject, including an accurate description of current research on the subject
Setting or context	The setting in which the research was carried out, including key characteristics of the participants in the research so that readers can decide if findings from the research could potentially be transferable to other settings involving other children
Design and methods	Exactly how the research study was carried out, including detailed descriptions of any interventions used and exactly how they were used and the methods used to collect and analyse data, including statistical tests used
Findings (results)	The presentation of the data analysis and interpretation of the data
Analysis (discussion)	How the findings of the study relate to the purpose or hypotheses for the research, and also to the findings of previous research
Conclusion	The implications of the research findings, including whether or not they can be generalized or if further research is indicated by the findings

Ethics considerations relating to your research study also will need to be described (American Educational Research Association, 2006).

The Requirements

For the journal or journals you have selected, find the guide for authors on the journal websites or in a recent issue of the journals. The description is what a journal editor wants from authors in terms of contents to be provided, any limitations on length, the format for graphics including tables, and the style for references.

Some journals request that reports of research studies are between 2,500 and 3,500 words. Specifications for length of journal articles relate to how many pages the journal prints in each issue, which in turn is related to the cost of printing and distribution of journals, and in turn to subscription fees.

Journal staff members do the first screening of submissions to the journal to determine if the journal's requirements have been met. If they have not been met, the submission will be rejected, whatever its quality (Hoot & Szente, 2013). Some journals may invite authors to resubmit the article in strict conformance with the journal's requirements, but others may not.

HOW TO GET READY TO WRITE

Be a Hunter Not a Gatherer in Your Approach

When people have to write a paper, they seem to have one of two work styles: gatherer or hunter (Dixon, 1999, 2001, 2011). A gatherer collects all available material that might be relevant to the paper, reads all the material gathered, sifts through and uses the material to organize ideas for the paper, and then begins to write. Gathering behavior is appropriate if you are writing a literature review, for example. It is the behavior that students learn as part of their formal education. However, gathering behavior is not appropriate for all writing, because it does not encourage defining a writer's intended readers and journals or being clear about the key messages a writer wants to convey and the most effective way to convey the ideas.

Many experienced writers tend to use the hunter style of writing. They are clear about whom they are writing for. They know the specifications their writing has to meet. They know why the article they are writing is needed. They devise an outline that meets the readers' and journal editors' specifications, and then they gather only the material they need to fill in the outline. They organize their ideas logically to get across key messages. They get their ideas down quickly and test to confirm the ideas are clear.

They edit their writing, maybe a couple of times, to end up with the clearest possible writing about their work.

Translate the Requirements into the Work to be Done

When you know the specifications for your article, highlight especially these requirements: the length of the article in words or pages; the main parts that are required by the journal; and tables, figures, or illustrations you might include. Convert the intended length of the article into a measure you can easily relate to, for example, pages of text.

For example, if you normally write text using a standard word processing package, note the number of words that fit on one of your typical text pages, given the font size and line spacing you usually use. Compare the font size and line spacing you use with the journal's requirements. Convert a page of your usual text to a page that meets the journal specifications and then estimate the number of text pages needed for your article. For example, if you are aiming to write 3000 words, and you learn that a page formatted according to the journal requirements has about 250 words, you know that you need to write 12 pages of text.

Then, estimate the amount of time it takes you to compose one page of text, assuming you are working to an outline of what you are writing. Some sections of your paper may be easier to write than others. Spend an hour or two drafting what you consider to be easy-to-write and hard-to-write text. Then calculate an average time to draft one page. If it takes you a half-hour to draft one page, you know you need about 6 hours to develop the first draft of your article. You can now allocate your time appropriately to meet any deadline you are working to. You can set aside an hour or two a day for a few days. The point is that at the end of your allocated time, you should have a complete very rough draft of your article.

HOW TO DEVELOP AN OUTLINE OF WHAT YOU WILL WRITE

Use Your Own Learning Style

People learn scientific writing skills using different approaches. For some people, just getting text down in the way it occurs to you is a way to start. You can later organize what you have rough drafted and continue to refine the ideas and the text until you have a complete rough draft. Another technique new writers can use is to ask a friend to carry out an interview with you about your research, as if the friend is a journalist reporting on your research. Record

your interview and transcribe it. Then, use your answers in the interview as a basis for organizing and drafting an article on your research. Another approach is to set out draft answers to specific questions about your research.

Do the Thinking First

The most important work in preparing a paper is often the hardest: Think very clearly about exactly what you want to say to your readers. Don't start to write until you have finished thinking about the key messages you want to get across. Start by thinking about the answers to the key questions in Table 25.6 (Dixon, 2001, 2011).

For each of the questions in Table 25.6, write *one complete sentence.* People often make single word or phrase or bullet point notes for each question, but that isn't enough to help you formulate your outline. The formal sentence structure of a subject and a predicate prompts you to draw out the key ideas you need to include in the paper. Skip any questions that are not directly relevant to your work or that would mean exact duplication of a previous answer.

When you have written ten complete sentences, you now have the framework or outline for your paper. The sentences can become topic sentences for the first paragraph in each section of your paper. Each topic sentence

TABLE 25.6 Key Questions to Structure the Content of a Paper

Questions to Answer to Develop an Outline for a Paper
• Why did I (or we) set out to do the work I am writing about—what is the background that led to the work being done?
• Why am I writing about it—what do I want to achieve through publication of the work?
• What does available published evidence say about the subject I am writing about? Refer to conclusions of any reviews published, other research studies published, expert opinion, or literature, as appropriate.
• What was happening in our own setting that prompted me (us) to carry out the work? Describe what about the situation in your research setting prompted you to think about the work.
• What did I (or we) do in carrying out the work? Refer to the nature of the work you carried out, for example, qualitative research study, before–after change study, etc.
• How did I (or we) do it? Describe the specific approach or method you used.
• What did I (or we) show through what I (or we) did? What was (were) the major finding(s)?
• What did I (or we) learn by doing what we did? What lessons would I (or we) like others to learn from our work?
• What did I (or we) do next or plan to do next with what I (or we) have learned if anything?
• What are the benefits of what I (or we) did for other researchers, teachers, parents, education program developers or administrators, policy makers or any others?

summarizes and organizes the main ideas in a paragraph, keeps you focused on what you want to say, and helps readers understand your ideas. The topic sentences you write also will be helpful later when you write the abstract for your paper.

After you have drafted the ten sentences, review each sentence carefully. Check if the meaning of each sentence is as clear as it can be. Add any ideas that occur to you as you are reviewing your draft sentences. When you are satisfied with your key sentences, decide on the one or two key points you really want to get across to readers. Be sure these points are clear in your key sentences, and amend or rewrite the sentences as needed to draw out your key or main points.

Arrange Your Content into Main Parts

When you are happy with your sentences and you have identified the one or two key ideas you want to communicate clearly to your readers, you can arrange your work into the main parts of your paper and develop a more complete outline of your content. Table 25.7 illustrates how your sentences can relate to the main parts of a paper.

Plan the Work of Writing the Paper

When you have laid out how your key sentences relate to the main parts of your paper and your content outline, you can plan the remaining work. Work backwards from the total word limit for your article. Allocate an

TABLE 25.7 Arranging Topic Sentences Into Main Parts of a Paper

Main Part	Answers to Key Questions
Purpose or rationale	Why you did what you did and why you are writing about it
Background	What available evidence says
Setting or context	What was happening in the setting or situation that prompted you to do the work you are describing
Design and methods	Exactly what you did and how you did it
Findings	What you showed through what you did
Analysis (sometimes called Discussion)	What you learned from what you did and what you did about it, if anything What you will do next or plan to next, if anything, and the next steps for the work
Conclusion	What are the benefits of what you did, including possible benefits for people working in similar and other settings

approximate number of words to be written for each of your article's main parts. The section on participants in a research study may have a few words compared to the discussion section, for example. This tactic avoids wasting time writing too much on individual parts, such as the rationale or background to the work, and not writing enough on the analysis.

For example, suppose you are intending to write a paper that has a total word count of 3,000 words. You might decide that, given the content you have outlined, you will allocate the word count as follows: 300 words for the purpose, background and rationale; 500 for the review of existing evidence; 250 for the context or setting for your work; 500 for the methodology; 600 for the findings; 500 for the analysis or discussion; and 350 for the conclusion. You can convert the number of words to number of pages you need to draft for each section and manage your time accordingly. For example, you could allocate two of your "writing hours" to draft the findings section.

There are no rules about the sequence in which the parts of a journal article are drafted. Some people find it easier to start at the beginning with the background and work through the sections in sequence. Others find it easier to start with the subjects and methodology section, or the findings. As long as all the parts eventually flow logically from one to the other, it doesn't matter where you start.

As you are allocating the preliminary number of words to each part of your paper, consider where you can use tables, diagrams, graphs, charts, or other illustrations to present findings or other information. Some authors prefer to plan and prepare tables, diagrams, or illustrations before writing text for the relevant sections of a paper, so that they know the main points the text needs to make about the content of the graphics. This approach makes it easier to write the text on research findings.

Do the Writing

Use the thinking about the contents, key ideas, and graphics for your paper to write a first draft. There is a useful maxim for authors, especially new authors: First get it down and then later get it right. After you have completed the first draft, you can work on perfecting the exact wording of a paragraph or section of the paper. Fretting over one particular idea or section at the first draft stage wastes time and is not productive, particularly if you are a person who doesn't especially enjoy the process of writing.

As you are drafting, be careful to note your references in the text. Most journals that publish research in early childhood education require the use of the APA style for references (American Psychological Association, 2010). Although you needn't format the references exactly correctly when you are producing your first draft, it is important that you record your references

carefully as you work. It is difficult and a waste of your time to have to find references sometime later for text you have written.

As you are working on the data collection and analysis methods and findings or results of the research, explain briefly why you selected the statistical techniques you used for analysis. Prepare any tables, graphs, or other illustrations of the findings accurately and completely, and number and title them correctly. Then, draft text around the tables, graphs, or illustrations. Refer to the *Publication Manual of the American Psychological Association* (American Psychological Association, 2010) for detailed guidance on the presentation of statistics.

Consider Your Writing Style

Read articles in your target journals and any instructions the journals provide on writing style. In the past, scientific publishing was dominated by sentences composed in passive rather than active voice. For example, "The research study was carried out by a team of students" is in passive voice; "A team of students carried out the research study" is in active voice. Modern journals now prefer easily readable sentence structure with approximately 20 or fewer words in each sentence, and for ideas to be expressed in active voice.

HOW TO CHECK YOUR DRAFT

There are five checks to make on the draft of your paper: the journal submission requirements, standards for publication about research, the clarity of your writing, the accuracy of the presentation of your data, and your writing style.

Recheck Journal Requirements and Standards for Publishing Research

First, when your first draft is completed, recheck the requirements for authors for the journal you are targeting, and make sure you have followed all the journal's directions. Journal editors are not forgiving of an author's failures to follow the journal's requirements.

Next, if you are writing about a research project in early childhood education, check if the presentation of your work is consistent with standards for reporting on research in education. There are two sets of standards, one on empirical social science research and one on humanities-oriented research (American Educational Research Association, 2006, 2009). These standards

TABLE 25.8 Subjects of Standards for Reporting on Research in Educational Research Publications

Subjects of Standards for Reporting on Empirical Social Science Research	Subjects of Standards for Reporting on Humanities-Oriented Research
Problem formulation	Significance of the topic
Design and logic	Methods
Sources of evidence	Conceptualization
Measurement and classification	Substantiation
Analysis and interpretation	Coherence
Generalization	Quality of communication
Ethics	Ethics

are a guide for checking on your manuscript at the preparation stages, and journal editors also use the standards in their review of submissions for publication. Table 25.8 provides a summary of subjects covered by the standards.

Edit Your Draft

Finally, edit your draft. If you are not an experienced author, plan to edit your own work at least two or three times. Have a break between edits so that you have a fresh view of your paper before you start on the next edit. Use the key points in Table 25.9 to improve the writing in your draft (Dixon, 2011).

Check Your Data Presentation and Your Writing Style

Double-check all the data, the calculations and the values obtained from application of statistical tools that are presented in your article for accuracy and clarity of presentation. Along with editing your text, check that most of your sentences are as short as possible without losing meaning and in active voice. Check on any other elements of style that the journal you are writing for has established.

WRITE THE ABSTRACT, IDENTIFY KEYWORDS, AND DEVELOP THE TITLE

The Abstract

The purpose of an abstract is to provide a summary description of a paper. The abstract is important because it often is the basis for journal

TABLE 25.9 Key Points on Improving Your Writing

Practical Advice on Writing Style

1. Simplify—rather than complicate—your writing
   - Use the shortest words possible, without compromising meaning, throughout your text. For example, use "some" rather than "a number of," "now" not "at the present time," or "indicate" not "give an indication of."
   - Use active rather than passive voice to the extent possible. For example, "The children played the game" not "The game was played by the children." The use of passive voice makes it much harder for readers to understand what you are saying.
   - Look for inappropriate uses of words and change them. For example, a phrase such as "This paper discusses . . ." is not appropriate because a paper cannot talk; try "This paper presents . . ." "Last month saw an increase in . . ." is not appropriate because months can't see, and also the sentence is passive.
   - Try to have each sentence consist of no more than 20 to 25 words.
   - Try to limit each paragraph to no more than 6 sentences.
   - Delete unnecessary punctuation, especially commas that aren't needed.
   - Find any jargon words and replace them.
   - If you are writing for an international journal, find any words, phrases, acronyms, or organizations that require explanation for someone who works in another country.
2. Review the structure of your paper and the headings you used.
   - Check if each part of your paper is clear as a separate section.
   - Rewrite and rewrite each of your paragraphs until you think your paper describes your ideas in the clearest, simplest way possible.
3. Recheck the overall meaning. Decide:
   - Have you communicated your most important ideas clearly?
   - Is what you hope readers will get from reading your paper stated as clearly as possible?

staff and readers deciding whether or not to read the paper. Some journals prescribe the format of an abstract; for example, for a research report, a journal may require that the following be described: the purpose of the research; the design or methodology; the main findings; and the conclusions drawn. Use the topic sentences created to outline the paper as the basis for the abstract.

Check that the abstract drafted is an accurate reflection of the content in the article and tells the complete story of what is in the article. The journal normally sets a word limit for an abstract, usually between 100 and 250 words.

Keywords

Search engines for published literature use keywords as a basis for finding papers for people searching for literature. Normally, a journal asks the author to identify three to six keywords to be used for this purpose. Choose

words or phrases that describe the subject of the paper. Publication databases often have directories of keywords, such as the ERIC Thesaurus, and the directories also can suggest keywords for an article.

The Title

The title of a paper should accurately express what the paper is about and should be self-explanatory. It needs to attract potential readers; people scanning literature searches can use journal article titles as the basis for deciding whether or not to access an article.

Current good practice in journal publication is that the title of a research paper should include the research method used; a short description of the subject of the research and, if relevant, the setting in which the research was carried out. Avoid vague words in titles such as "an investigation of" because the term does not adequately inform potential readers about the research method. Potential readers may make selections of articles to read if the title contains specific terms such as "qualitative study" or "randomized controlled trial."

Experienced authors advise that a journal article title should use as few words as possible. However, research on journal titles in medicine could be considered. Jacques and Sebire (2010) identified the top and bottom 25 articles in three medical journals in terms of citations of articles published in 2005. For each article, they collected data on title word counts, title structure, and specific title words appearing most frequently in each group and compared the frequencies statistically. The most frequently cited journal articles had more words in the title, used a title with two components separated by a colon, and used descriptors of research studies, such as the words randomized, controlled, meta-analysis, or case-control.

HOW TO CHECK YOUR LAST DRAFT

When you are satisfied with your draft, there are two final checks you can make on your paper before submitting it to a journal: special checklists that may be relevant to the type of research or paper you are submitting; and feedback from colleagues.

Use Special Checklists

Checklists are available for different types of research articles and they can help to verify that you have covered everything in your paper that your

readers and journal editors would expect. Many of the internationally used special checklists were developed for application in healthcare and medical research (Clark, 2003; Davidoff, Batalden, Stevens, Ogrinc, & Mooney, 2008; Moher, Liberati, Tetzlaff, Altman, & The PRISMA Group, 2009; Schulz, Altman, Moher, & CONSORT Group, 2010; Stroup et al., 2000); however, they are valuable for assessing research in any field. A summary of these special checklists is in Table 25.10.

Ask Colleagues for Feedback

When you have done all the checking of your article that you can and you think you have the clearest possible manuscript, ask one or more colleagues who have not been involved in the work to read your paper (Hoot & Szente, 2013). Be specific about your directions to colleagues; don't just ask them to let you know what they think. Ask your colleagues to tell you the following:

- The three most important points made in the paper
- Every idea or sentence in the paper that is not entirely clear

TABLE 25.10 Guidance for Publishing Different Types of Research Papers

Nature of Research Being Reported	Guidance
Randomized controlled trial	CONSORT (Consolidated Standards of Reporting Trials) statement www.consort-statement.org
Qualitative research study	RATS guidelines RATS stands for: Relevance of study question Appropriateness of qualitative method Transparency of procedures Soundness of interpretative approach www.biomedcentral.com/info/ifora/rats
Systematic review	PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines www.prisma-statement.org
Meta-analysis of observational studies	MOOSE (Meta-analysis of Observational Studies in Epidemiology) guidelines www.consort-statement.org
Quality improvement research or project	SQUIRE (Standards for Quality Improvement Reporting Excellence) www.squire-statement.org

- If your tables, charts, graphs, or diagrams were entirely clear and helpful
- If statistics you presented were explained carefully and are clear
- What you could improve in the paper

It is sometimes tempting to disregard comments made by colleagues, thinking they are being picky or they don't understand work in your field. Often, colleagues' feedback is representative of how readers will respond to your writing. If colleagues don't pick out the most important points you wanted to make, or find that something is unclear, rewrite your paper as needed to respond to their points.

HOW TO PREPARE FOR THE JOURNAL'S REVIEW PROCESS

Journals usually describe on their websites the processes they follow to review a submission. The websites also may tell you the usual timeframes for review of your submission so that you know when to expect a decision from the journal.

The Journal Review Process

Normally, there is a two-stage review process. In the first stage, the journal's staff consider if the paper submitted is consistent with the journal's aims and scope and instructions to authors, and if it is of sufficient quality to merit publication in the journal. The journal's staff also will consider whether or not there are likely to be any special issues related to the paper such as an assurance of appropriate consent of participants in a research study or potential competing interests of the author. If the journal's staff concludes that a paper submitted is not consistent with the aims and scope of the journal or is not sufficiently well written, the paper will be returned to the author directly.

In the second stage, if the paper submitted passes the screening process used by the journal's editorial staff, the editor will forward the paper for peer review, with questions to be considered by each reviewer. Deadlines are set for peer reviewers and journals consider carefully reviewers' comments on a paper. The peer review process tends to flag parts of a paper where the structure, content or meaning is not entirely clear or where the content is inconsistent with other research on the subject and the paper has not acknowledged or explained the inconsistency. The process is designed to improve the quality of papers published.

Guidance to Peer Reviewers

Each journal provides guidance to its peer reviewers on how to carry out the review of an article. Questions that journal editors might ask peer reviewers to consider are in Table 25.11.

Identity of Peer Reviewers

Traditionally, the journal peer review process has been double-blinded. The peer reviewers are not informed of the authors' identities and the authors do not know who the peer reviewers are. A randomized trial of open versus anonymous peer review of articles submitted to a medical journal demonstrated that asking peer reviewers to consent to being identified to the authors had no important effect on the quality of the review, the recommendation regarding publication, or the time taken to review (van Rooven, Godlee, Evans, Black, & Smith, 1999). However, reviewers

TABLE 25.11 Possible Questions for Journal Peer Reviewers

Journal Peer Reviewer Questions About a Submission on a Research Project

Overall

- Is the article important to the field?
- Will the article help readers to make better decisions about practice and, if so, how?
- Will the article add to existing knowledge? Is the potential addition to existing knowledge sufficient to justify publication?
- Does the article read well and make sense?
- Does the article have a clear message?

For a Research Study

- Is the research question clearly defined and appropriately answered?
- Is the overall design of the study appropriate and adequate to answer the research question?
- Are the participants in the research study adequately described, along with inclusion and exclusion criteria? How representative of children for whom this evidence is relevant are the participants?
- Are the methods adequately described? Are the measures used in the research clear?
- Was the study ethical in its conduct?
- Do the results answer the research question? Are the results credible and well presented?
- Are the interpretation of the findings and the conclusions warranted by and sufficiently derived from the data collected? Are the findings discussed in relation to previous research findings? Is the message clear?
- Are the references up to date and relevant? Are there any glaring omissions from the references?
- Does the abstract or summary reflect accurately what the paper says?

who were randomized in the group to be asked to be identified were 12% more likely to decline to review than reviewers randomized to remain anonymous (35% vs. 23%).

The Editor's Decision Options

Following the peer review process, the journal's editor makes a decision about publication of the paper based on the comments of the reviewers. The editor's options normally are to: accept the paper as it was submitted; accept the paper if minor amendments are made; recommend that the paper be substantially revised and resubmitted; reject the paper with reasons provided; or recommend submission of the paper to another type of publication (Amodei et al., 2013). If a reviewer or the editorial staff identify one or more issues with the paper as submitted, but the journal wants to publish the paper if the amendments can be made, the journal's editor provides specific information about the reviewers' comments or parts of the paper that require revision, and invites the author to submit a revised version of the paper with a deadline for resubmission.

Responding to a Journal's Editor

It is easy to react emotionally to reviewers' or to a journal editor's comments about your article. Put aside your feelings and appreciate that the people who have read your paper are relying only on the paper to inform them about your work. They are not being critical of you as a researcher or a professional; they are merely saying that there are some points they would like to have clarified.

Unless a request for amendment would make content in the paper factually incorrect, it is good practice for an author to make amendments to an article that accommodate reviewers' comments as completely as possible. Should you take issue with a specific request for amendment on the basis that the requested amendment would be factually incorrect, submit a full explanation with supporting information, justifying your view.

SUMMARY

People who are responsible for and involved in early childhood education need to know about what research has shown to work best under what circumstances in order to enhance the quality of early childhood education. The spread of good practice in early childhood education is dependent on

new knowledge being accessible in professional journals, and in turn, on researchers submitting their work for publication. Carrying out research and writing about it should be skills that students develop simultaneously.

There are a number of recognized benefits of publication. However, the writing and journal submission processes can be daunting to students and inexperienced authors. There is little research evidence available to guide authors on what makes a successful journal publication. Inexperienced authors and students can benefit from noting the limited research evidence available on writing for scientific journals and using a structured approach to writing a paper on a research study. Keys to preparing a paper on research with young children include the following:

- Decide on the people who would be interested in learning about your research, and the journal or journals they are likely to read.
- Be clear about the requirements for submissions to journals in which you are interested.
- Write one-sentence answers to key questions about your research, and use them as topic sentences of sections of the paper.
- After drafting a paper, check that you have met journal requirements and standards for reporting research, and edit the paper to ensure that every idea is as clearly and simply expressed as possible.
- Write the abstract, keywords and title for the paper after you have edited the first draft.
- Check a second draft of the paper against checklists for reporting on specific types of research papers and ask for specific feedback on your draft from colleagues.
- Submit your paper to the journal selected and be prepared to respond to the editor's response.

APPENDIX
Journals That Publish Research in Early Childhood Education

Publication Interests of Journals That Publish Research in Early Childhood Education

Australasian Journal of Early Childhood

Peer reviewed, four issues per year, published by Early Childhood Australia (ECA)
Includes research-based articles that are designed to impart new information and encourage the critical exchange of ideas among early childhood practitioners, academics and students
http://www.earlychildhoodaustralia.org.au/australian_journal_of_early_childhood/about_ajec.html

Childhood Education

Six issues per year, published by Association for Childhood Education International (ACEI)
Focuses on the learning and well-being of children around the world from birth through age 13, highlighting various perspectives on innovative classroom practices from around the world; cutting-edge concepts for education delivery; innovative schooling models; child growth and development theory; timely and vital issues affecting education, children, and their families; and research reviews from varied countries and advocacy- and policy-oriented organizations and academic institutions
http://www.acei.org/childhood-education

Contemporary Issues in Early Childhood

Four issues per year, published by Symposium Journals
Includes reports of research from a variety of paradigms; articles about research, literature reviews, and theoretical discussions; book reviews; colloquia and responses or critiques; and invited commentaries
http://www.wwwords.co.uk/ciec/

Dimensions of Early Childhood

Peer reviewed, three issues per year, published by Southern Early Childhood Association (SECA)
Includes articles and information of interest to early childhood professionals and translates "research into practice," making the latest research and early childhood data accessible to teachers and people working in early childhood classrooms
http://www.southernearlychildhood.org/publications.php

Early Child Development and Care

Peer reviewed, 12 issues per year, published by Routledge
Provides English translations of work in this field that has been published in other languages and original English papers on all aspects of early child development and care: descriptive and evaluative articles on social, educational and preventive medical programs for young children, experimental and observational studies, critical reviews and summary articles
http://www.tandfonline.com/action/journalinformation?show=aimsScope&journalCode=gecd20

Early Childhood Education Journal

Peer reviewed, six issues per year, published by Springer
Includes articles covering curriculum, childcare programs, administration, staff development,

family-school relationships, equity issues, multicultural units, health nutrition, facilities, special needs, employer-sponsored care, infant and toddler programs, child development, and advocacy. Areas of emphasis are: international studies, educational programs in diverse settings, projects demonstrating inter-professional collaboration, qualitative and quantitative research, case studies, theory, research, and practice relating to professional development, and family support and community action programs
http://www.springer.com/education+%26+language/learning+%26+instruction/journal/10643

Early Childhood Research and Practice

Peer reviewed, two issues per year, published by Early Childhood and Parenting (ECAP) Collaborative at the University of Illinois at Urbana-Champaign
Publishes research reports, literature reviews, essays, interviews, reflections, and commentary on emerging trends and issues by scholars and practitioners from around the world. Areas of emphasis include classroom practice, curriculum, ethics, teacher preparation, higher education, policy, and parent participation
http://ecrp.illinois.edu/

Early Childhood Research Quarterly

Peer reviewed, four issues per year, published by the National Association for the Education of Young Children (NAEYC)
Publishes predominantly empirical research (quantitative or qualitative methods) on issues of interest to early childhood development, theory, and educational practice (birth through 8 years of age). Occasionally publishes practitioner and/or policy perspectives, book reviews, and significant reviews of research and work that has social, policy, and educational relevance and implications and work that strengthens links between research and practice
http://www.journals.elsevier.com/early-childhood-research-quarterly/

Early Education and Development

Peer reviewed, eight issues per year, published by Routledge
Serves as 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
http://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=heed20

Early Years: An International Research Journal

Peer reviewed, four issues per year, published by the Association for the Professional Development of Early Years Educators (TACTYC)
Publishes research papers and scholarly critiques on all issues associated with early childhood education and care. Overall approach is international and multi-disciplinary, aiming to broaden the cross-national debate by representing a wide range of perspectives from different countries, different disciplines and different research methodologies and paradigms
http://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=ceye20

Education 3–13: International Journal of Primary, Elementary and Early Years Education

Peer reviewed, six issues per year, published by Association for the Study of Primary Education (ASPE)
Publishes articles on high quality research and analysis of practice relating to children aged 3–13 years, both in the UK and internationally, that will help to develop policy and practice in primary education and will also assist practitioners by providing helpful and

stimulating ways of viewing what they do or might do
http://www.tandfonline.com/action/journalinformation?show=aimsScope&journalCode=ciey20

European Early Childhood Research Journal

Peer reviewed, four issues per year, published by European Early Childhood Education Research Association (EECERA)
Publishes papers that have a clear application to early childhood education and care policy and practice and 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. Includes reports of research in progress, discussion of conceptual and methodological issues and review articles
http://www.tandfonline.com/action/aboutThisJournal?show=aimsScope&journalCode=recr20

International Journal of Early Childhood

Peer reviewed, three issues per year, published by l'Organisation Mondiale pour l'Education Préscolaire
Contributes to an international and critical scientific debate about research and practice in the field of early childhood with an emphasis on children's rights and general position in society and their education all over the world. Includes theoretical and empirical articles addressing key issues in early childhood on diverse topics, from different disciplines and perspectives, and with various research methodologies, which will be of interest to researchers and practitioners internationally
http://www.springer.com/education+%26+language/journal/13158

International Journal of Early Years Education

Peer reviewed, four issues per year, published by Routledge
Provides a forum for researchers and practitioners to debate the theories, research, policy, and practice that sustain effective early years education worldwide. Offers a comparative perspective on early years research and major new initiatives in the care and education of young children
http://www.tandfonline.com/action/journalinformation?show=aimsScope&journalCode=ciey20

International Journal of Early Childhood Education and Care

Two issues per year, National Child Development Research Center, Sultan Idris Education University, Malaysia
Publishes research on children, childhood and early childhood education across various social and cultural contexts and contributes to the international debate on early education. The journal covers topics such as multicultural issues, children's learning and sustainable development, recent issues in early childhood education and care and curriculum questions. The journal places considerable emphasis on the child's right to education and care.
http://www.noodls.com/viewNoodl/12698986/universiti-pendidikan-sultan-idris/international-journal-f-early-childhood-education-and-care

International Research in Early Childhood Education

Peer reviewed, two issues per year, published by Monash University Education
Publishes articles about the field of early childhood education and its international contexts, matters relevant to debate within the field in local and regional contexts, issues arising from interdisciplinary relationships between early childhood education and other fields, such as post-developmental approaches to psychology, socio-cultural/cultural environmental science and globalisation, refugee studies, international policy studies, feminism and queer studies, space and place, and post-structuralist research

http://www.education.monash.edu.au/research/ireccjournal/about.html

Journal of Early Childhood Research

Peer reviewed, three issues per year, published by Sage Journals

Provides an international forum on childhood research, bridging cross-disciplinary areas and applying theory and research within the professional community

http://ecr.sagepub.com/

Journal for Early Childhood Teacher Education

Peer reviewed, four issues per year, published by the National Association of Early Childhood Teacher Educators (NAECTE)

Provides a forum for consideration of issues and for exchange of information and ideas about research and practice in early childhood teacher education. Includes research reports, position papers, essays on current issues, and reflective reports on innovative teacher education practices

http://www.tandfonline.com.action/journalinformation?show=aimsScope&journalCode=ujec20

Journal of Early Intervention

Peer reviewed, four issues per year, published by The Division of Early Childhood (DEC) of the Council for Exception Children and Sage Journals

Includes articles related to research and practice in early intervention for infants and young children with special needs and their families. Early intervention is broadly defined as procedures that facilitate the development of infants and young children who have special needs or who are at risk for developmental disabilities

http://www.dec-sped.org/Journals

Journal of Research in Childhood Education

Peer reviewed, four issues per year published by the Association for Childhood Education International (ACEI)

Features articles that advance knowledge and theory of the education of children, infancy through early adolescence. Reports empirical research, theoretical articles, ethnographic and case studies, participant observation studies, studies deriving data collected from naturalistic settings, cross-cultural studies, and studies addressing international concerns

http://www.acei.org/jrce.html

Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development

Peer reviewed, four issues per year, published by the National Association of Pastoral Care in Education

Publishes on contemporary issues such as current developments in the curriculum, including citizenship; health, social and moral education; managing behavior; whole school approaches; school structures; and issues of care such as school exclusion, bullying and emotional development

http://www.tandfonline.com/action/Journalinformation?show=aimsScope&journalCode=rped20

Topics in Early Childhood Special Education

Peer reviewed, four issues per year, published by Hammill Institute on Disabilities and Sage Journals

Focuses on information that will improve the lives of young children with special needs and their families by helping professionals improve service delivery systems for preschool children with special needs

http://tec.sagepub.com/

Young Children

Peer reviewed, five issues per year, published by National Association for the Education of Young Children (NAEYC)

Publishes relevant research-based articles organized around themes important to the early childhood education field and focused for practitioners

http://www.naeyc.org/yc/about

Young Exceptional Children

Peer reviewed, four issues per year, published by the Division of Early Childhood (DEC) of the Council for Exceptional Children and Sage Journals

Provides a practical resource designed for teachers, administrators, therapists, family members and others who work with young children with special needs

http://www.dec-sped.org/Journals

Note: The information in this table was obtained from the journal websites provided at the time of publication.

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Also, see the January 2013 special issue of the *Early Childhood Education Journal* on Writing for publication.