

Revista de Educación 2012 Annual Report

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Managing editor

Each year the *Revista de Educación* reports on the immediately preceding year's editorial activity. The first issue of 2013 included the biographical index for 2012, and the second issue contains a complete listing of the external reviewers who evaluated articles during that period and the annual report, which gives statistics on the articles received and published and the main developments that took place in the *Revista's* publication during 2012.

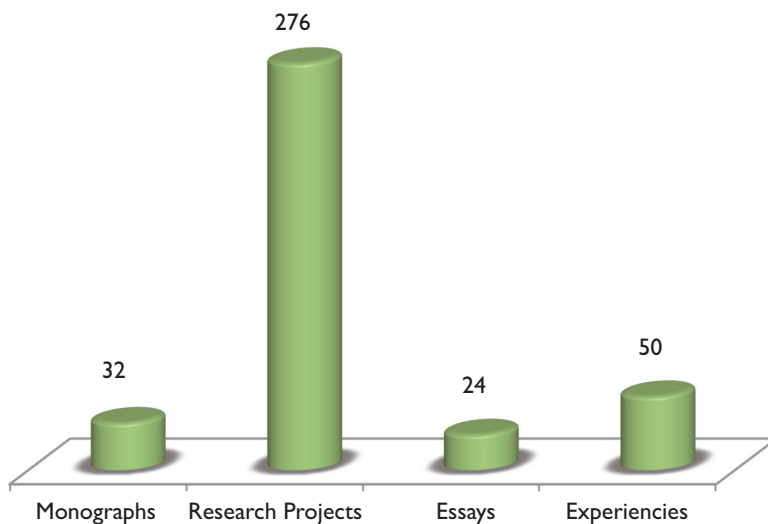
Articles Received and Published in 2012

Articles Received by Sections

In 2012 the editorial office received a total of 382 articles, 6.1% more than in 2011. Chart 1 shows their distribution by sections.

The most important change was in original research (276), which increased its share considerably. In 2012 original research accounted for 72.3% of all articles received, compared to 58.6% in 2011. The Monographs section showed a matching decline in volume, down from 85 articles published in 2011 to just 32 in 2012. This change had to do with the *Revista's* new editorial policy of not including the Monographs section in regular issues. The space formerly occupied by Monographs has been reassigned to the general (non-monographic) sections. Although the Monographs section still appeared throughout 2012 and in the first issue of 2013, as of issue 361 the entire body of the *Revista* is devoted to the general sections.

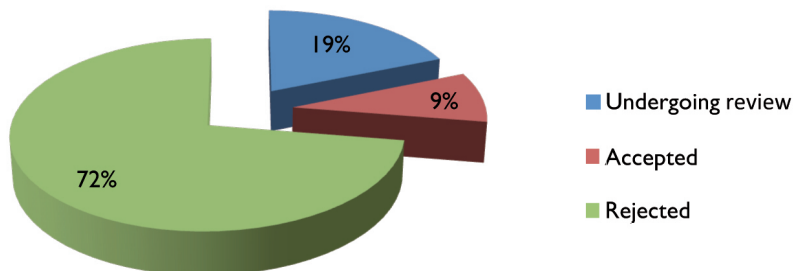
CHART I. Articles received in 2012 by sections



Results of External Review: Articles Accepted and Rejected in 2012

The most important change in 2012 was an increase in the rejection rate. Of the total number of articles submitted to the editors, 72% were rejected, as opposed to 41% the year before. Nineteen percent are currently undergoing external review, and 9% of the articles submitted have already been accepted (Chart II).

CHART II. Status of Articles Received in 2012



This trend is nothing new; it was noted in years past. The increase in the number of original manuscripts submitted coincides with the limitation of the number of publishable articles.

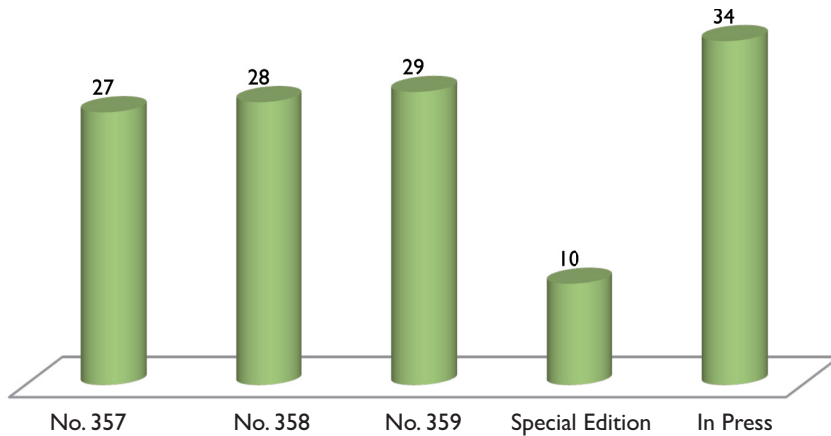
Published Articles

In 2012 the *Revista* published a total of 128 articles, 94 in the regular issues and 34 in the In Press section.

The number of In Press articles fell from 50 last year to 34. It is the *Revista's* policy to continue publishing the In Press section but to limit the period during which an article qualifies for the category. In future, any articles remaining in the In Press section will be scheduled for publication in the next issue. This should cut down on the time between the assignment of an article's Digital Object Identifier (DOI) and the article's final publication.

Chart III shows the distribution of the articles published in 2012 in the different issues of the *Revista* and in the In Press section.

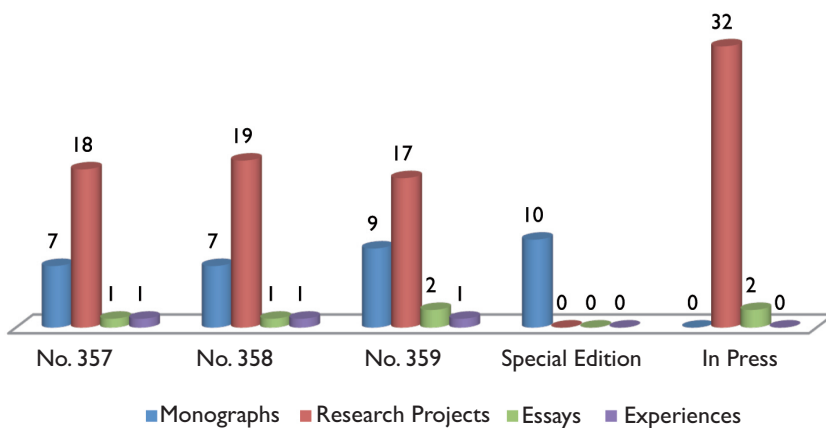
CHART III. Number of articles published in 2012



Nature of the Articles Published in the Different Sections

The nature of the articles published clearly reflects the fact that the *Revista de Educación* is a scientific journal (Chart IV). In the regular issues, the papers in the Research section made the largest group, with 18, 19 and 17 articles, respectively. Then there were the 23 articles published in the Monographs section, another 10 articles in the special edition and 32 articles in the In Press section.

CHART IV. Number of published articles by section



Topics of the Monographs Section in 2012

The Monographs section of the three regular issues and the entire special edition are comprised of submissions made in response to calls for papers posted on our web page.

Table 1 shows the topics addressed during 2012 and the names of the guest editors who coordinated the editorial process.

TABLE I. Topics featured in the Monographs section (2012)

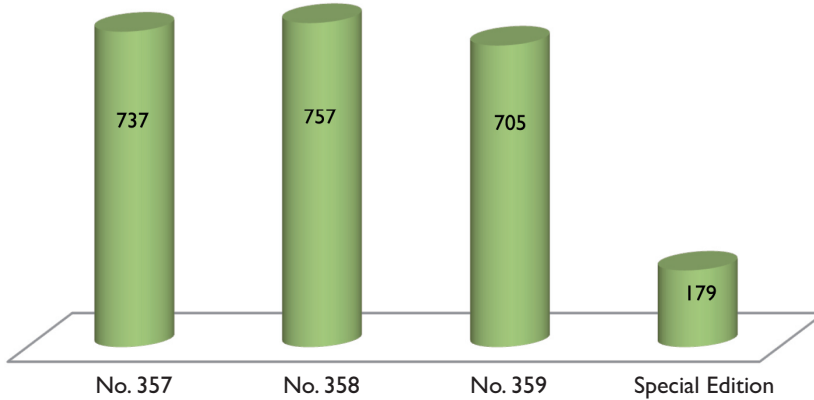
Issue 357	New perspectives in the language section of the Spanish university admissions test. Guest editors: Jesús García Laborda, Ana María Gimeno Sanz and Teresa Magal-Royo.
Issue 358	Equity and diversity in compulsory education. Guest editors: Teresa Aguado Odina and Belén Ballesteros Velázquez.
Issue 359	What the student voice can do to change and improve education. Guest editor: Teresa Susinos Rada.
2012 Special Edition	Public policies on educational support and remedial education. Guest editors: Asunción Manzanares Moya and Nuria Manzano Soto.

Editorial Process: Management, Review and Publication of Papers

Average Time Between Article Reception and Final Publication

Chart v shows the average time in days between reception and final publication. The numbers are slightly higher than they were in 2011. The explanation lies in the increase in the volume of articles received. Even so, in 2012 the special edition, which is the last issue published each year, already displayed a slight reduction in the latency period. It is the editorial office's intention to maintain the downward trend in future, despite the rise in the total number of original manuscripts that are coming in.

CHART V. Average time (days) between reception and final publication

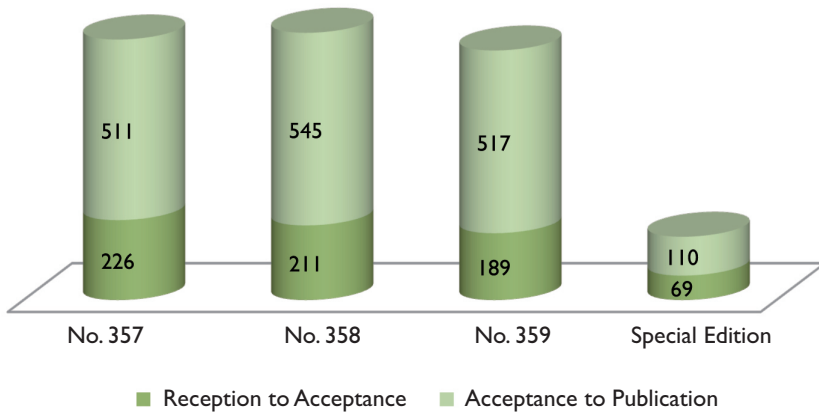


Average Time from Reception to Acceptance to Final Publication

Chart VI shows the average latency between article reception and article acceptance and the average time elapsed between acceptance and publication for each issue.

The period can be seen to have increased considerably. The year before the number of articles published in In Press was considerably higher than in 2012. A high number of pre-published articles means a long waiting period between an article's final acceptance and its publication. For this reason it is the *Revista's* intention to reduce the number of articles published and articles In Press. Only articles for the upcoming issue will appear in In Press, and the time between article acceptance and final publication will be reduced considerably.

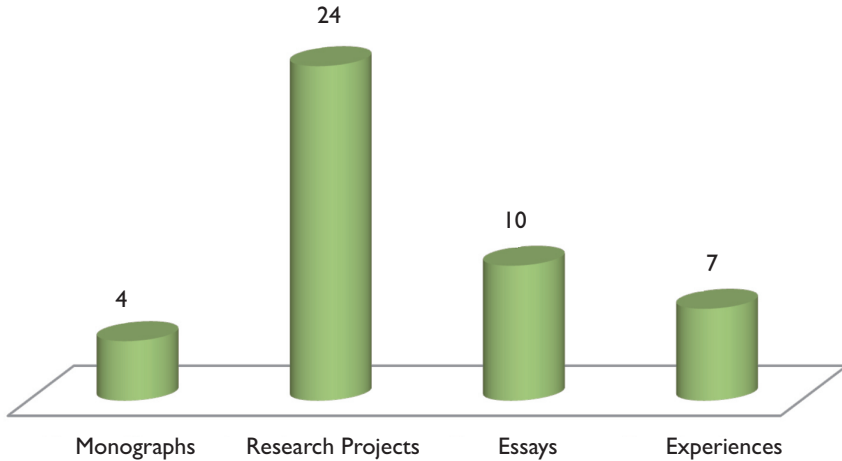
CHART VI. Average time (days) from reception to acceptance to final publication



Average Time from Acceptance to Final Publication by Section

Chart VII shows quite clearly that the average latency is 24 months for articles in the Research section. Even though for most of that time the articles in question may have been listed in the In Press section, the process appears to be taking too long: The articles published in 2012 were approved in 2010.

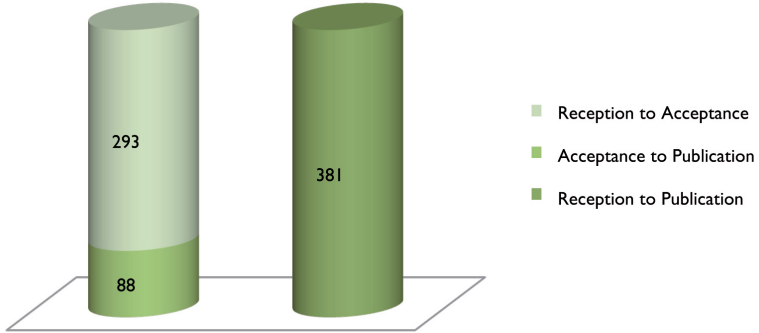
CHART VII. Average time (months) between acceptance and final publication by sections



Average Time from Reception to Acceptance to Publication with a DOI

As we can see in Chart VIII, despite prior publication in the In Press section, it takes over a year for an article to go from reception to publication. While this is not an unbearably long time, we are talking about provisional publication only, which does make the time appear rather excessive in comparison with regular practice in the publication of research journals. As will be seen later, shortening this period is one of the goals the *Revista* has set for the immediate future.

CHART VIII. Average time (days) from reception to acceptance to publication in In Press

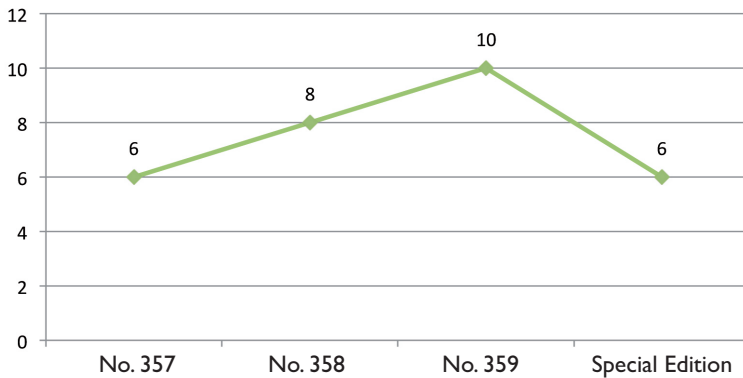


Dissemination of Important Work in the Field of Education

Reviews

Twenty-four reviews (6, 8, 10 and 6 in the four issues, respectively) were published in 2012.

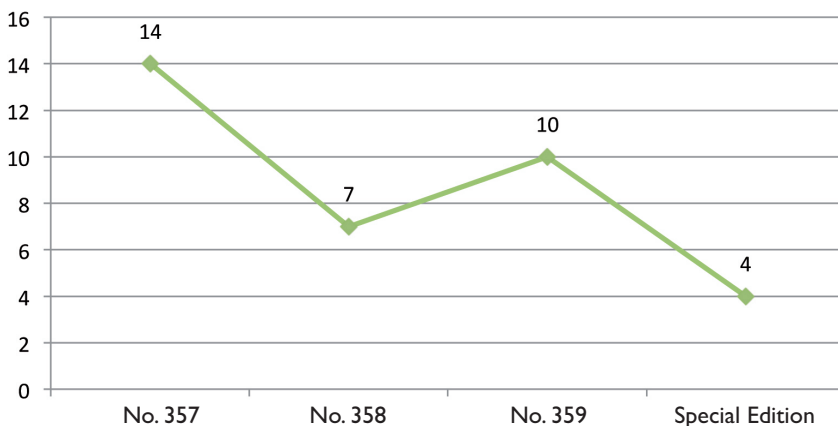
CHART IX. Reviews published



Books Received

In each of the four issues of 2012, a list of bibliographic references was published, drawn from a selection of the books that different Spanish and foreign publishers had sent to the editors. Chart x illustrates the distribution, by issues, of the 35 references published in 2012.

CHART X. Books received



Both the reviews and the references were published in chronological order of reception by the editors.

Editorial Strategy and Results

In 2012 the process begun in late 2005 continued, seeking to align the *Revista de Educación* with the most demanding of quality indicators for scientific journals and to boost the *Revista's* impact factor, especially in prestigious international databases.

The *Revista de Educación* appears in the following bibliographic documentation media:

Spanish Databases

- RESH (Spanish Journals of Social and Human Sciences)
- BEG (GENCAT)
- ISOC
- PSICODOC
- DIALNET
- REDINED (Education Information Database Network)

International Databases

- Social Sciences Citation Index (SSCI)
- Social Scisearch®
- Journal Citation Reports/Social Sciences Edition
- SCOPUS (Elsevier B.V.)
- European Reference Index for the Humanities (ERIH)
- Ulrich's Periodicals Index Directory
- LATINDEX (Latin America)
- Sociological Abstracts (CSA Illumina)
- PIO (Periodical Index Online, United Kingdom)
- IRESIE (Mexico)
- ICIST (Canada)
- HEDBIB (UNESCO, Higher Education Bibliography)
- SWETSNET (Netherlands)

Journal Evaluation Platforms

- SCImago Journal & Country Rank (SJR)
- CARHUS Plus+
- Matriu d'Informació per a l'Avaluació de Revistes (MIAR)
- CIRC (Integrated Classification of Scientific Journals)
- DICE (Dissemination and Editorial Quality of Spanish Journals of Humanities and Social and Legal Sciences)

Spanish Catalogues

- CSIC-ISOC (High Spanish Council of Scientific Research)
- REBIUN University Library Network
National Education Innovation and Research Centre, Spanish Ministry of Education, Culture and Sport
- Catálogo Colectivo de Publicaciones Periódicas en Bibliotecas Españolas (Collective Catalogue of Periodicals in Spanish Libraries), Spanish Ministry of Education

International Catalogues

- WorldCat (USA)
- Online Computer Library Center (USA)
- Library of Congress (LC)
- The British Library Current Serials Received
- King's College London
- Catalogue Collectif de France (CCFr)
- Centro de Recursos Documentales e Informáticos de la Organización de Estados Iberoamericanos (Documentary and Computer Resources Centre of the Organisation of Latin-American States)
- COPAC, National, Academic and Specialist Library Catalogue (United Kingdom)
- SUDOC, Catalogue du Système Universitaire de Documentation (France)
- ZDB, Zeitschriftendatenbank (Germany)

On 29 June 2012 Thomson-Reuters published its 2011 impact factors for the journals included in the Social Sciences Citation Index (SSCI).

The *Revista de Educación* has a JCR impact factor of 0.409. This index covers the evaluation of the articles published in 2009 and 2010.

More information about the *Journal Citation Reports* and the JCR impact factor is available at www.accesowok.fecyt.es/jcr/

The magnificent work the editorial team has done in previous years to bring the *Revista* into the top ranges of journal indices must go on, in the endeavour to attain the stability and operational capacity the *Revista* ought to have. The incorporation of the *Revista de Educación* in databases such

as Scopus and its past inclusion in the Social Science Citation Index constituted acknowledgements that the *Revista* is a scientific journal of impact that is receiving a fast-increasing volume of papers for evaluation and publication. The *Revista*'s rise in submissions is also benefiting from the rising pressure being brought to bear on Spanish researchers and academics by their own increasingly consolidated scientific communities. Researching and publishing has become a part of academic life, not an option. The combined effect of all this is a considerable increase in the editorial staff's workload, which has come at a time when all institutions are having to uphold their obligations on a budget that has remained unchanged or is even lower than it was in times of greater economic buoyancy.

In this context, the immediate goals for the *Revista de Educación* are: to consolidate the *Revista*'s presence in the major journal indices; to reduce the time between manuscript reception and final publication; to reduce the time accepted articles spend in provisional status by cutting down the time between the publication of one issue and the appearance of the next; to continue to demand high quality and to publish only the best of the articles received, and as a consequence to reduce the number of articles published in each issue; to make the *Revista de Educación* more international by taking a more active part in the global scientific community.

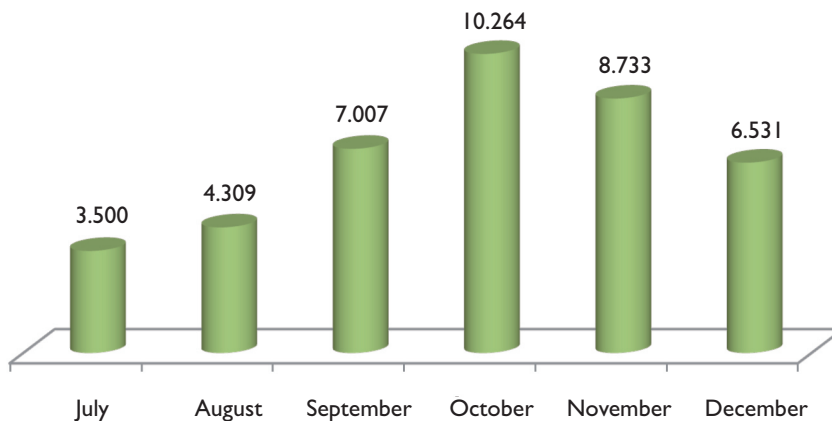
Distribution of the Revista de Educación

Since issue 358 published in 2012, the *Revista de Educación* has been published in the electronic format only. It does remain available on paper by special request, handled by the Deputy Directorate-General of Documentation and Publications, Ministry of Education, Culture and Sport; a print-on-demand service has been set up to handle such requests. The printing service also covers individual and institutional subscriptions and sales and exchanges with other prestigious Spanish and international journals of education (63 Spanish journals, 15 European and North-American journals, 36 Latin-American journals). All journals received in exchange go into the Education Library's collection.

Advertising is placed in professional journals and school newspapers with a view to distributing the published papers not only via scientific channels, but also among the members of the school community.

Lastly, the *Revista* web page has been made over and Google Analytics has been enlisted to track web page use. This has enabled us to learn that, since the hit count began to run, the *Revista* web page has had a total of 40,346 visitors between July and December 2012 (Chart xi).

CHART XI. Web hits



We cannot finish this report without acknowledging and thanking all the people who make it possible, from the authors who show their appreciation by entrusting their manuscripts to us, to the reviewers who provide objective, disinterested assessments and all the members of the staff who make the *Revista de Educación* a material possibility. With their concerted help, the *Revista de Educación* will continue in its effort to do its best for education and the educational community by providing a forum for free, lively exchanges of the findings of the finest scientific research in this field.