

RISE: Research in Science Education Journal

Information for NARST/ESERA/ASERA, 2019

Journal Focus

Research in Science Education is one of the top four international science education research journals in the world. RISE publishes and promotes *scholarly* science education *research of interest* to a wide group of people. The journal examines early childhood, primary, secondary, tertiary, workplace, and informal learning as they relate to science education.

In publishing scholarly articles, RISE is looking for articulation of the principles and practices used by scholars to make valid claims about the world and their critique of such claims. Publishing such work is important as it makes these principles and practices known to the scholarly community so that they can be considered, debated, judged, and accepted, rejected or reframed. Importantly, these principles and practices must be constantly advancing in ways that allow our knowledge to advance within the field. In looking for works to publish, RISE will seek articles that advance our knowledge in science education research rather than reproducing what we already know. In particular, we publish papers that make a new theoretical, methodological or practical contribution to science education.

Research can take many forms, quantitative, qualitative and mixed methods to name a few. RISE is interested in producing valid and trustworthy research that takes on a variety of forms and embraces new capabilities at hand, particularly around new technologies. Innovative practices and how these relate to science education will be at the forefront of our thinking in RISE.

Scholarly works of interest need to encompass the wide diversity of readership. RISE is the journal associated with the Australasian Science Education Research Association (ASERA), one of the oldest such association in the world. With ASERA's history from a colonial western tradition, combined with its location within the highly productive and exciting Asian region, the membership of ASERA and the readership of RISE spans the globe and cultural perspectives. Hence, the scholarly works of interest published within RISE need to reflect this diversity. Additionally, they must also include a diversity of form. So, RISE will continue to review articles, editorials, book reviews, and other material deemed appropriate by the Editors.

Key Statistics

The impact factor currently published on the journal's webpage is 1.568 (2017). There is approximately a three-month turnaround time from the time of submission to receiving reviews. While successful papers are published online soon after acceptance, there is a large backlog currently waiting to be assigned a volume and issue number.

Acceptance rate has been approximately 26% over the last three years. The average number of accepted articles during the past 3 years is 93 articles /year.

Number of articles accepted over the last four years:

- 2015: 51 articles
- 2016: 95 articles

- 2017: 78 articles
- 2018: 106 articles
- 2019: Prediction: 80 articles

Tips for increasing chances of getting published in RISE

1. Stick to the word limit. We encourage authors to submit papers to a maximum length of 6000 words including references (shorter contributions are welcome). In rare cases where the authors make a persuasive case that a work makes a highly significant original contribution to knowledge in science education, the editors may choose to publish longer works.
2. Ensure the new contribution to science education is clearly articulated in the abstract and discussion. A new contribution must be advancing our knowledge of science education and not just a repeated study in a different context.
3. Submit a polished paper with excellent grammar, spelling, expression and APA
4. Be patient – we will get it out for review ASAP if we decide it is suitable
5. Expect there to be a few rounds of revisions (all papers go through this process)
6. If you have any questions, please do not hesitate to contact the editors: Donna King d.king@qut.edu.au and Angela Fitzgerald Angela.Fitzgerald@usq.edu.au

Special Issue Information

The journal welcomes proposals for special editions. For more information about what to include in the proposal please see: <https://www.asera.org.au/Publications/RISE>

We need more reviewers

We are trying to build the reviewer pool for RISE. If you are a published researcher in science education, and would like to review for RISE, could you please send your details to the editors (details below). Perhaps you could nominate the name of a colleague or associate that you feel would be competent and able to act as a reviewer for our journal. If they are PhD students, then they need to have a reference from their supervisor.

If you would like to review for RISE, please forward your name and email address to the editors so that we can formally invite you to join us. Then you will be asked to select your research areas through the classification menu.

Editors: Donna King d.king@qut.edu.au and Angela Fitzgerald Angela.Fitzgerald@usq.edu.au