

Annual Report 2010 *Revista de Educación*

Each year, the *Revista de Educación* reports on its editorial activity over the previous year. As such, the first issue of 2011 included the biographical index from 2009 and this second issue includes a complete listing of the external reviewers who have evaluated articles during this period, as well as this Annual Report that includes the most significant statistics on the articles received and published, relevant information on the editorial process, and the main initiatives adopted during 2010 to improve the Journal and its distribution.

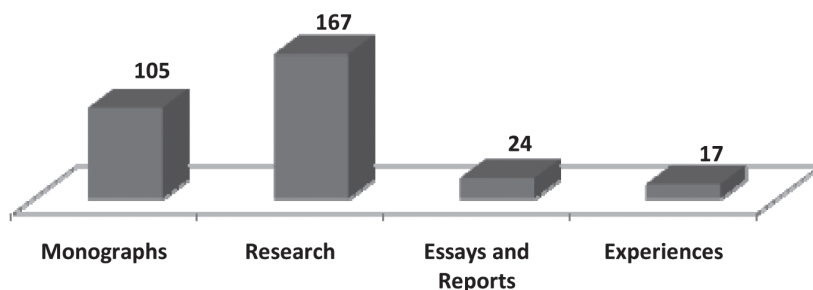
Articles received and published in 2010

Received articles

During 2010, the editorial office received a total of 313 articles. Figure I shows their numerical distribution according to article type.

As we can see, the graph includes articles from the Monographs section (105), which represent 33% of the articles received. Research articles (167) represented 54%, despite the fact that slightly fewer are articles of this kind were received this year than in 2009. 24 essays and 17 experiences, accounting for 8% and 5%, respectively, complete the number of articles received by the Editorial office.

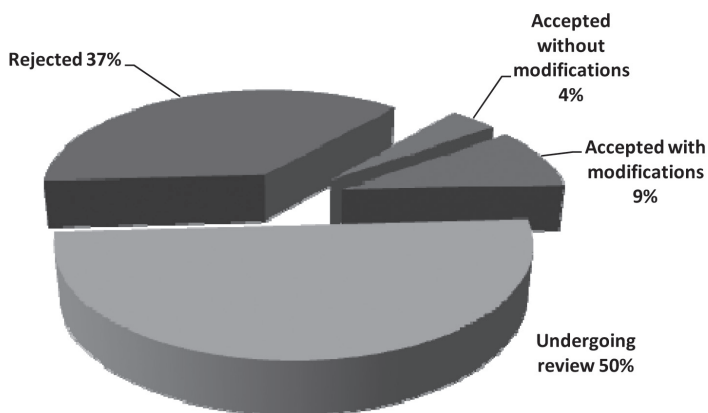
FIGURE I. Breakdown of articles received in 2010 by section



Result of the peer review:Articles accepted and rejected in 2010

The demand for publication has increased considerably. The 219 articles received in 2009 increased to 313 in 2010, constituting a 43% increase. Of the total articles received at the editorial office, 4% (11) were accepted for publication with no modifications and 9% (28) with the modifications indicated by external reviewers and subsequently accepted and included by the authors; 37% (116) were rejected and 50% (158) are currently undergoing external review (Figure II).

FIGURE II. Status of articles received in 2010



Published articles

During 2010, 89 articles were published in the Journal. Of these, only the 39 papers comprising the Monographs section and Special Edition of the Journal, which were submitted in response to specific calls for papers, were received and published in the same year.

Clearly, the growing demand of the scientific community exceeded the material capacity of the Journal to publish papers within a maximum period of one year. At the same time, it was necessary to eliminate the advantage in terms of publishing times of papers published in the Monographs section with respect to those published in other sections. In order to deal with this situation and, in keeping with normal practice in scientific journals -albeit a practice as yet unprecedented in Spanish educational journals- in 2010, *Revista de Educación* has included an «Articles in press» section in its on-line edition (articles that have been evaluated and accepted but which are still pending proofreading and final layout). The assignment of a DOI (Digital Object Identifier) to each article has enabled us to publish 111 articles which would

not have been published until the end of 2011 or sometime in 2012. This financial and editorial investment by the Journal will make it possible to distribute knowledge with the necessary speed, while protecting the intellectual property of the authors and increasing the impact of their work.

Figure III shows the distribution of published articles in 2010, both in the various issues of the Journal and in the digital «in press» section by means of a DOI.

FIGURE III. Number of published articles in 2010

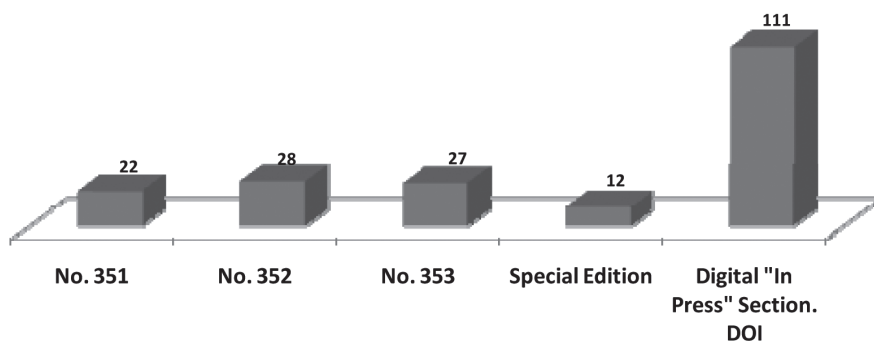
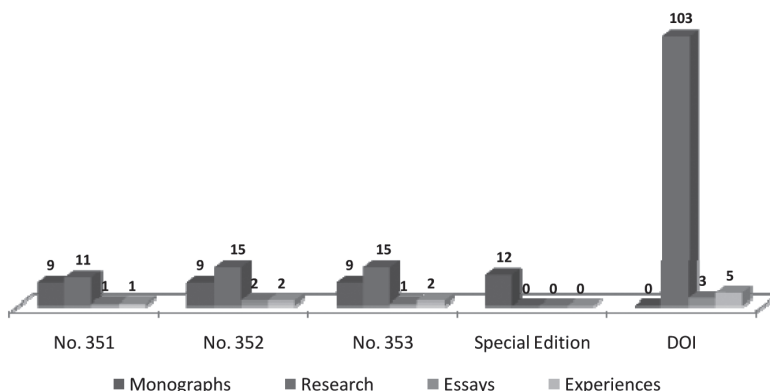


Figure IV shows the number of papers published by section in each edition of the Journal: 39 articles in the Monographs section and in the Special Edition (19% of the total); 144 articles (72%) in the Research and Studies section, 10 papers (5%) in the Educational experiences (innovation) section and 7 (3%) in the Essays section.

FIGURE IV. Number of published articles by section



Monographs and the Special Edition are filled with papers submitted in response to calls for papers issued around subjects of interest that are proposed by the scientific community itself; they are published once evaluated and accepted by the Editorial Board, according to criteria established in the rules for the call for papers. Table I shows the topics addressed in 2010, as well as the guest editors who proposed the subject for the call for papers and ultimately coordinated the editorial process.

TABLE I. Topics addressed - monographs (2010)

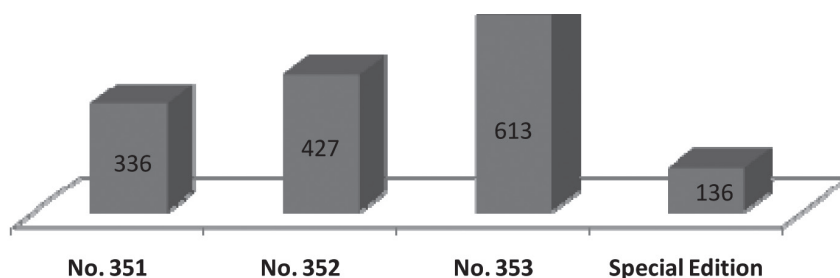
Edition 351	<i>The transition to working life</i> Guest editor: Lidia E. Santana Vega (Universidad de La Laguna)
Edition 352	<i>ICT in compulsory education: from theory to policy and practice</i> Guest editors: Juana M ^a Sancho Gil (Universidad de Barcelona) and José Miguel Correa Gorospe (Universidad del País Vasco)
Edition 353	<i>Identity and Education</i> Guest editors: César Coll and Leili Falsafi (Universidad de Barcelona)
Special Edition	<i>Early dropout rates in education and training: figures and policies</i> Editor: Consuelo Vélaz de Medrano (Universidad Nacional de Educación a Distancia)

Editorial process: management, review, and publication of papers

This section refers exclusively to final versions of published articles, not to the 111 papers which were published with a DOI in the digital section.

The time taken from start to finish of the editorial process (final publication in a specific edition and section of the Journal) increased in 2010 with respect to previous years due to the notable increase in articles received (43% more than in 2009) and the ensuing increase in the time that elapses between final acceptance and publication of the article, always taking into account the maximum capacity established in the mock-up of each edition and section of the Journal.

FIGURE V. Average time (days) between final acceptance and publication



The time that elapses between receipt and provisional acceptance has been reduced by 101 days with respect to the previous year, although the time that elapses between provisional acceptance and definitive acceptance has increased by 77 days. As we can see, despite the efforts to reduce publication time to a maximum of between 6 and 12 months (as papers are subject to review and correction processes of varying durations) this aim has not been satisfactorily achieved. There is no doubt that this is a complex process that must be conducted with the necessary guarantees (each article is evaluated by at least two external reviewers, according to a double-blind procedure). The length of this process can be affected by the three different players involved: the Journal, the external reviewers (2 or 3) and the authors themselves. The Journal is responsible for expediting the process as regards management and the work of its external reviewers, but it is the task of the authors to control and reduce the often excessive time taken to make the changes requested in the reports (Figure VI).

FIGURE VI. Average time (days) between receipts, acceptance and publication

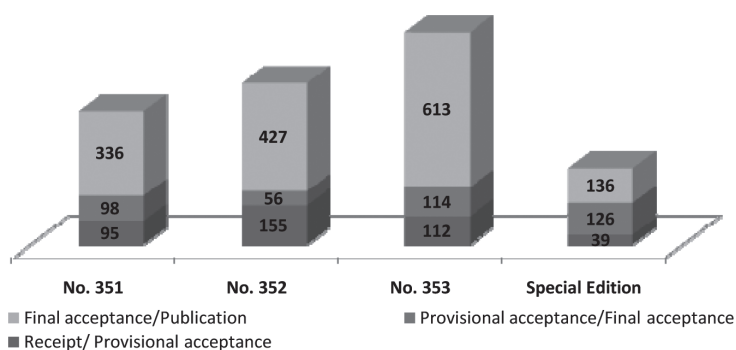
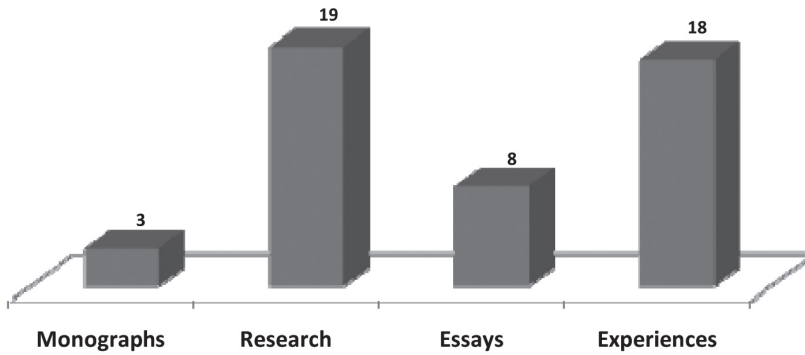


Figure VII shows the average time that elapses between final acceptance and publication, by section.

As stated above, the average time between final acceptance and publication is greater than it should be, not only due to the imbalance between the number of papers accepted and the obvious space constrictions in the mock-up of each edition of the Journal, but also due to the different lengths established for the relevant sections.

Thus, although the number of experiences (17) and essays (24) received is much lower than the number of research papers (167) (see Figure I), the waiting list is proportionally much longer in these cases, given the Journal's prioritisation of the research section. The average publication time for essays and technical reports has been reduced by up to 2 months, but it has increased by 10 months for innovative experiences, due to the increase in the number of such articles received with respect to 2009.

FIGURE VII. Average time (months) between final acceptance and publication by section



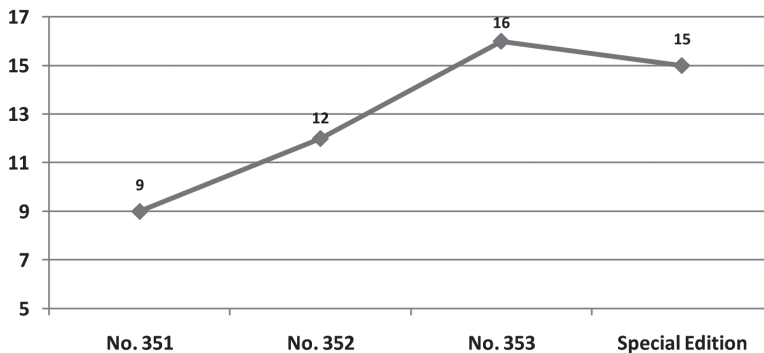
On the other hand, the growing number of research manuscripts received, together with the greater complexity of the review process for this kind of paper, has increased the waiting time for publication of those accepted by 4 months with respect to 2009.

In line with this logic, average publication time in the Monographs section and yearly Special Edition has been much lower, at three months.

Distribution of relevant papers in the field of education

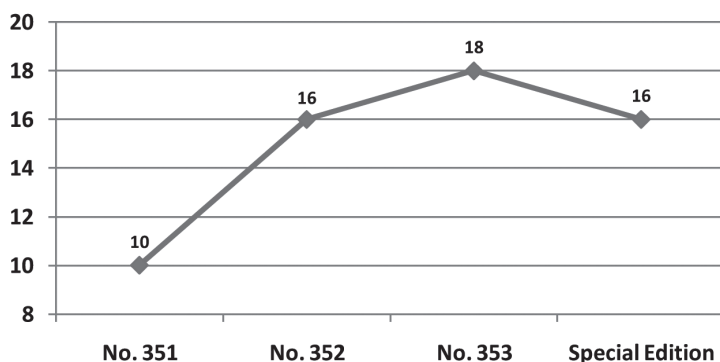
During 2010, of the articles received on request according to the Journal's rules or sent spontaneously to the editorial office, *Revista de Educación* published 35 reviews of papers, edited between 2009 and 2010, which were of particular relevance due to topic or prestige of the publisher, (Figure VII).

FIGURE VIII. Number of reviews published in 2010



Similarly, a bibliographic reference of a selection of publications sent to our editorial team by Spanish and foreign publishers was published in each edition. Figure IX shows the distribution, by edition, of the 60 references published in 2010.

FIGURE IX. Bibliographical references



Both reviews of papers and references were published by chronological order of receipt at the Journal's editorial office.

Follow-up of the editorial strategy started in 2005

In 2010 the process to align the *Revista de Educación* with the most demanding of quality indicators for scientific journals in Social Sciences has continued.

A number of measures were taken in order to improve the impact factor of the *Revista de Educación*, particularly in the international arena. Two strategic decisions by the Editorial Board are worthy of note in 2010. The opening of a digital "in press" section with a DOI, which has resulted in an extraordinary increase in the speed of publication of accepted manuscripts as well as in the level of requirements for the acceptance of manuscripts, for which purpose the publication rules have been adapted and instructions given to reviewers. In this connection, the editorial strategy in 2010 has also involved the continuation of both the efforts to include guest editors, authors and manuscripts with a potentially or demonstrably high impact factor, and the work towards indexing in new databases.

Although it must be acknowledged that *Revista de Educación* is not entirely satisfied with the rate of compliance with review periods, generally because an excess of work falls to a small number of leading specialists, given the high level of demand for collaboration from Spanish

and foreign journals. New specialist reviewers have therefore been taken on in 2010 to evaluate original papers from different areas and lines of research in the field of education. In 2010, the number of collaborators grew to a total of 195.

Also worthy of note in 2010 is the full incorporation of the Journal into the digital editing tool RECYT (provided by FECYT to journals that are positively evaluated by this institution). Despite the adaptation efforts that this has entailed for authors, reviewers, guest editors and the Journal's own editorial office, the greatest advantage is sharing the tool that all Spanish education journals indexed in the *Social Sciences Citation Index* (SSCI) already use, so that the scientific community in the field can use a familiar working environment. However, the FECYT has been informed of the limitations identified by users in the Spanish version of the OJS (*open journal system*), so that they can be addressed.

Lastly, we would remind readers that in January 2008, the Journal was evaluated by the *Institute of Scientific Information* (ISI, Thomson-Reuters) and included in the *Social Sciences Citation Index* (SSCI). Thomson-Reuters calculates the impact factor based on the two years following indexing. The *Revista de Educación* is therefore included in the Journal Citation Report (JCR) for 2010 –with data for 2008 and 2009– and its impact factor will be published in mid-2011. This impact factor can be found on the following web site: www.accesowok.fecyt.es

Distribution of the *Revista de Educación*

The *Revista de Educación* is distributed via subscriptions (individual and institutional), sales through the Sub-Directorate General of Documentation and Publications of the Ministry of Education, and exchanges with other prestigious national and international educational journals, which contribute to the content of the Ministry of Education's library.

The current print run of the *Revista de Educación* is 800 copies and 950 CDs, distributed among subscriptions, dispatches to educational institutions and exchanges with prestigious national and international journals (63 with Spanish journals, 15 with European and North American journals, and 36 with Latin American journals).

Equally, advertising is included 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 educational community.

Work performed during 2010, the subject of this annual report, points to significant achievements for the *Revista de Educación* as regards accomplishment of publishing standards, topic coverage, national and international representation and, in short, the impact of the work of the authors who publish in the Journal.