



Unlock Research Research for Physical Educators

Research Journal of the Month
DECEMBER 2004

Action in Teacher Education.

In print since 1978, today's Action in Teacher Education (AITE), with its spiffy, glossy paper and large-page format, is not your father's original version of this quarterly publication from the Association of Teacher Educators (ATE). For those Unlock readers who may not be familiar with this journal (or, who would not recognize it in the modern incarnation), it will be useful to begin with a brief profile of the sponsoring organization.

Unlike the more widely known American Association for Colleges of Teacher Education, ATE serves individual teacher educators (in colleges, schools, and state departments of education) instead of teacher education units in higher education. With members from more than 600 colleges and 500 school districts, as well as representation from departments in most of the 50 states, this is a large organization. That membership, however, is concentrated in state colleges and small private institutions, a fact that contributes to the distinctive character of AITE.

ATE is one of the organizations forming the National Council for Accreditation of Teacher Education (NCATE). It is for that reason that ATE has a part to play in the professional lives of faculty at much larger institutions. Consistent with Standard 5 in the NCATE review format, ATE has developed a detailed set of standards for designating a *Master Teacher Educator*. Those standards and much more are available from <http://www.ate1.org>.

AITE is refereed and includes both thematic and non-thematic issues. As for the nature of content, the journal's self description from the front matter of each issue will serve.

[The journal] serves as a forum for exchange of information and ideas related to the improvement of teacher education at all levels. Articles focus upon concepts, practices, and research which have implications and applicability for practitioners in teacher education. Issues contain special sections that review relevant research and summarize dialogue between university and K-12 teacher educators.

As the tone of that statement implies, this is an outlet that serves researchers who want to publish reports of applied research and who wish to reach an audience of professional practitioners. Accordingly, anyone who reads widely in research journals will note immediately that in most AITE reports the research authors have not written primarily for other researchers. It is not surprising, then, that many of the articles consist of descriptions of programs in the familiar tradition of "This is how we do it at Eastern State College." It also is true, however, that many of these include data from program evaluation self-studies that serve to make such reports more useful than would simple descriptions.

The required format for all submissions is APA style with a limit of 20 pages for most manuscripts. The journal is indexed in a variety of systems, including CIJE and CPE. A microfilm

edition is available from OCLC through H.W. Wilson ProQuest Information and Learning. The AITE website can be accessed at <http://www.siu.edu.departments/coe/ate>. Individual subscriptions are presently set at USD \$90, with libraries paying \$130. Cost for the journal is included in the annual dues for members of ATE.

Over the last quarter century, physical educators have contributed a steady trickle of articles and reports to AITE (not least of which was the study by Peg Nugent and Nell Faucette that served as Unlock's Research Report of the Month for November, 2004). Among other PETE specialists contributing since 1990 were Madge Ashy, Linda Catelli, David Kahan and Inez Rovegno. There are four reports, however, that stand out most sharply in my own memory. Each of the following served to deepen my understanding of work as a PETE practitioner.

Portman, P. (1993). Barriers to change in teacher education, **15**(1), 14-21.

Allison, P., & Pissanos, B. (1993). The teacher as observer, **15**(4), 47-54.

Hutchinson, G., & Johnson, B. (1993). Teaching as a career: Examining high school students' perspectives, **15**(4), 61-67.

Williams, J., & Williamson, K. (1992). "I wouldn't want to shoot nobody." The out-of-school curriculum as described by urban students, **14**(2), 9-15.

Several of the authors noted above have reported to me their sense that submissions dealing with research in the subject area of physical education are entirely welcome at AITE. A close examination of the home institutions of those serving as editors, members of the Professional Journal Committee, and Editorial Consultants (reviewers) suggests that AITE offers a venue where teaching is respected, applied research is valued, jargon-free writing is solicited, and thoughtful framing of practical questions is favored over displays of arcane data analysis.

If you have to play the institutional game of high-impact journal ratings (wherein steep rejection-to-acceptance ratios are sanctified), AITE may not be suitable for your next report. On the other hand, if what you really want to do is reach a large audience of teacher educators (the last available circulation figure was 4,000) then AITE should be near the top of your list.

Your comments on this review will be welcome at lflocke@hotmail.com.

This article was printed from Unlock Research - <http://www.unlockresearch.com>.
© 2003- 2005, Lawrence F. Locke. All rights reserved.