



Unlock Research Research for Physical Educators

Research Journal of the Month
JANUARY 2005

Teaching and Teacher Education.

In the year just past, the journal Teaching and Teacher Education (T&TE) has been celebrating the 20th anniversary of its publication. The maiden issue, prepared by Founding Editor Nathaniel Gage, appeared in 1985, and with the monthly schedule of January, February, April, May, July, August, October and November, more than 160 issues have now reached subscribers around the world. Over the two decades, T&TE has been established as the premier international journal for research and theory in the two fields of its title: teaching and teacher education. Initially produced under the Pergamon imprint in the United Kingdom, it now is part of the Elsevier science publishing empire.

It is with some satisfaction, therefore, that we can note the steady presence of physical education research reports in such a distinguished journal. If you go to the Elsevier website at <http://www.elsevier.com/> (or, if you are more familiar with their scientific service at <http://www.sciencedirect.com/>) and enter the words "physical and education" you will retrieve 73 studies published between 1985 and 2005. Although not all of those represent research in which physical education was the primary variable, there are several dozen that fully qualify as studies of teaching or teacher education in our subject area (more than one per volume year). Both public sites allow access to tables of contents and abstracts, as well as full text for one recent issue. If your local library is a subscriber to the Science Direct database, then full text for all issues will be available from that source.

Some of the physical education scholars who have used T&TE as the outlet for their research reports are, Dominique Banville, Daniel Behets, Ang Chen, Donetta Cothran, Catherine Ennis, Kim Graber, Peter Hastie, Edward Hebert, David Kirk, Pamela Hodges Kulinna, Ron McBride, Inez Rovegno, John Saunders, and Stephen Silverman. Among the reports that might be interesting for Unlock readers would be selections from the following list.

Cothran, & Kulinna (2003). "This is kind of giving a secret away...": Students' perspectives on effective class management. 19(4). (See Unlock Research Study of the Month, May, 2004).

Ennis (1998). The context of a culturally unresponsive curriculum: Constructing ethnicity and gender within a contested terrain. 14(7).

Graber (1996). Influencing student beliefs: The design of a high impact teacher education program. 12(5).

Hebert, & Worthy (2001). Does the first year of teaching have to be a bad one? A case study of success. 17(8).

Hastie, & Saunders (1991). Accountability in secondary school physical education. 7 (4).

Rovegno (1992). Learning a new curricular approach: Mechanisms of knowledge acquisition in preservice teachers. 8(3).

Silverman, Tyson, & Morford (1988). Relationships of organization, time, and student achievement in physical education. 4(3).

Price makes this a journal that generally does not serve individual subscribers. In the USA the annual institutional subscription rate is set at 945 USD, and the yearly individual price is 293 USD – available only if you are associated with a college or university that holds an institutional subscription. Accordingly, most students and professors now access the journal through data bases such as Science Direct. The journal employs the standard APA editorial style for text and citations, and is indexed in *Contents Pages in Education*, *Current Contents in Social and Behavioral Sciences*, *Psychological Abstracts*, *Current Index to Journals in Education*, and the *Social Science Citation Index*.

Not only is T&TE an international publication with contributions from many countries, it is distinctly a multidisciplinary journal that welcomes research from all disciplines, paradigms, and models for inquiry. There is no emphasis on a particular grade-level, and equal access is provided for cognitive, affective, and behavioral components of teaching, teacher effectiveness, teacher education, teacher thinking, and social policy affecting education. Although the main editorial offices are in the UK (currently at Cardiff University), representation from the USA has always been substantial. Eleven of the 27 members of the International Editorial Board are from North America, as are several of the Associate Editors.

To learn more about the unusual history of T&TE I recommend perusal of the May, 2004 "Twentieth Birthday" issue. Also of recent note, the critical role of T&TE in internationalizing the burgeoning field of research on teaching is recounted by Greta Morine-Dershimer in the 4th edition (2001) of the *Handbook of Research on Teaching*. Entitled, "Family connections as a factor in the development of research on teaching," her chapter is a wonderfully readable account of how the confluence of people, institutions, journals, textbooks, research methods, theory, and politics worked to produce the modern body of knowledge about teaching and teacher education.

We now can look forward to another decade in which physical education researchers are represented in the distinguished company of contributors to T&TE. So that you do not miss any of those reports, I suggest signing up for the e-mail reminder system that is available at the Elsevier website.

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

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