Publishing Academic Work about Environmental and Sustainability Education: options, priorities and reflections

Join us for a candid discussion on the processes and potential impacts of publishing environmental education research in books, peer-reviewed journals, and non-traditional venues. Scholars with experience writing and editing books, as well as serving as editors on leading EE journals, will host the session.

Presenters:
A selection of editors from ESE academic journals and book series
Session overview

- Typical options for publishing and general guidance
- Examples of editor perspectives and insights [ break out groups? ]
- Q & A
Why write for publication?

• To seek critique of the research in order to test for flaws and gain deeper understanding through the insights of others

• To contribute to publicly available knowledge of educational theory, policy and practice

British Educational Research Association

• To engage and express powerful and worthwhile ideas and insights, doing so clearly, memorably, concisely and rigorously?
NB these are the days of graphical and video abstracts
The challenge: (why) does ESE research matter?

“[G]iven all the difficulties the world now faces in relation to development and the environment – and the importance of education in addressing such challenges – what insights does environmental education research provide that will help us? And it is a question that is disturbingly difficult to respond to in a satisfactory fashion... I think it is a question we might ask of ourselves.” (Bill Scott, 2009, p. 163)
Examples of active research journals in EE (Anglophone-ish)

- Applied Environmental Education & Communication
- Australian Journal of Environmental Education
- Canadian Journal of Environmental Education
- Children, Youth and Environments
- Environmental Education Research
- International Journal of Early Childhood Environmental Education
- International Journal of Sustainability in Higher Education
- International Research in Geographical and Environmental Education
- Japanese Journal of Environmental Education
- Journal of Education for Sustainable Development
- Journal of Outdoor and Environmental Education
- Journal of Sustainability Education
- Journal of Teacher Education for Sustainability
- Korean Journal of Environmental Education
- Southern African Journal of Environmental Education
- The Journal of Environmental Education

NB for NAAEE members/audience, might also consider

- Éducation relative à l'environnement : Regards – Recherches – Réflexions
- Jandiekua – Revista Mexicana de Educación Ambiental
- Pesquisa em Educação Ambiental

Health checks

1. Do you recognize and trust the names on the board and recent contributors?
2. Is the journal transparent about publication processes and publishing ethics, e.g. authorship and contributorship?
3. Are you clear about which ‘research conversations’ you want to be a part of, and how to advance those? WILL IT MATTER?
Environmental Education Research - an example of a Q1 journal

- c.100 papers per volume distributed over 12 issues (approx. 1+ special issue p.a.)
- 2000+ institutions regularly access the journal – check your library
- c.500,000 downloads of full articles anticipated in 2021 (‘via standard platforms’)
- Social media 1000+ views per week
- 2020 Impact Factor: 3.5 (NB 2015 - 1.4, 2017 - 2.6) [ CiteScore = 5.2 ]
- time to first decision letter from submission – two months, 25% accepted

This all fundamentally relies on the generosity, participation and turn taking of the research community (authoring, reviewing, reading, recommending, innovating, etc.), our editorial teams and publishers – THANK YOU!
Examples of active ESE book series (Anglophone)

**(Re)thinking Environmental Education** (Peter Lang). Series editors: Connie Russell & Justin Dillon

*International Explorations in Environmental and Outdoor Education* (Springer). Series editors: Annette Gough & Noel Gough

*Researching Environmental Learning* (Brill). Series editor: David Zandvliet


NB many publishers have ESE-related books appearing on other lists e.g. *Routledge*
Examples of editorial advice on scholarly expectations and contributions to the field

Blank, blind, bald and bright spots in environmental education research – *i.e. show where your contribution is*


‘Researchers are experienced readers’: on recognition, aspiration and obligation – *i.e. show you know the field*

https://www.tandfonline.com/doi/full/10.1080/13504622.2016.1162982
Topics - check recent journals, conferences, listservs and reference collections

Using something like the spots model, you might consider both directly and laterally:

1. With journals: most read or cited, latest papers and calls for papers, themes of special issues or collections

2. Themes of upcoming or recent high status conferences, events and keynotes, new books or trending topics

3. Scholarly high points and low points in field defining texts, e.g. handbooks, reference collections …

⇒ Generating topics from the above, a research project or manuscript might engage:

- What questions are being asked or addressed?
- What would you add to the conversation? E.g. to deepen or challenge the field?
- Is there a better fit in a related field? E.g. informal education, science education, citizenship, environmental psychology …?
The Journal of Interpretation Research

The official research journal of the National Association for Interpretation

- Interpretation “connects visitors to important natural, cultural, and historical resources at parks, nature centers, historical sites, aquariums, zoos, and anywhere that people come to learn about places.”

- If your research touches on informal education, in any form, it can be a good fit for this journal.

- We work collaboratively with junior and senior authors to publish research, reviews, and opinion pieces with practical applications.

https://journals.sagepub.com/author-instructions/JIX

Co-Editors-in-Chief

Bob Powell, Clemson University  
rbp@clemson.edu

Marc Stern, Virginia Tech  
mjstern@vt.edu

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Abstract

The benefits of qualitative, quantitative, and mixed research methodologies are often emphasized in undergraduate and graduate training about producing and analysing data. Less often discussed are the philosophies of research that can be used to explore environmental education. To help introduce students to the ways such paradigms lead to different insights and lines of inquiry, we offer a supplementary reading of a natural resource management program seen through the lenses of four different research philosophies. The program engages biological and social scientists as they work to increase native biodiversity in Hawke’s Bay region of New Zealand and share successes with other regions. We argue that the benefits of training students to appreciate research possibilities via multiple research paradigms could improve the way we work together and collaborate with colleagues in other disciplines. Students are better equipped to select, develop, and defend appropriate research questions and paradigms. Also, the potential for environmental education research activity that complements project-specific data collection is great, as with most natural resource projects. In sum, improving our collective awareness of paradigmatic perspectives will help improve communication and understanding as we all work in the transformation of education, ecosystems and human communities.

Keywords: Applied research, postpositivist, constructivist, critical theory, pragmatism
Example of Aims and Scope – and why a desk reject may happen if not addressed?

*Environmental Education Research* is an international refereed journal which publishes papers and reports on all aspects of environmental education.

The purpose of the journal is to help advance understanding of environmental and sustainability education through a focus on papers reporting research and development activities.

The journal also carries more diverse papers including, for example, conference reviews, retrospective analyses of activities in a particular field, critical commentaries on policy issues and comparative aspects of an environmental education issue.

The journal also accepts scholarly reviews, review essays, review symposia, and research degree synopses.

The criteria for acceptance of papers are that they are analytical and critical; that the ideas being discussed are transferable to other educational systems and cultures; and that they are accessible to an international audience.
Example of publisher authoring services

Viewing an author service guide from Taylor & Francis.

Looking to publish your research?

Step 1

NB check FAQs, editor contacts, peers, social media, eePRO groups...
Examples of submission types / guidelines

1. Original Articles

2. Research Degree Thesis Summaries

3. Review formats in *Environmental Education Research*
   - scholarly review, review essay, review symposium, commentary, perspective

4. A Correspondence (e.g. a letter to the editor)

5. A Research Report

6. A Scholarly Essay on a key concept
We can all become better writers!

Weekend reading – “Seven upgrade strategies for a problematic article”

Do one thing well.
Flatten the structure.

Tips on Thursdays - Plagiarism guide
What is (and isn’t) plagiarism, what are the different types - and how can you avoid it?

Find out more with this handy guide from our publishers ...

authorservices.taylorandfrancis.com/editorial-poli...
“If I were to be very critical of EE and environmental educators, I would say that they have lacked ambition, that they have been far too content at being a large fish in a small pond. They ought to have had ambition to take a greater risk, make a greater impact ... if your president or prime minister invited you to say what was the most effective research in your field that you were aware of and how it could help solve societies problems, what would you say? ... I’m not sure I’d be able to say anything.”

[Interviewee 3, Ardoin, Clark, & Kelsey, 2012, p. 17]
Reflection: How do you think you

• are shaped by the field?

• can shape the field?

• will shape the field?

⇒ How does academic publishing factor into this?

[ Prompt: might a collection or Special Issue from the region or on a topic help? ]