

Suggestions on the editorial review of article submissions

The purpose of these suggestions is to create guidelines that are consistent with a Journal that is rigorous in nature, and which will provide guidance for the editors, reviewers and researchers submitting their work for review. The HETS Online Journal is a refereed publication. A peer review committee composed of professionals in different fields who belong to HETS member institutions serve on the committee.

Recommendations on the Review Committee Structure

Review committee structure

1. Advisory Board
2. Founding editors
3. Editorial Board (Peer review committee members)

Review process

The review process has a two tier review system: the editor(s) review(s) all submissions and determine if the article meets the criteria to be submitted for review. Priority will be given to articles involving the use of technology in Education, but articles that contribute significantly to our focus areas of Retention, Assessment and/or Access without use of technology may also be considered for publication. This “pre-review” does not guarantee acceptance for publication.

Rubric for editors

Articles should cover one or more of the following research endeavors of faculty (Boyer, 1990): (an operational definition should be used for each one of these). Authors should indicate the endeavor their submission covers:

1. **Discovery:** Creation of new knowledge. Provides examples of innovative strategies, new methods in the use of technology in Education, Retention, Assessment, and/or Access. Reports on what is novel or add content to current ones. **Integration:** Uses different theories/methodologies for producing learning outcomes. Reports on what is useful
2. **Application:** Uses existing knowledge, applying it to a specific scenario, producing and reporting results that impact the use of technology in Education, Retention, Assessment, and/or Access. Reports on what is more specific and localized for a unique population (e.g. case study)
3. **Teaching:** Provides specific examples of how the use of technology has impacted specific aspects of the teaching/learning process. It might also be how the strategy, program, or initiative described, has proven to increase recruitment, promote student success, improve

student retention and completion, and provide institutions with viable, effective, and efficient approaches to assessment.

Articles should meet the criteria described in the “General Guidelines” of this document. The submissions are classified among the following categories (operational definitions should be used). Authors should indicate the category of the articles.

- a. Research papers. Discuss concepts and research findings of particular interest and significance mostly, but not only, to professionals who works with technology in the classroom. It contributes to a knowledge base, a new methodology, an effective practice, and organization that may also result in student success, improve its retention, and/or increase the effectiveness on assessment efforts. Emphasize implications for teachers, in the online or traditional environment who work with Hispanic students.
- b. Case studies,
- c. The impact of the use of technology solutions such as tutorials, courseware experiences, evaluations (describe what this means),
- d. Review papers, and viewpoints. Viewpoints should be backed up by evidence based methodologies, and supported by frameworks.

SAMPLE RUBRIC FOR EDITORS

Mark the purpose of the submission

Endeavor	Submission 1	Submission 2	Submission 3	Submission 4
Discovery				
Integration				
Application				
Teaching				

Mark type of submission

Type of submission	Submission 1	Submission 2	Submission 3	Submission 4
Research paper				
Case Study				
Impact of the use of technology				
View Point				
Evaluation				

Guidelines

	Submission 1	Submission 2	Submission 3	Submission 4
Abstract				
Length				
Title Sheet				
Tables				
Quotations				

Reviewers

Reviewers are appointed for a two year term by the editor(s) with the concurrence of the Advisory board and the recommendation of the candidate's supervisor. Reviewers are part of the Editorial Board, and use the following criteria for acceptance, assigning a value from 1 to 10 to each dimension, where 1 is the lowest score and 10 the highest. Reviewers make the final recommendation to the editor for publication:

- Accepted for publication
- Accepted for publication contingent on minor revision
- Major revision and resubmission required
- Rejected for publication

The editor reviews the recommendations of the reviewers and makes the final recommendation. The articles that are resent for review will be reviewed again by the editor (or reassigned at the editor's discretion).

The criteria that reviewers will use for article submission is as follows:

CONTENT

- **Content:** The submission expands or updates research in education and technology, and could be used as a knowledge base. Presentation of an innovative approach or strategy that, primarily with the effective use of technology, has proven to increase recruitment, promote student success, improve student retention and completion, and/or provide institutions with viable, effective, and efficient approaches to assessment impacting the Hispanic student population by enhancing retention, college completion, and successful learning outcomes. Priority will be given to articles involving the use of technology in Education, but articles that contribute significantly to our focus areas of Retention, Assessment and/or Access without use of technology may also be considered
- **Audience:** is the content of broad interest to educators in general or practitioners in the field of education and technology.
- **Usefulness:** Helps educators improve their effectiveness. Specifically suggests applications or strategies.
- **Rigor:** Based on valid and reliable information, documentation or sound concepts; content is empirically, logically and/or theoretically supported.

- Clear Focus: Central ideas, findings and conclusions control the article. Has a clear main point.

READIBILITY

- Interest: The information captures reader’s attention
- Understandable: Language is easy to understand and the information flows easily. Paragraphs are well sequenced and ideas flow easily.
- Mechanics: Correct grammar and spelling

Reviewers will include comments and recommendations to article submissions, even if they have not been accepted for publication. We want to help develop skills contributing to increase the quality of submissions.

Rubric for reviewers

Name of Submission: _____

CONTENT

	Score	Comments
Content The submission expands or updates research in education and technology, and could be used as a knowledge base.		
Content The submission presents an innovative approach or strategy proven to increase recruitment, promote student success, improve student retention and completion, and/or provide institutions with viable, effective, and efficient approaches to assessment.		
Audience: is the content of broad interest to educators in general or practitioners in the field of education and technology.		
Usefulness: Helps educators improve their effectiveness. Specifically suggests applications or strategies.		

Rigor: Based on valid and reliable information, documentation or sound concepts; content is empirically, logically and/or theoretically supported.		
Clear Focus: Central ideas, findings and conclusions control the article. Has a clear main point.		

READIBILITY

	Score	Comments
Interest: The information captures reader's attention		
Understandable: Language is easy to understand and the information flows easily. Paragraphs are well sequenced and ideas flow easily.		
Mechanics: Correct grammar and spelling		

Recommendation:

	Total Score	Comments
Accepted for publication:		The article is acceptable for publication <u>as written</u> , although you may make minor suggestions to further strengthen an already strong article
Accepted for publication contingent on minor revision:		The author must make minor revisions (as opposed to major or extensive revisions) before the article is acceptable for publication. Be specific about the minor revisions required.
Major revision and resubmission required		The author must make major, extensive revisions before the article is acceptable for publication. Be specific about the major revisions required.

		Virtually all recommendations for a change in article category require major revision.
Rejected for publication:		The article does not meet the criteria and is simply not good enough to warrant space in the Journal.

Guidelines for authors

1. Clearly identify what you want to find out
2. Why is that important to investigate or understand?
3. How are you investigating this? Are your research methods appropriate and adequate to the task?
4. What are your findings? Are the findings clearly stated?
5. How does this advance knowledge in the field? 6. How well do you place your findings within the context of ongoing scholarly inquiry about this topic?

*Rubric forms can be made available to authors if the committee so decides.

Boyer, E. L. (1990). *Scholarship reconsidered--Priorities of the professorate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.