

Journal Recommendation Service

Manuscript Title: **REDACTED**

Abstract: **REDACTED**

Journal Recommendations

Journal Title: **Studies in Graduate and Postdoctoral Education**

Formerly known as (if applicable): *International Journal for Researcher Development*

Publisher: Emerald Publishing

Association/Society Affiliation (if applicable): N/A

Journal Webpage: <http://www.emeraldgrouppublishing.com/products/journals/journals.htm?id=sgpe>

Submission Links:

Submission Guidelines:

http://www.emeraldgrouppublishing.com/products/journals/author_guidelines.htm?id=sgpe

Submission Link: <https://www.editorialmanager.com/sgpe/default.aspx>

Editor(s)-in-Chief: Karri Holley, University of Alabama, USA

Editorial Review Board:

Comprised of: Associate Editors and International Editorial Advisory Board.

Countries Represented: UK, USA, Australia, and Finland.

Established: 2017

Publication Frequency: Semi-Annual (two issues per year)

Open Access?: Supports open access -

http://www.emeraldgrouppublishing.com/openaccess/oa_journals.htm

Brief Description: *Studies in Graduate and Postdoctoral Education* focuses on scholarship and practice related to graduate education, including masters and doctoral level, and postdoctoral experiences. The journal publishes scholarly articles from a range of academic disciplines and research methods that represent issues of interest to the international community. These articles provide research findings and implications for scholars, practitioners, and policy makers. Areas of emphasis include:

- Masters and doctoral program development, including issues related to curriculum and financing.

- Masters and doctoral student experiences and outcomes before and during enrollment as well as after degree completion.
- The role of faculty as doctoral advisers, mentors and supervisors.
- The postdoctoral experience, including issues related to career transitions, institutional support, individual decision making, and outcomes.
- Professional graduate degree programs as well as alternative models of graduate education.

Topics Covered: (see above)

Mission and Scope: (see above)

Abstracted/Indexed in: Academic Search Alumni Edition, Academic Search Complete, Academic Search Elite, Academic Search Premier, BFI (Denmark), Education Research Complete and Human Resources Abstracts; The Publication Forum (Finland).

Impact Factor (if applicable): N/A

Acceptance Rate (if applicable): N/A

Journal Title: **International Journal of Bias, Identity and Diversities in Education (IJBIDE)**

Formerly known as (if applicable): N/A

Publisher: IGI Global

Association/Society Affiliation (if applicable): N/A

Journal Webpage: <https://www.igi-global.com/journal/international-journal-bias-identity-diversities/125026>

Submission Links:

Submission Guidelines: <https://www.igi-global.com/publish/contributor-resources/>

Submission Link: <https://www.igi-global.com/submission/submit-manuscript/?jid=125026>

Editor(s)-in-Chief: Fred Dervin, University of Helsinki, Finland ; Julie Byrd Clark, Western University, Canada ; Yongjian Li, Renmin University of China, China & University of Helsinki, Finland

Editorial Review Board:

Comprised of: Associate Editors and Editorial Review Board

Countries Represented: Finland, Canada, Australia, France, USA, Iceland, Turkey, Israel, Malaysia, Denmark, Italy, Hong Kong, Argentina, Greece, Singapore, Netherlands, and China

Established: 2016

Publication Frequency: Semi-Annual (Two Issues Per Year)

Open Access?: All IGI Global Journals Publish Under Hybrid Open Access - <https://www.igi-global.com/publish/contributor-resources/open-access/>

Brief Description: The International Journal of Bias, Identity and Diversities in Education (IJBIDE) investigates critically the positioning of diverse individuals in formal and informal contexts of education – from kindergarten to adult education, but also lifelong learning. Diversities here refer to different identity markers such as ethnicity, religion, gender, social class, disabilities and language. IJBIDE is clearly positioned within a non-essentialist, non-culturalist perspective. IJBIDE also aims to

promote original research methods by linking up macro- and micro-approaches. The journal is fully blind peer reviewed by the best experts in the field and publishes empirical and conceptual research and case studies from around the world.

Topics Covered:

- Academic and student mobility and diversities
- Assessment, evaluation and diversities
- Bullying, bias, segregation and discrimination in education
- Diversities and digital educational technologies
- Diversities and informal learning
- Diversities and multilingual education
- Diversities within a school system
- Forms of discrimination and segregation in education
- History of diversities in education
- Inclusive education and diversities
- Interactions between and integration of students of diverse backgrounds
- Links between 'home' and school in relation to diversities (parents)
- Media representations of diversities in education
- Methods or methodologies/conceptual approaches and researching diversities
- Multimodality and diversities
- Perception and integration of the 'foreigner' in education
- Place/space and diversities
- Reflexivity and/or critical awareness around diversities in education
- Role and place of diversities in education policies
- Role and place of teachers of diverse backgrounds
- School choices and diversities
- Social action and diversities
- Social processes and diversification/differentiation
- Teaching about diversities (intercultural/global competence)
- Teaching material and diversities
- The commodification or processes of commodifying of diversities in education
- The impact of globalization on diversities
- The perception, place and role of diversities in (teacher) education (students, teachers, student-teachers, leadership, etc.)

Mission and Scope: The International Journal of Bias, Identity and Diversities in Education (IJBIDE) is an authoritative source and information outlet for researchers, practitioners and policy makers to examine and discuss the positioning of diversities in formal and informal education. This journal promotes a global vision and dialogue around the perception, treatment and empowerment of diverse individuals in education – from students to teachers. IJBIDE is interdisciplinary and welcomes input from fields such as anthropology, sociology, cultural studies and applied linguistics.

Abstracted/Indexed in: Cabells Scholarly Analytics

Impact Factor (if applicable): N/A

Acceptance Rate (if applicable): 25 to 30%

Journal Title: **Journal of Research in International Education**

Formerly known as (if applicable): N/A

Publisher: Sage

Association/Society Affiliation (if applicable): N/A

Journal Webpage: <https://journals.sagepub.com/home/jri>

Submission Links:

Submission Guidelines: <https://us.sagepub.com/en-us/nam/journal/journal-research-international-education#submission-guidelines>

Submission Link: No formal link. Authors should retain a copy of their article and submit it by email to the appropriate Co-editor below:

* Papers originating from the Americas to be sent to Jack Levy, Chair, Dept of Curriculum & Instruction, Graduate College of Education, University of Massachusetts-Boston, 100 Morrissey Blvd, Boston, MA 02125-3393, USA
Email: jack.levy@umb.edu.

* Papers originating from Asia/Pacific zone to be sent to Professor Kay Margetts, Faculty of Education, The University of Melbourne, Parkville, VIC 3010, Australia
[Email: k.margetts@unimelb.edu.au].

* Papers originating from Europe, Africa and the Middle East to be sent to Mary Hayden, University of Bath, Claverton Down, Bath BA2 7AY, UK
[email: m.c.hayden@bath.ac.uk].

Please attach to every submission a letter confirming that all authors have agreed to the submission and that the article is not currently being considered for publication by any other journal.

Editor(s)-in-Chief: Mary Hayden, University of Bath, UK ; Jack Levy, George Mason University, USA ; Kay Margetts, University of Melbourne, Australia

Editorial Review Board:

Comprised of: Administrator and Editorial Advisory Board.

Countries Represented: UK, USA, Bahrain, Australia, Malta, Switzerland, Thailand, Finland, China, Lebanon, and Nigeria.

Established: 2002

Publication Frequency: Tri-Annual (Three Issues Per Year)

Open Access?: Supports open access through SAGE Choice - <https://us.sagepub.com/en-us/nam/sage-choice>

Brief Description: The *Journal of Research in International Education* is an international, peer-reviewed journal in international education for schools, examiners and higher education institutions throughout the world.

The *Journal of Research in International Education (JRIE)* advances the understanding and significance of international education. It undertakes a rigorous consideration of the educational implications of the fundamental relationship between human unity and human diversity that 'education for international understanding' requires. The *JRIE* encourages an approach to research in international education that will close the gap between the well-established emergent theory and diverse practice throughout the world. In this context, international education is concerned with the promotion of education for

international understanding and human rights, and may include peace education, global education and intercultural education.

Mission and Scope: The Journal of Research in International Education seeks to advance the understanding and significance of international education. It sets out to undertake a rigorous consideration of the educational implications of the fundamental relationship between human unity and human diversity that 'education for international understanding' requires. The JRIE encourages an approach to research in international education that will close the gap between the well-established emergent theory and diverse practice throughout the world. In this context, international education is concerned with the promotion of education for international understanding and human rights, and may include peace education, global education and intercultural education. Authors may address, for example, the curriculum, institutional concerns, the history of education, policy and pedagogy at all levels.

Abstracted/Indexed in: Annals of Behavioral Medicine, Applied Social Sciences Index & Abstracts (ASSIA), British Education Index, Child Development Abstracts & Bibliography (Ceased 2001), Clarivate Analytics: Biological Abstracts, Contents Pages in Education, Cumulative Index to Nursing and Allied Health Literature CINAHL, Current Contents / Social and Behavioral Sciences, Database of Research on International Education, Developmental Medicine & Child Neurology, EMBASE, ERIC - Educational Management, Education Index, Educational Research Abstracts Online - e-Psyche, Exceptional Children Education Resources, Inist-Cnrs, Multicultural Education Abstracts, National Database of Research on International Education (NDRIE), Neuroscience Citation Index, ProQuest: Linguistics and Language Behavior Abstracts (LLBA), Research Into Higher Education Abstracts, Scopus, Social SciSearch, Social Services Abstracts, Social Work Abstracts, Sociological Abstracts, Sociology of Education Abstracts, Special Education Needs Abstracts, Worldwide Political Science Abstracts, e-Psyche (Ceased)

Impact Factor (if applicable): N/A

Acceptance Rate (if applicable): N/A

Journal Title: **Journal of Studies in International Education**

Formerly known as (if applicable): N/A

Publisher: Sage

Association/Society Affiliation (if applicable): Association for Studies in International Education

Journal Webpage: <https://journals.sagepub.com/home/jsi>

Submission Links:

Submission Guidelines: <https://us.sagepub.com/en-us/nam/journal/journal-studies-international-education#submission-guidelines>

Submission Link: <https://mc.manuscriptcentral.com/jsie>

Editor(s)-in-Chief: Betty Leask, Boston College, USA & La Trobe University, Australia ; Laura E. Rumbley, The European Association for International Education (EAIE), Netherlands ; Fiona Hunter, Università Cattolica del Sacro Cuore, Italy ; Rui Yang, The University of Hong Kong, Hong Kong

Editorial Review Board:

Comprised of: Chair and Executive Director, Editorial Coordinator, Editorial Advisory Board, and Board of Reviewers.

Countries Represented: USA, Chile, Japan, UK, Kenya, Belgium, Germany, Netherlands, Czech Republic, Italy, South Africa, Australia, Finland, Hong Kong, and Canada.

Established: 1997

Publication Frequency: Five Issues Per Year

Open Access?: Supports open access through SAGE Choice - <https://us.sagepub.com/en-us/nam/sage-choice>

Brief Description: The Journal of Studies in International Education (JSIE) is the premiere forum for higher education leaders, administrators, educators, researchers and policy makers interested in all facets of the internationalization of higher education. Articles discuss theoretical, conceptual and practical aspects of internationalization including regional, national and institutional policies and strategies, internationalization of the curriculum, issues surrounding international students and cross-border delivery of education. The journal attracts an international audience of researchers, students and practitioners and requires that authors reference a range of relevant international literature.

JSIE publishes articles exploring concepts, strategies, approaches and issues of relevance to the internationalization of higher education which make a significant and original contribution to theory and practice.

Topics Covered:

- Globalization
- International cooperation and competition, capacity-building and development assistance
- National, regional, transnational and cross-border policies and practices
- Quality assurance policies and practices
- Public and institutional policy formulation and impact
- Strategic institutional management · Advances in and use of technology
- Faculty and staff development · Innovation in mobility of students and staff
- The curriculum and co-curriculum at home and abroad
- Student issues
- Other levels of education

Mission and Scope:

The *Journal of Studies in International Education (JSIE)* aims to support and inform the work higher education leaders, administrators, educators, emerging and established researchers and policy makers interested in all facets of the internationalization of higher education through the publication of original research that advances knowledge, theory and practice in the field. *JSIE* publishes articles exploring concepts, strategies, approaches and issues of relevance to the internationalization of higher education which make a significant and original contribution to theory and practice.

Publishing articles that:

- Make an original and valuable contribution to the scholarly global conversation on issues related to the internationalization of higher education,
- Are evidence-based and grounded in theory and in practice,
- Have a comparative dimension
- Include appropriate and substantial reference to international literature in the field.

Articles discussing national and regional aspects, issues and dimensions of the internationalization of higher education within a global context are our top priority.

Small case studies of institutional policy and descriptions of single programmes or activities, are a low priority. They will not be published unless they locate the case study within a broader context, include appropriate reference to international literature in the area of study and make a substantial and innovative contribution to the field.

Abstracted/Indexed in:

Impact Factor (if applicable): 2017: 2.255 (© 2018 Thomson Reuters, 2017 Journal Citation Reports®)

Acceptance Rate (if applicable): N/A

Journal Title: **Studies in Higher Education**

Formerly known as (if applicable): N/A

Publisher: Taylor & Francis

Association/Society Affiliation (if applicable): Society for Research into Higher Education (SRHE)

Journal Webpage: <https://www.tandfonline.com/toc/cshe20/current>

Submission Links:

Submission Guidelines:

<https://www.tandfonline.com/action/authorSubmission?journalCode=cshe20&page=instructions>

Submission Link: <https://mc.manuscriptcentral.com/cshe>

Editor(s)-in-Chief: Prof. V. Lynn Meek, University of Melbourne, Australia

Editorial Review Board:

Comprised of: Associate Editor, Special Issue Editors, and Editorial Advisory Board.

Countries Represented: Australia, UK, UAE, South Africa, Hong Kong, Belgium, Canada, Germany, Malaysia, Finland, Italy, China, Venezuela, Norway, and South Korea.

Established: 1976

Publication Frequency: Monthly (Twelve Issues Per Year)

Open Access?: Supports open access - <https://www.tandfonline.com/openaccess/opensselect>

Brief Description: Studies in Higher Education is a leading international journal publishing research-based articles dealing with higher education issues from either a disciplinary or multi-disciplinary perspective. Empirical, theoretical and conceptual articles of significant originality will be considered. The Journal welcomes contributions that seek to enhance understanding of higher education policy, institutional management and performance, teaching and learning, and the contribution of higher education to society and the economy. Comparative studies and analysis of inter-system and cross-national issues are also welcomed, as are those addressing global and international themes. The Journal will publish annually two special issues on topics of international significance to higher education.

Topics Covered: (see above)

Mission and Scope: (see above)

Abstracted/Indexed in: Academic Search; Advanced Placement Source; ArticleFirst; Arts and Humanities Search; Australia/New Zealand Reference Centre; Australian Education Index (AEI); British Education Index; Current Abstracts; Current Contents; Database of Research on International Education (Australian Council for Educational Research); Dietrich's Index Philosophicus; Education Research Complete; Education Research Index; Education Source; Educational Research Abstracts online (ERA); Educational Administration Abstracts; Education Resources Information Center (ERIC); Electronic Collections Online; ERIH PLUS; HEDBIB International Bibliographic Database on Higher Education (International Association of Universities); Higher Education Abstracts; International Bibliography of Book Reviews of Scholarly Literature in the Humanities and Social Sciences (IBR); International Bibliography of Book Reviews of Scholarly Literature in the Humanities and Social Sciences (IBZ); International Bibliography of the Social Sciences (IBSS); Professional Development Collection; ProQuest; Psychology & Behavioural Sciences Collection; Research into Higher Education Abstracts; Russian Academy of Sciences Bibliographies; SocINDEX; Studies on Women and Gender Abstracts; Teacher Reference Center; SCOPUS®; Social Sciences Citation Index; VOCEDplus; Web of Science.

Impact Factor (if applicable): 2017: 2.321 (© 2018 Thomson Reuters, 2017 Journal Citation Reports®)

Acceptance Rate (if applicable): 11 to 20%

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