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Associate Editor DOAJ



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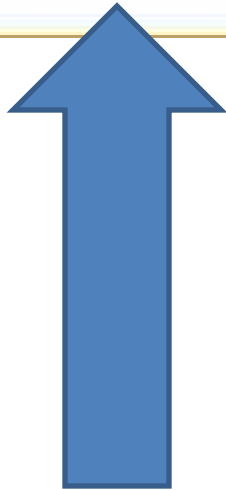
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Scientia Medica. 2005;15(1):74-78
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– Journals vs Articles

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Indonesian Journal of Biotechnology

ISSN: 0853-8654 (Print); 2089-2241 (Online)

<http://ijbiotech.ugm.ac.id>

Subject: Technology: Chemical technology: Biotechnology

Date added to DOAJ: 24 Feb 2013



Journal of Dinamika Hukum

ISSN: 1410-0797 (Print); 2407-6562 (Online)

<http://dinamikahukum.fh.unsoed.ac.id>

Peer review

Subject: Law

Date added to DOAJ: 14 May 2015



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Media of Health Research and Development

Media Penelitian dan Pengembangan Kesehatan

ISSN: 0853-9987 (Print); 2338-3445 (Online)

<http://ejournal.litbang.depkes.go.id/index.php/MPK>

Subject: Medicine: Public aspects of medicine

Date added to DOAJ: 4 Sept 2013



Bioteknologi

ISSN: 0216-6887 (Print)

<http://biosains.mipa.uns.ac.id/C/index.htm>

Subject: Technology: Chemical technology: Biotechnology

Date added to DOAJ: 28 Jan 2013



International Journal of Social Networking and Virtual Communities

ISSN: 2252-8784 (Print)

<http://www.iaesjournal.com/online/index.php/VirCom>

Subject: Social Sciences: Social sciences (General)

Date added to DOAJ: 4 Apr 2013



Jumal Tanah Tropika

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Indonesian Journal of Educational Review

IJER

ISSN: 2338-2015 (Print); 2355-8407 (Online)

<http://journal.ppsunj.org/ijer>

Peer review

Subject: Education

Date added to DOAJ: 29 Apr 2015

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Indonesian Journal of Educational Review

IJER

2338-2015 (Print); 2355-8407 (Online)



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[Homepage](#)

Publisher: Macana Publisher

Society/Institution: Program Pascasarjana, Universitas Negeri Jakarta

Country of publisher: Indonesia

Platform/Host/Aggregator: OJS

Date added to DOAJ: 29 Apr 2015

LCC Subject Category: Education

Publisher's keywords: education, indonesian journal, educational review, UNJ

Language of fulltext: English

Full-text formats available: PDF

PUBLICATION CHARGES

Article Processing Charges (APCs): [Yes](#). 4USD

Submission Charges: [No](#).

Waiver policy for charges? [No](#).

[Less](#)

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Indonesian Journal of Educational Review (IJER) is printed in Indonesia and published twice a year by the Graduate School of Universitas Negeri Jakarta. IJER is dedicated to the advancement of knowledge and understanding of educational theories and issues in various disciplines, in regard to their input, process, output, outcome and impact on the education system and their implementation.



p-ISSN (print) [2338-2015](#)

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Yoris Adi Mareta

Associate Editor DOAJ



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Ranking Parameters

Subject Area: All

Subject Category: All

Region/Country: All

Year: 2013

Order By: SJR

Display journals with at least: 0 Citable Docs. (3 years)

Refresh

Jika tidak ada pada **Subject Area**,
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Klik Judul Jurnal

	Title	Type	SJR	H index	Total Docs. (2013)	Total Docs. (3years)	Total Refs.	Total Cites (3years)	Citable Docs. (3years)	Cites / Doc. (2years)	Ref. / Doc.	Country
1	Journal of Engineering Education	j	Q1 6,5	57	19	98	1.169	534	92	5,88	61,53	USA
2	Journal of Research in Science Teaching	j	Q1 4,358	80	16	59	2.110	340	48	6,97	131,88	USA
3	Science Education	j	Q1 4,358	80	37	132	2.272	478	132	3,38	81,73	USA
4	Review of Educational Research	j	Q1 4,358	80	16	59	2.110	340	48	6,97	131,88	USA
5	Handbook of the Economics of Education	k	Q1 3,990	13	0	20	0	58	9	6,44	0,00	HUN
6	American Educational Research Journal	j	Q1 3,885	64	43	109	2.987	432	107	3,13	69,47	USA
7	Sociology of Education	j	Q1 3,745	53	28	56	1.035	182	55	2,79	36,96	USA
8	Educational Evaluation and Policy Analysis	j	Q1 3,596	43	24	73	1.126	179	71	2,40	46,92	USA
9	Educational Researcher	j	Q1 3,575	46	52	134	2.069	493	117	3,61	39,79	USA
10	Journal of Teacher Education	j	Q1 3,404	42	40	113	1.530	383	98	2,88	38,25	USA
11	Child Development	j	Q1 3,398	157	187	424	10.324	2.309	414	4,24	55,21	USA
12	Learning and Instruction	j	Q1 3,361	57	52	158	2.736	740	147	4,16	52,62	HUN
13	Educational Research Review	j	Q1 3,122	21	30	43	2.395	267	40	5,00	79,83	USA
14	Journal of the Learning Sciences	j	Q1 3,071	56	25	54	1.275	206	48	3,38	51,00	USA
15	Studies in Science Education	j	Q1 3,044	7	6	19	640	62	19	2,58	106,67	USA
16	Journal of Educational Psychology	j	Q1 2,869	115	95	215	5.894	946	213	3,36	62,04	USA

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Search query

in Journal Title ▾

Exact phrase

Journal of Research in Science Teaching

Country: United States

Subject Area: Social Sciences

Subject Category:

Category	Quartile (Q1 means highest values and Q4 lowest values)														
	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Education	Q1	Q1	Q1	Q1	Q1	Q1	Q1	Q1	Q1	Q1	Q1	Q1	Q1	Q1	Q1

Publisher: John Wiley and Sons Inc.. Publication type: Journals. ISSN: 10982736, 00224308

Coverage: 1996-2014

H Index: 70

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Journal of Research in Science Teaching

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Category	Quartile (Q1 means highest values and Q4 lowest values)														
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Education	Q1	Q1	Q1	Q1	Q1	Q1	Q1	Q1	Q1	Q1	Q1	Q1	Q1	Q1	Q1

Publisher: John Wiley and Sons Inc.. **Publication type:** Journals. **ISSN:** 10982736, 00224308

Coverage: 1996-2014

H Index: 70

Scope:

Journal of Research in Science and Teaching , the official journal of the National Association for Research in Science Teaching , publishes reports for science education researchers and practitioners on issues of science teaching and learning and science education policy. Scholarly manuscripts within the domain of the Journal of Research in Science and Teaching include, but are not limited to, empirical research, theoretical analysis, case studies, and critical reviews. (source)

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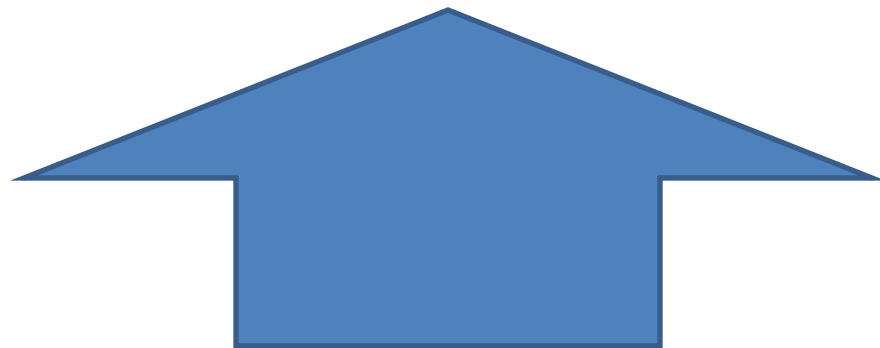
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1	Nutrition Bulletin	j	0,365	23	49	168	2.090	139	122	1,15	42,65	
2	Bulletin of Chemical Reaction Engineering and Catalysis	j	0,303	3	29	30	699	22	29	0,76	24,10	
3	Acta medica Indonesiana	j	0,250	11	28	156	0	116	145	0,81	0,00	
4	Telkonnika	j	0,236	5	100	162	1.545	98	160	0,61	15,45	
5	Indonesian Journal of Chemistry	j	0,171	1	37	45	857	6	42	0,14	23,16	
6	International Journal on Electrical Engineering and Informatics	j	0,168	5	40	118	735	62	118	0,51	18,38	
7	Kukila	j	0,147	1	10	8	188	2	8	0,25	18,80	
8	Critical Care and Shock	j	0,141	7	10	44	187	5	40	0,05	18,70	
9	Journal of Engineering and Technological Sciences	j	0,139	2	20	48	343	8	48	0,17	17,15	
10	International Journal of Power Electronics and Drive Systems	j	0,134	2	46	70	747	14	70	0,20	16,24	
11	International Journal of Technology	j	0,123	2	35	65	556	9	59	0,12	15,89	
12	ITB Journal of Science	j	0,115	3	8	53	85	14	53	0,30	10,63	
13	Biotropia	j	0,112	1	12	29	349	3	29	0,09	29,08	
14	Journal of ICT Research and Applications	j	0,107	2	5	28	122	6	28	0,21	24,40	
15	Proceedings of the 26th Pacific Asia Conference on Language, Information and Computation, PACLIC 2012	p	0,104	1	0	73	0	5	70	0,07	0,00	
16	Gadjah Mada International Journal of Business	j	0,100	1	15	46	617	1	44	0,00	41,13	
17	Proceedings - APCHI-ERGOFUTURE 2010	p	0,100	1	0	126	0	0	122	0,00	0,00	



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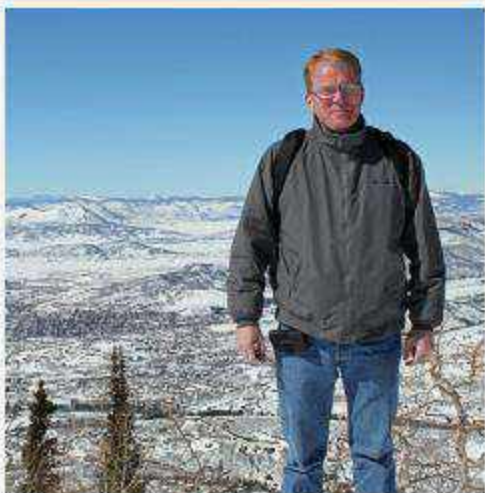
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Instructional quality of Massive Open Online Courses (MOOCs)



Anoush Margaryan*, Manuela Bianco, Allison Littlejohn

Caledonian Academy, Glasgow Caledonian University, Glasgow G4 0BA, UK

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Pedagogical issues

ABSTRACT

We present an analysis of instructional design quality of 76 randomly selected Massive Open Online Courses (MOOCs). The quality of MOOCs was determined from first principles of instruction, using a course survey instrument. Two types of MOOCs (xMOOCs and cMOOCs) were analysed and their instructional design quality was assessed and compared. We found that the majority of MOOCs scored poorly on most instructional design principles. However, most MOOCs scored highly on organisation and presentation of course material. The results indicate that although most MOOCs are well-packaged, their instructional design quality is low. We outline implications for practice and ideas for future research.

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1. Introduction

Massive Open Online Courses (MOOCs) are said to be a new form of online learning.

The term was first used to describe an online open course (Connectivism and Connected Knowledge (CCK09)) which was developed at



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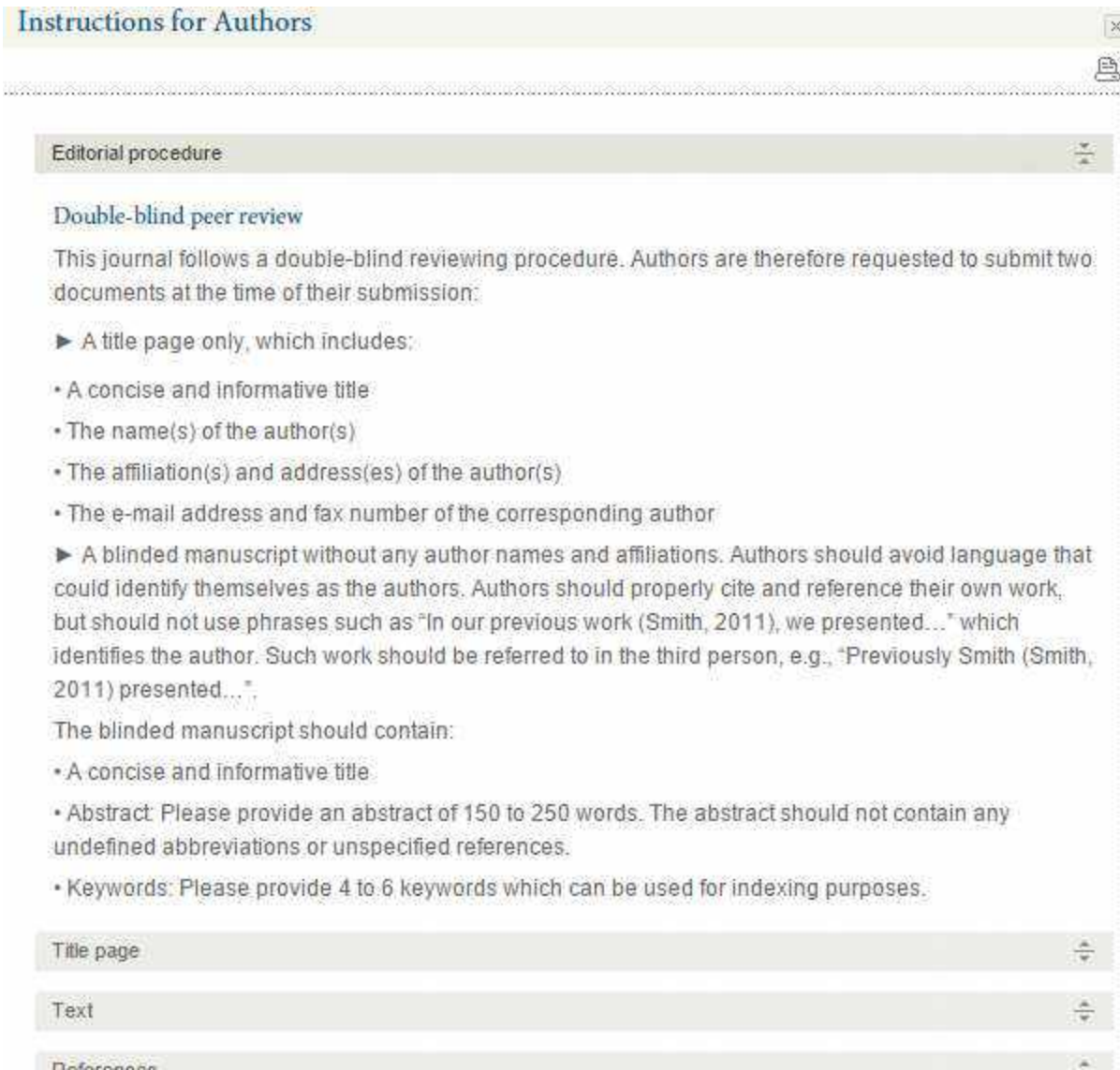
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Real-time mutual gaze perception enhances collaborative learning and collaboration quality

Bertrand Schneider · Roy Pea

Received: 7 May 2013 / Accepted: 17 September 2013 / Published online: 4 October 2013
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Abstract In this paper we present the results of an eye-tracking study on collaborative problem-solving dyads. Dyads remotely collaborated to learn from contrasting cases involving basic concepts about how the human brain processes visual information. In one condition, dyads saw the eye gazes of their partner on the screen; in a control group, they did not have access to this information. Results indicated that this real-time mutual gaze perception intervention helped students achieve a higher quality of collaboration and a higher learning gain. Implications for supporting group collaboration are discussed.

Keywords Collaborative learning · Awareness tool · Eye-tracking

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The *Journal of Computer Assisted Learning* is a bi-monthly, peer-reviewed, international journal which covers empirical research on the uses of information and communication technologies to support learning and knowledge exchange. It aims to facilitate both communication within this research community and mutual understanding between researchers and practitioners. A non-exhaustive list of research areas of interest are: collaborative learning; knowledge engineering; open, distance, mobile and networked learning; immersive learning; and evaluation studies of the use of ICTs in learning. The research published in the journal is intended to maximise influence on both theory and practice within education, vocational training and professional development. Each volume includes one, sometimes, two "Special Issues" which provide readers with an in-depth perspective on a specific topic.

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A delineation of the cognitive processes manifested in a social annotation environment

S.C. Li, J.W.C. Pow & W.C. Cheung

Department of Education Studies, Faculty of Social Science, Hong Kong Baptist University, Kowloon Tong, Kowloon, Hong Kong

Abstract

This study aims to examine how students' learning trajectories progress in an online social annotation environment, and how their cognitive processes and levels of interaction correlate with their learning outcomes. Three different types of activities (cognitive, metacognitive and social) were identified in the online environment. The time series of different levels of cognitive and metacognitive activities correlate with one another, indicating that a kind of symbiotic or ecological relationship exists among the cognitive and metacognitive processes. The multiple regression results show that low-cognitive level activities mediate the effect of high-cognitive level activities on student's performance in the group inquiry learning project. The results of multilevel analysis indicate that the average number of highlighted texts posted per person in a group accounted for over 50% of the variance of the group inquiry learning project scores. Further, the results also indicate that the level of collaboration within a group explains over 70% of the variance of the high-level cognitive and metacognitive activities across different groups. In sum, group collaboration is found to be conducive to fostering high-level cognitive and metacognitive activities.



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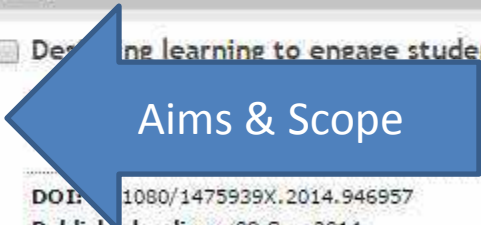
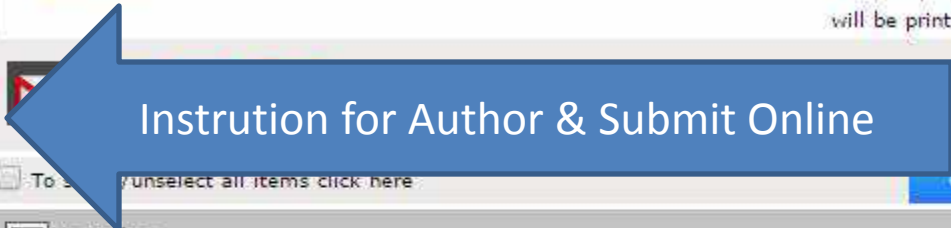
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REVIEW ARTICLE

***The South Asia Archive*, Taylor & Francis, 2013, www.southasiarchive.com**

David Arnold*

University of Warwick, UK

The publication of the South Asia Archive creates a vast new digital resource for students and scholars of the South Asia region. Ranging very widely across the arts, humanities and social sciences, and also notably incorporating science, technology and medicine, the Archive incorporates extensive visual material and ephemera as well as sample text material from a huge array of published sources, from books, magazines and journals to dictionaries, institutional reports and committee proceedings. Although the Archive does not provide a complete set of many serials and multi-volume items, it does demonstrate the richness and diversity of readily searchable South Asia materials (especially for the period 1800–1950) and should serve to encourage and inform fresh research in several important areas.

Keywords: digital; archive; documents; serials

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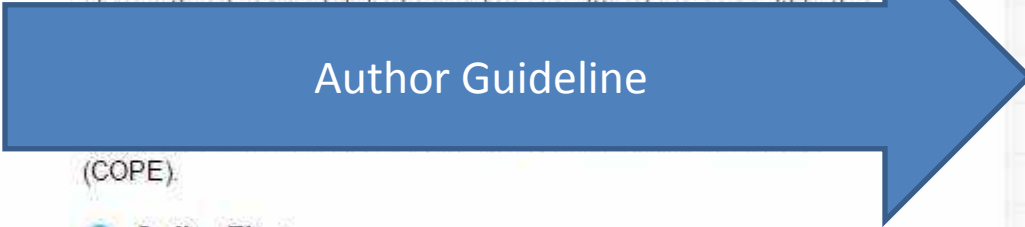
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Language
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Implications of an Exemplar-Theoretic Model of Phoneme Genesis: A Velar Palatalization Case Study

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Rebecca L Morley
The Ohio State University, USA

Abstract

Diachronic velar palatalization is taken as the case study for modeling the emergence of a new phoneme category. The spread of a palatalized variant through the lexicon is treated as a stochastic classification task for the listener/learner. The model combines two measures of similarity to determine classification within an exemplar-theoretic framework: acoustic distance and phonotactic expectation. There are three model outcomes: contrast, allophony, or contextual neutralization between the plain and palatalized velars. It is shown, through a series of simulations, that these can be predicted from the distribution of sounds within the pre-change lexicons, namely, the ratio of the /k-vowel/ sequences containing naturally palatalizing vowels (i, ɪ, e), to those containing non-palatalizers. “Unnatural” phonotactic associations can arise in individual lexicons, but are sharply limited due to the large size of the lexicon and the local nature of the phoneme changes. “Anti-natural” distributions, which categorically violate the proposed implicational relationship between palatalization and frontness/height, are absent. This work provides an explicit and restrictive model of phoneme change. The results also serve as an



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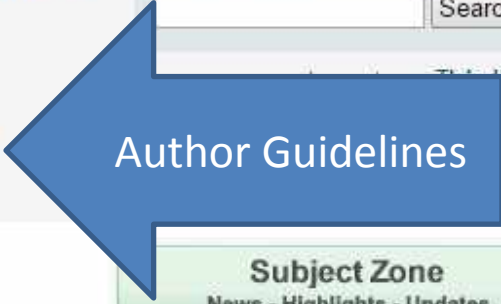
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“Leadership” and the social: time, space and the epistemic

“Leadership” and
the social

Scott Eacott

Australian Catholic University, North Sydney, Australia

91

Abstract

Purpose – “Leadership” is arguably the central concept of interest in contemporary scholarship on educational administration. Within this scholarly discourse, there is an explicit assumption that leadership is a “real” phenomenon that is not only important, but also necessary for educational institutions. However, few scholars engage with issues surrounding the confusion of a socially constructed label with an assumed empirical reality. The aim of this paper is to mobilise critical social theory and to discuss the concept of leadership in educational administration.

Design/methodology/approach – To engage with this matter, the author mobilises critical social theory, specifically that of Pierre Bourdieu, to discuss the concept of leadership in educational administration.

Findings – In doing so, the author argues that: “leadership” is a label taken from common language into scholarly discourse for the purpose of solving a perceived problem in the empirical world, and that this is made possible through a particular constitution of the social space.

Research limitations/implications – The central argument of this paper challenges the hegemonic position of educational leadership scholarship, particularly its mobilisation of context, both time and space.

Originality/value – Unlike scholarship focused on developing an explanation of what constitutes leadership, this paper engages with the abstraction of “leadership” as an educational administration concept.

Keywords Leadership, Bourdieu, Educational administration, Epistemic, Temporality, Education

Paper type Conceptual paper

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Introduction

Leadership is arguably the most commonly used concept or label in contemporary research in, and the practice of, educational administration. However, in the broader organisational research discourse, while central, the scholarly value of leadership as a

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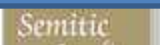


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MATTHEW H. KRAMER*

Abstract—In a recent full-length review of Matthew Kramer's *In Defense of Legal Positivism*, David Dyzenhaus has attacked legal positivists' accounts of adjudication and their views of the relationship between law and morality. The present essay defends legal positivism against his strictures, by arguing that he has misunderstood specific texts and the general lines of enquiry which the positivists pursue.

1. *Introduction*



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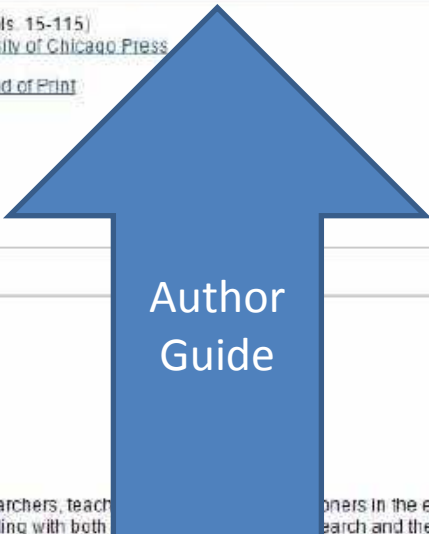
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