JRST

The Journal of Research in Science Teaching (JRST) is the official journal of the National Association for Research in Science Teaching (NARST). *JRST* seeks to publish the highest quality articles that advance the understanding of science teaching and learning and are likely to have a significant impact on the field of science education and science education policy. *JRST*welcomes manuscripts from authors around the world, and accepts work from a full range of theoretical frameworks and research methodologies.

Types of Manuscripts
You may submit a variety of materials for publication in *JRST*, provided they are not currently under consideration by other journals. Manuscripts can assume (but are not limited to) the following forms.
Articles. Many types of scholarly manuscripts about science teaching and learning are within*JRST*'s domain, including, but not limited to: investigations employing experimental, qualitative, ethnographic, historical, survey, philosophical, or case study research approaches; position papers; policy perspectives; and critical reviews of the literature. *JRST* typically accepts articles up to 20 (single spaced) pages including tables and figures (but excluding online supplementary materials). *JRST* will consider the publication of longer manuscripts describing groundbreaking research.

Articles are expected to reflect the best scholarly practice relevant to the study design. It is expected that you establish the importance of the study for science teaching and learning with reference to previous literature (including relevant articles from the *JRST*), provide a link between the problem and the study design, establish and justify the guiding theoretical framework and report the study methodology clearly and concisely. Data should be clearly presented, claims supported by evidence, with findings and implications that are clearly presented and advance the field.

Comments and Criticism. These should contain expressions of opinion or information relating to articles published previously or to matters of interest to science educators. This section of *JRST*will be the forum where the readers may express any reasonable view on a matter relevant to science teaching and learning. Submissions for Comments and Criticism should not typically exceed 1000 words (including references). An abstract is not required. All other instructions for submitting a manuscript apply and should be followed accordingly.
Research Briefs. JRST will consider for publication research briefs that provide timely and valuable information to the science education and education policy communities. Research briefs will undergo an expedited review process. Briefs should not typically exceed 1000 words (including references) and should provide clear and compelling summary of research findings that advance the field.

Journal of Chemical Education

The *Journal of Chemical Education* publishes peer-reviewed articles and related information as a resource to those in the field of chemical education and to those institutions that serve them. *JCE* typically addresses chemical content, activities, laboratory experiments, instructional methods, and pedagogies. The Journal serves as a means of communication among people across the world who are interested in the teaching and learning of chemistry. This includes instructors of chemistry from middle school through graduate school, professional staff that support these teaching activities, as well as some scientists in commerce, industry, and government.

REQUIREMENTS FOR PUBLICATION
Content
To be considered for publication by JCE, a manuscript must
• Have pedagogical content
• Be useful to a clearly defined audience
• Demonstrate a positive impact on teaching and learning
• Be scientifically accurate and original
• Present a well-organized argument
• Include an up-to-date citation of relevant literature, with relevant work from the chemical education literature
• Conform to the guidelines for its manuscript type
Appropriateness
In evaluating submitted manuscripts for publication in JCE, the following criteria are used. The content of the manuscript should
• Clearly state the level of the intended audience(s)
• Demonstrate utility in improving teaching and learning in the chemical sciencesPage 2
• Provide enough background information to be understandable to readers from other subdisciplines of chemistry
• Describe novel ways to understand, demonstrate, describe, or teach chemistry.
• Clearly define the course(s) for which the work or information is appropriate, stating the length of time needed to conduct the exercise (In the case of an exercise or experiment, presents information about how the students executed the work as well as how they responded to it)
• Be motivated by applications to chemical phenomena, especially for theoretical or mathematical topics; provide insight on the teaching and learning of the subject