

Editors' Introduction: Taking the Journal into a New Century of Education Research

The new editorial team for the *Florida Journal of Educational Research* is pleased to present the 2000 volume of the journal. In the course of our editorial work over the past year, we have become confident that we are witnessing a re-invigoration of this journal. After issuing our call for manuscripts at the 2000 annual meeting in Tallahassee, we have seen a healthy stream of high quality manuscripts entering the pipeline toward publication. We see the 2000 volume as the first tangible product of our efforts to revitalize the journal.

Our editorial policy will be one of continuing in the direction developed by our predecessors at the University of West Florida, while increasing efforts both to solicit manuscripts of the highest quality and to support the development of emerging scholars. Specifically, our policy is based on the following principles:

- Emphasizing research on topics of central concern to the educational research community in Florida
- Including reports of empirical research representing a variety of inquiry strategies from quantitative and qualitative orientations
- Maintaining recognized standards of quality for the manuscripts published to preserve and enhance the professional reputation of the journal
- Providing a structured outreach program to increase the number and variety of manuscripts submitted for consideration

- Focusing on the mentoring aspects of editorship by providing supportive critiques and guidance for authors throughout the review process
- Encouraging submissions from beginning scholars, including graduate students

We see our tasks as editors to include the requisite functions of gate keeping, maintaining quality control and project management, while tracking authors, manuscripts and reviewers to insure a steady flow of papers toward publication. However, we also are teachers at heart, and we will work to invite and support the scholarship of those who have not previously published in our journal. In continuing the work of the editors who preceded us, we will seek to promote *FJER* as a forum for the dissemination of scholarly work on any topic of relevance to education and educational research in Florida while simultaneously broadening its appeal both to readers and to authors. We will continue to seek manuscripts that report the highest quality of scholarship representing the breadth of inquiry strategies applied to the field of education. Thus, reports of basic or applied research and evaluation studies, syntheses or critiques of research, and theoretical or conceptual treatises are appropriate manuscripts for *FJER*. Special invitations and encouragement will be extended to contributions of emerging scholars.

We also intend to maintain and broaden *FJER*'s commitment to online publication established by our predecessors at the University of West Florida. We have already moved the original archive from

servers at UWF to its new home at <http://www.coedu.usf.edu/fjer>, and are in the process of giving the site a new look. With the new look should come new substance.

At the very least, *FJER* online can establish an easily accessible, permanent archive of each issue of the journal, but online publication can mean much more than that. One of the problems that has plagued educational researchers for decades has been the inability of print journals to convey complete information about the studies published. Many a research replicator or synthesizer has been stymied by the difficulty encountered in trying to secure copies of instruments or determining the detailed information required to compute effect sizes. This no longer need be the case. Online 'space' limitations are much more flexible than print space limitations. Comprehensive literature reviews that had to be trimmed to two or three paragraphs for print publication, detailed figures, large tables, appendices containing complete copies of instruments – all can easily be placed online to supplement an *FJER* article.

Furthermore, online publications can become *dynamic publications*. The document formatting protocols of the Web allow for features that cannot be accomplished with static paper format. Color, dynamic visuals, audio, hyperlinks, interactive programs, virtual objects -- all forms of multimedia are fast becoming part of the language of educational scholarship. The editors of *FJER* encourage the submission of documents that make use of these innovative elements.

We hope that you will enjoy this issue of *FJER* and that you will find the papers enlightening and provocative. Please feel free to contact us with ideas or questions about the journal. As editors, we look forward to continuing our productive work with educational scholars and researchers in Florida. In the light of the outstanding quality of manuscript submissions to the journal, we are confident that *FJER* will witness an increase in its readership, respectability and impact.