

A Review of Current Gifted Education Journals: Information for New Faculty

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Abstract

Scholars and practitioners in the field of Gifted and Talented Education (GATE) enjoy a wide variety of available field specific publications. This variety, while useful for the dissemination of gifted education research, may make choice of a journal submission venue difficult. This article reviews publications in the field of gifted education in connection to journal rankings, audience, journal professed purpose and other submission requirements. As a service to new faculty in the field, this article conveniently reviews GATE journals uniformly and in one place.

Keywords: Gifted Journals, Publishing, Manuscript Submission, Journal Rankings

Faculty attempting to newly publish in the field of Gifted and Talented education may find navigating the variety of Gifted Education journals daunting. Although choosing a journal for publication may be an activity initially practiced in graduate school, new faculty may find themselves overwhelmed with teaching loads, office hours, and other duties while also attempting to publish per university individual tenure requirements. Provision of a succinct description of current journals in Gifted Education; including characteristics such as acceptance rates, journal reputation, peer review process, audience, style and readership, can function as convenient information for new faculty choosing a submission vehicle.

This article disseminates current information on publications in the field of Gifted and Talented Education (GATE). A review of Gifted and Talented Education publications was conducted using the databases ERIC Ebsco-Host, Academic Search Premier, and SAGE, as well as electronic correspondence with editors and journal staff, and internet searches of each journals' submission guidelines, publication profiles, and audience/readership. Finally, SCImago (SJR) rankings were obtained when available. The SJR was chosen for its ease of access. It is a journal-ranking tool available publically and freely online. Although other well-known metrics may be used for journal ranking, (such as the Journal Citations Report, JCR), there is argument over the value of such rankings. Further, many Universities' do not hold subscriptions to the JCR, leaving some new faculty to pay for the service themselves. GATE journals were found in both the JCR and the SJR, but were often not ranked at all. There were more GATE journals ranked by the SJR than by the JCR. As such, the SJR was chosen as the primary ranking tool over the JCR. When available, however, JCR rankings are also included in this review.

Journals Chosen

Rogers (1989) in an early content analysis noted the importance of journals in the field of Gifted education as the primary dissemination device for new research in the field (Parker et al., 2010). Following Roger's review of the Gifted literature, Hays (1993) and Karnes and Nugent (2002) both completed analysis of journals specific to Gifted Education. Published over 10 years ago, these studies are no longer current, however the articles do give us a starting point when considering which journals to review. In Hays' analysis three journals were noted: Gifted Child Quarterly (GCQ), Roeper Review (RR), and Journal for the Education of the Gifted (JEG). The Karnes and Nugent article expanded the journals reviewed to also include Gifted Child Today (GCT), Gifted Education Communicator (GEC), Gifted and Talented International (GTI), Parenting for High Potential (PHP), and Understanding our Gifted (UOG) (Karnes and Nugent, 2002). A more recent article by Parker, et. al (2010), reviewed articles from four journals in field of gifted education between the years 2001 and 2006. Journals used were Gifted Child Quarterly (GCQ), Journal of Secondary Gifted Education, now Journal of Advanced Academic (JAA), Roeper Review (RR) and Journal for the Education of the Gifted (JEG).

Yet although journals were chosen “because they are representative of the field of gifted education in the United States” (Parker, et.al, 2010, p. 210), there was not an included review of the journals themselves.

A further search of the academic journal databases Academic Search Premier, ERIC Ebsco Host, and SAGE using the search string “Gifted Education” in a full title search indicated the following active journals in GATE available within each database in alphabetical order:

Table 1 Publications Found in Each Database in Alphabetical Order		
Academic Search Premier	ERIC Ebsco Host	SAGE
Challenge: Reaching and Teaching the Gifted Child	Gifted and Talented International (GTI)	Gifted Child Quarterly (GCQ)
Exceptional Children (EC)	Gifted Child Quarterly (GCQ)	Gifted Education International (GEI)
Gifted Child Quarterly (GCQ)	Gifted Child Today (GCT)	Journal of Advanced Academics (JAA)
High Ability Studies (HAS)	Gifted Education International (GEI)	Journal for the Education of the Gifted (JEG)
Journal of Advanced Academics (JAA)	High Ability Studies (HAS)	
Journal of Exceptional Children (JEC)	Journal of Advanced Academics (JAA)	
Journal of Secondary Gifted Education (JSG)	Journal for the Education of the Gifted (JEG)	
Roeper Review (RR)	Parenting for High Potential (PHP)	
Teaching Exceptional Children (TEC)	Roeper Review (RR)	

Of those listed in the databases, journals were chosen for review due to their specific value as peer-reviewed, research-based publications for new faculty in the field. However, as noted by Parker, et. al, (2010),

“A collaboration of practitioners and university professionals may yield the best combination for research in the field if both are knowledgeable of the topic to be studied. Practitioners could bring their knowledge and experience with gifted students, and university professionals could bring their interest in and knowledge of research methods” (p. 214)

As a result, some publications within the field that can be described as “magazines” have also been included in this review.

One magazine, Challenge: Reaching and Teaching the Gifted Child, is a practitioner-based magazine aimed specifically at classroom teachers, and is no longer printing new issues. Accordingly, it was cut from this review. Further, although Gifted Education often falls under the auspices of Special Education, and may therefore be found within Special Education Journals, the purpose of this review was to look at gifted journals, rather than broader Education or Special Education journals. The following journals were cut from the review as they had a broader focus than Gifted Education specifically: Exceptional Children (EC), Journal of Exceptional Children (JEC), and Teaching Exceptional Children (TEC).

With these considerations in mind, final journals and magazines chosen for this review were:

1. Gifted Child Quarterly (GCQ)
2. Roeper Review (RR)
3. Journal for the Education of the Gifted (JEG)
4. Journal of Advanced Academics (Formerly known as Journal of Secondary Gifted Education) (JAA)
5. High Ability Studies (HAS)
6. Gifted Education International (GEI)
7. Gifted and Talented International (GTI)

8. Gifted Child Today (GCT)
9. Parenting for High Potential (PHP)
10. Gifted Education Communicator

Other Considerations

Although, stakeholders in the field of Gifted Education include (but are not limited to) teachers, parents, gifted students, administrators, counselors, psychologists, policy makers, and university personnel, “Hays concluded that authorship in the literature of gifted education is dominated by university personnel” (Karnes and Nugent, p1, 2002). More recently, in a 2010 article found in the Roeper Review, Parker et. al, collected information concerning first author’s of articles in four prominent journals in the field of gifted education (Parker, et.al, 2010). Their results indicated a need for more diversity in the field of gifted education, particularly in the area of professional affiliation, wherein “Professionals affiliated with universities dominated the authorship of articles, definitely a product of the meritocracy that rewards faculty for publishing. In fact, less than 10% of the articles were written by authors who identified themselves as practitioners,” (p214). As such, in this review of Gifted Education journals, it is necessary to specifically note journal readership/audience as a factor in submission choice.

Journal Impact factor is one consideration of many in journal choice. According to Adler, Ewing and Taylor (2008),

For a particular journal and year, the impact factor is computed by calculating the number of citations to articles in the journal during the preceding two years, to all articles published in that given year (in the particular collection of journals indexed by Thomson Scientific) (6).

As noted earlier, although journal impact factor (JIF) scores are often considered the “gold standard” for delegating journal influence (Tayyab and Boyce, p1, 2013), many of the journals in GATE are not ranked within the JCR (Journal Citation Report). In answer to email correspondence regarding the impact factor rating of his journal, one editor referred to impact factor journal rankings as “questionable”, and voiced that there is an elaborate philosophical discussion on the value of such metrics. He noted that his journal continues to publish features such as interviews with eminent researchers and book reviews. These features can hurt journals according to the JCR metric, as they are not the type of article repeatedly cited, but these features still hold value to the field in general (D. Ambrose, personal communication, December 9, 2013). Moreover, citation reports rank journals based on number of citations. This may indicate popularity of ideas at any given time, rather than openness to original ideas outside the dominant. A reliance on citation numbers to indicate journal value may demonstrate the possibility of a field trapped in “group-speak”, a dominant favorite paradigm, or dogmatism (D. Ambrose, personal communication, June 25, 2014). As such, although both impact factor metrics, JCR and SJR, will be listed when available, the JCR in particular does not factor strongly within this study to delineate journal importance or value.

Each journal was reviewed according to the following criteria; journal descriptions and purpose, submission guidelines and journal audience, acceptance rates when available, and impact factor and SCImago journal ranking scores when available.

Journal Reviews

Gifted Child Quarterly (GCQ) is the scholarly journal of the National Association for Gifted Children. Distributed since 1957, GCQ publishes manuscripts that “offer new information and creative insights about giftedness and talent development in the context of the school, the home and the wider society” (Gifted Child Quarterly, February, 11 2014). It publishes scholarly reviews of the literature, quantitative and qualitative research studies written by experts in gifted education and related fields, policy reviews, as well as book reviews. Published quarterly through SAGE, the journal is edited by Betsy McCoach and Del Siegle. GCQ is a scholarly journal with a blind peer review process. Authors are asked to include a separate cover sheet with the title of the manuscripts, author names and affiliations, address and date submitted. The first page of the article omits author names and other identifiers. Manuscripts are submitted electronically and should conform to 6th edition APA format (GCQ, December 13, 2013). The typical manuscript length accepted for GCQ is between 30-40 pages in length and over the last 12 months the acceptance rate was approximately 42.3% (L. Muller, personal communication, September 9, 2014).

The impact factor score for GCQ according to the SAGE website is .939 and GCQ is ranked in the first quartile in the SCImago journal ranking database in the Education category, and the second quartile in the developmental and educational psychology category.

Roeper Review (RR) is an “international, quarterly, and refereed journal publishing scholarly articles that pertain to practice, policy, applied research, and theory in all dimensions of gifted education” (Taylor and Francis, Roeper Review, February, 11, 2014). RR publishes book reviews, dissertation abstracts, interviews with experts in the field, and scholarly articles. According to the editor, “We are rather eclectic in terms of topics covered so we address the entire field of gifted education and go somewhat beyond into general education.” (D. Ambrose, personal communication, December 9, 2013). RR is published by Routledge through Taylor and Francis, and is edited by Don Ambrose. Articles undergo a blind peer review process, with at minimum two anonymous referees (Taylor and Francis Roeper Review, February 11, 2014). Journal Impact factor was not available by journal choice, (D.Ambrose, personal communication, December 9, 2013), however the journal is ranked in the third quartile in the SCImago database in two categories; Developmental and Educational Psychology and Education. The acceptance rate “hovers around” 15% and goes up to about 35% for resubmissions.

The Journal for the Education of the Gifted (JEG) is the official publication of the Association for the Gifted (a division of the Council for Exceptional Children) and is now published by SAGE, although this is a recent change. JEG was previously published through Prufrock press. The journal “offers information and research on the educational and psychological needs of gifted and talented children” (Journal for the Education of the Gifted, February 11, 2014). Edited by Tracy Cross, JEG publishes work in the following categories; original research, theoretical position papers, descriptions of innovative programming or practice in gifted education, reviews of the literature and historical perspectives. (JEG, February 11, 2014). Manuscripts are submitted electronically through SAGE for anonymous review, and should number 20-25 pages in length and use APA style. The journal does not currently have an impact factor score, however JEG is ranked in the SCImago journal-ranking database in the second quartile in the Education category. “The acceptance rate is approximately 15% for new submissions (J.Robins, personal communication, December 9, 2013).

The Journal of Advanced Academics (JAA) formerly the Journal of Secondary Gifted Education was renamed in March of 2007 and is now published through SAGE. It is a “quarterly journal that focuses on research that supports and enhances advanced academic achievement for students of all ages” (Journal of Advanced Academics, February 11, 2014). Submissions for JAA should be between ten and 40 pages in APA format. Editors are Michael Matthews and Matthew McBee and JAA uses a blind review process evaluated by a minimum of three referees. Acceptance rate was not available. Submissions include quantitative and qualitative studies that focus on such topics as curricular and instructional differentiation, programs and strategies for closing the achievement gap, programs that provide enrichment or acceleration in advanced areas, AP, IB, or Honors programs, Advanced mathematics and high level reading strategies (JAA Aims and Scope, February 11, 2014). IF scores were not available in the JCR and the JAA did not come up in a search of the SCImago database.

High Ability Studies (HAS), formerly known as the European Journal of High Ability, is the official journal for the European Council for High Ability Studies. It is an international journal which uses an initial editorial screening and subsequent anonymous referee process. HAS is published by Routledge through Taylor and Francis and is based in the United Kingdom. HAS “provides a forum for scholars in a variety of disciplines...it is a medium for the promotion of high ability, whether through the communication of scientific research, theory, or the exchange of practical experience and ideas” (High ability Studies at Taylor and Francis, February 11, 2014). Audience according to the Taylor and Francis website, extends outside academia to parents, counselors, teachers, coaches and mentors (HAS at Taylor and Francis, February 11, 2014). HAS is ranked by both the Journal Citation reports and the SCImago journal ranking databases. It has an impact factor score of .648 and is found in the second quartile of the Education category as of 2013 in the SCImago journal-ranking database, although this recently changed. Acceptance rate was not available for publication per editor request, but can be obtained by contacting the journal.

Gifted Education International (GEI), published through SAGE is a peer-reviewed journal that “provides support, information and guidance on all aspects of gifted education.” (Gifted Education International at SAGE, February 11, 2014). Intended audience includes teachers, parents, lecturers in education, psychologists, school administrators and social workers.

GEI has a particular focus on “making provision for gifted children in schools...dealing with problems relevant to teachers, parents and pupils” (GEI Aims and Scope, February 11, 2014). GEI is edited by Belle Wallace. According to submission guidelines, the editor welcomes “articles that focus on the upliftment of prejudice and disadvantage” (GEI About, February 11, 2014). Manuscripts are described in words (1000 and 6000 words) rather than page numbers and are in APA format. They can be submitted by email to the editor. GEI accepts original research, review articles, and case reports. Acceptance rates as described by the editor are “high”, but an average acceptance rate was unavailable. “I can’t give you a percentage because it varies from issue to issue if I’m working with a guest editor. Also many of our articles are especially commissioned” (B. Wallace, personal communication, December 18, 2013).

Gifted and Talented International (GTI) is the official journal of the World Council for Gifted and Talented Children. “Its purpose is to share current theory, research, and practice in gifted education with its audience of international educators, scholars, researchers and parents, (World Council for Gifted and Talented Education Publication Page, February 11, 2014). GTI is published electronically and in paper form and is refereed by an editorial board. Editor-In-Chief is Taisir Subhi Yamin. All manuscripts should be in APA format and should be submitted by snail mail to the editor in chief. Acceptance rate was not available. GTI is not included in either the JCR or the SJR databases.

Gifted Child Today (GCT), edited by Dr. Susan Johnson, was originally published through Prufrock and is now published through SAGE. It is a magazine/journal for teachers and parents. “Gifted Child Today offers timely information about teaching and parenting gifted and talented children” (Gifted Child Today, February 11, 2014). Suggested audience according to the GCT website is parents, teachers, and school administrators of gifted children. GCT includes such topics as identifying gifted children, building effective GATE programs, helping twice-exceptional gifted children, and designing quality-learning activities for the gifted. Journal acceptance rate is approximately 28% and manuscripts should be between 15 and 20 pages, with a strong research base, in APA format. Manuscripts go through a blind peer-review process. (S. Johnson, personal communication, December 9, 2013). As a magazine for practitioners rather than researchers, GTI is not listed in either the SCImago databases or the Journal Citation Reports.

Parenting for High Potential (PHP), is the magazine designed for parent members of the National Association for Gifted Children. It is published eight times per year. Four issues are available in print and four issues are put online. PHP “is designed for parents who want to make a difference in their children’s lives, who want to develop their children’s gifts and talents, and who want to help them develop their potential” (Parenting for High Potential, February 11, 2014). Kathleen Niles serves as editor-in-chief and all articles are peer reviewed. Concise writing in active voice is requested and PHP is specifically a magazine and NOT a scholarly journal, so does not publish theoretical analysis, reviews of research, reports or other work written in an academic style (PHP, February 11, 2014). Articles are submitted by email and should follow APA 6th edition. As a magazine rather than a journal, PHP is not listed in either the SCImago or JCR databases. Acceptance rate was unavailable.

Gifted Education Communicator (GEC) is an online practitioner based journal for educators, parents and students and is published by the California Association for the Gifted. Submissions are by invitation only and online submission guidelines do not indicate a peer review process. GEC is not ranked in SCImago or JCR and acceptance rates are not applicable given the invitation only submission requirement (Gifted Education Communicator, September 4, 2014).

The table below compiles the information gathered in the narrative for comparative purposes:

Table 2 Journals by Category								
Journal	Peer Review	Type	Audience	Acceptance Rate	SCImago Ranking	Impact factor	Editor(s)	Publisher
GCQ	Yes	Scholarly Journal	Researchers, experts in the field, policy experts.	Approximate: 42.3% over the last 12 months	Quartile 1 in Ed. Quartile 2 in Ed. Psych.	.939	Betsy McCoach and Del Siegle	NAGC through SAGE
RR	Yes	Scholarly Journal	Researchers, experts in the field, practitioners, counselors and psychologists	15% for new submissions, 35% for re-submissions	Quartile 3 in Ed. Quartile 3 in Ed. Psych.	NA	Don Ambrose	Taylor and Francis
JEG	Yes	Scholarly Journal	Researchers, experts in the field, practitioners	Approximate: 15% for new submissions	Quartile 2 in Ed.	NA but may be in future	Tracy Cross	CEC, through SAGE
JAA	Yes	Scholarly Journal	Researchers, experts in the field and practitioners	Unavailable	NA	NA	Michael Matthews and Matthew McBee	SAGE
HAS	Yes	Scholarly Journal	Researchers, experts in field, parents, coaches, counselors, and more	Permission not given for publication. May contact Journal individually	Quartile 2 in Ed. 2013. Quartile 1 in Ed. in 2012	.648	Heidrun Stoeger	ECHA through Taylor and Francis
Journal	Peer Review	Type	Audience	Acceptance Rate	SCImago Ranking	Impact factor	Editor(s)	Publisher
GEI	Yes	Scholarly Journal	Teachers, parents, lecturers, and anyone interested in GT	High, commissions.	NA	NA	Belle Wallace	SAGE
GTI	Yes	Scholarly Journal	Researchers, scholars, parents, educators	Unavailable	NA	NA	Taisir Yamin	WCGTC
GCT	Yes	Magazine	Parents and Educators	28%	NA	NA	Susan Johnson	SAGE
PHP	Yes	Magazine	Primarily Parents	Unavailable	NA	NA	Kathleen Niles	NAGC through SAGE
GEC	No – Invitation only	Magazine	Members of the California Association for the Gifted	Invitation Only	NA	NA	Sandra Kaplan	CAG

Submission Recommendations Based on Journal Analysis

Choice of submission vehicle is dependent on several factors. If tenure requirements indicate a need for highly ranked journals, Gifted Child Quarterly, High Ability Studies, Journal for the Education of the Gifted, and the Roeper Review, are all ranked respectably within the SCImago database. GCQ and HAS, both have impact factor scores in the Journal Citations Report as well, although impact factor may be a dubious metric. New faculty may also choose a journal based on acceptance rate, with the hope that a higher acceptance rate may indicate a higher probability of publication. While some journals did not provide acceptance rates for publication, Gifted Child Quarterly was the scholarly journal with the highest available acceptance rate, and Gifted Child Today was the practitioner journal with the highest acceptance rate. Roeper Review's acceptance rate, although relatively low at 15% on first submissions, increased significantly to 35% on resubmissions. One important note was the lack of easy access to acceptance rates. Most journals in gifted education do not have acceptance rates readily available on their websites, and instead require prospective authors to make email contact with the journal editor or editorial staff in order to gain that information.

If decision on journal choice is based on research appeal, Gifted Child Quarterly, Roeper Review, Journal for the Education of the Gifted, Journal of Advanced Academics, High Ability Studies, and Gifted and Talented International all emphasized researchers as expected audience, which could indicate these journals as reasonable submission vehicles for faculty researchers. Although, the value of practitioner-based articles is also necessary within the field and may be lacking within the authorship, as noted earlier by Parker et. al, 2010,

The overwhelming majority of the research published in premier gifted education journals is conducted by university-based professionals. School based practitioners may not have training in research methods that university professionals have and are rarely evaluated based on their publication records. Still, practitioners are armed with first-hand knowledge about gifted education and are likely sources of new insights and techniques. (p. 214).

Gifted Child Today, Parenting for High Potential, and Gifted Education Communicator emphasized parents, teachers or both, and this may demonstrate that these journals function as vehicles for practitioner focused articles. Gifted Education International included, "anyone with an interest in GATE" (GEI, February 11, 2014) which may be considered either vaguely broad, or indicate that the audience is vast.

In sum, four journals, GCQ, JEG, HAS, and RR demonstrated value through a research focus determined by audience, high acceptance rates, ranking in SCImago, and impact factor scores when available. However, all journals reviewed had value based on audience and aims.

In conclusion, the variety of available publications in GATE allows for the dissemination of information on gifted and talented education to a wide spectrum of audience. However, publication variety, as well as a lack of consistency in journal expectations and communication, also makes the choice of publication in manuscript submission decisions more difficult. Journal audience and aims vary, which is to be expected, but there is no "field agreed upon" expectation delineating which journal aims are non-negotiable in a scholarly journal for the field of gifted education, and journal authorship may still lack a collaborative focus between university researchers and k12 practitioners (Parker, et. al, 2010). Further, journals in the field of gifted education do not provide consistent, easy access to necessary information, such as acceptance rates. There is also disagreement within the field regarding the value of metrics such as impact factor. Some journals in the field do not even attempt to gain inclusion within the Journal Citations Report, while other editors do not place the same level of value on the number of citations in any given year as denoted in the SciMago database (SJR). Ten publications in the field of gifted and talented education were reviewed utilizing electronic communication with editors or journal staff, journal webpage descriptions, Impact factor and SCImago journal ranking scores when available, and more. The information provided in this article conveniently disseminates GATE journal descriptors uniformly and in one place, however there is a strong need for journals in the field to make readily available journal acceptance rates, to begin a field-specific conversation regarding the value of impact factor metrics, and to increase diversity of authorship.

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