

## A subset of journals that publish geoscience education research

Journal	Publisher	Types of papers	Audience
<a href="#">Earth's Future</a>	AGU/Wiley	Articles, reviews and commentaries in areas that include water, air, food, energy, hazards, climate and weather, ecosystems, human well-being and demographics, among others. Contributions focus on Earth as an interconnected, evolving system to inform researchers, policy makers and the public on the science of the Anthropocene.	Researchers, policy makers, general public (open access)
<a href="#">Geosphere</a>	Geological Society of America	<p><b>Research Papers</b> are fundamental and complete research contributions on scientific and educational topics.</p> <p><b>Research Notes</b> are short research contributions that can take many forms.</p> <p><b>Data Contributions</b> provide a forum for publishing data sets in an archive where longevity can be assured.</p> <p><b>Educational Contributions</b> offer an opportunity to publish short articles on new approaches to enhance learning, tutorials, best practices, and other topics.</p> <p><b>Software Contributions</b> can be utilized for publishing new software, Web services, ontologies, and such that will be made freely available to the scientific and educational communities.</p> <p><b>Comments and Replies</b> provide a forum in which published papers can be discussed.</p>	International geoscientists (electronic only, open access)
<a href="#">International Journal of Science Education</a>	Taylor & Francis	<p><b>Empirical research papers</b> are theory-based and embedded in a critical review of relevant literature.</p> <p><b>Position papers</b> consist of analytical, interpretive, or persuasive essays on the origin, nature, and possible ways to address problems, challenges, or opportunities.</p> <p><b>Theoretical papers</b> discuss the nature and academic standing of theories about research into and the practice of science education.</p> <p><b>Comments and criticisms</b> contain expressions of opinion or information relating to articles published previously, or to matters of interest to science educators.</p>	International science education researchers (subscription-based)
<a href="#">Journal of College Science Teaching</a>	NSTA	<p>A forum for the exchange of ideas on and experiences with undergraduate science courses, particularly those for nonscience majors, particularly</p> <ul style="list-style-type: none"> <li>• innovative teaching materials, methods, and evaluative criteria;</li> <li>• contributions toward improving college science instruction;</li> <li>• work in disciplinary science courses that is broad enough in its approach to appeal to teachers in other scientific fields</li> </ul>	NSTA members, college science teachers
<a href="#">Journal of Geoscience Education</a>	NAGT/ Taylor & Francis	<p><b>Research Articles</b> include both empirical studies of a particular research question and new theoretical or philosophical approaches.</p> <p><b>Curriculum and Instruction</b> papers describe new teaching materials or methods and provide evidence for their effectiveness.</p> <p><b>Literature Reviews</b> synthesize and evaluate the published literature on a topic within geoscience education research or practice.</p> <p><b>Commentaries</b> provide a critical or alternative viewpoint on a key issue or provide insight into an important development that is of broad interest to geoscience educators or researchers.</p>	Geoscience educators and geoscience education researchers

<a href="#">Journal of Research in Science Teaching</a>	NARST/ Wiley	Investigations employing qualitative, ethnographic, historical, survey, philosophical, case study research, quantitative, experimental, quasi-experimental, data mining, and data analytics approaches; Position papers; Policy perspectives; Critical reviews of the literature; Comments and criticism	Teacher preparation faculty, school administrators, curriculum specialists
<a href="#">Science Education</a>	Wiley	<p><i>Learning</i>: manuscripts that investigate learning and its change and growth from various lenses, including psychological, social, cognitive, sociohistorical, and affective</p> <p><i>Issues and Trends</i>: analytical, interpretive, or persuasive essays on current educational, social, or philosophical issues and trends relevant to the teaching of science.</p> <p><i>Science Learning in Everyday Life</i>: analytical, interpretative, or philosophical papers regarding learning science outside of the formal classroom.</p> <p><i>Science Teacher Education</i>: original empirical and/or theoretical research that examines the preparation of teachers, the work of teachers, or how teachers' work is influenced by a broader context.</p> <p><i>Science Education Policy</i>: reports about the goals and/or underlying principles of policies adopted by government, interest groups, school districts, etc., and their effect on science teaching and learning.</p> <p><i>Science Studies and Science Education</i>: a forum for interdisciplinary investigations into science and science education.</p> <p><i>Comments and Criticism</i>: A forum for the expression of differing viewpoints and the correction of misunderstanding regarding topics in published papers.</p> <p><i>Books</i>: reviews of recently published books in the field</p>	Science educators, researchers in science education, state departments of education, supervisors of science education programs, chairpersons of high school science departments