

Transitions to Academia: Publishing in the Journal of Technology and Teacher Education (JTATE)

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The *Journal of Technology and Teacher Education* (JTATE) is the print journal of the Society for Information Technology and Teacher Education (SITE). It is published quarterly with a focus on research on technology and teacher education. That may include both research about how technology can be used more effectively to support teacher preparation or development and research about how teachers can be prepared to use technology more effectively to support learning and teaching. Articles published in JTATE are expected to address one or both of those topics and to include discussion of the implications of their findings for teacher education.

The JTATE editorial team collaborates with editorial teams of other leading educational technology journals working within the framework of the National Technology Leadership Coalition (ntlcoalition.org) to support the efforts of the next generation of researchers. The goal is to facilitate “research that is needed, relevant, rigorous, and influential in the formulation of educational policies in schools.”

In support of this effort, SITE conference participants interested in publishing in the Journal of Technology and Teacher, including graduate students and beginning faculty members, are invited to join the editorial team of JTATE, in an informal panel session. This is an opportunity to discuss your questions and issues regarding how to become published in the field. Associate editors of JTATE will work with individuals on ways to turn conference proceedings into journal articles.