

Guidelines for Publishing Practitioner Research in the *Journal of Jewish Education*

1. The *Journal of Jewish Education* recognizes that there is a place within the Journal for practitioner research and reflections on practice.
2. Practitioner research is a distinct area of research, with the following defining characteristics:
 - a. It involves one or more people who are both practitioners (e.g. rabbis, teachers, informal educators) and are researching that practice. Unlike some other forms of research, practitioner research is generally intended to help practitioners solve problems and enhance practice, although practitioner researchers should also be encouraged to theorize their practice appropriately. Practitioner research can help practitioners understand and change their practice in a principled and informed way and create learning communities in schools. It can also generate frameworks that are of more significance than the empirical findings of those studies.
 - b. An essential characteristic of practitioner research is that it is based on a pressing question or dilemma identified by the practitioner. Through reflection, practitioners explore and prioritize what needs to be investigated in their work.
 - c. Practitioner research is small scale, typically initiated by practitioners from local issues arising from their practices. The driving force in practitioner research is an urge to understand and improve practice and often to change it.
 - d. The terms “practitioner research” and “action research” are sometimes used interchangeably. The key is that both are undertaken by practitioners in their settings rather than an outside researcher as is the case with most traditional academic research.
 - e. Informed and creative practitioner research could inform policy by providing a critical insider view of life and experience in the setting being explored.
 - f. The purpose of undertaking practitioner research is to build knowledge about education from the inside. The purpose of publishing practitioner research is to share the insights and potentially initiate debate with other researchers and practitioners who might find it adaptable in their settings.
 - g. Practitioner research should illuminate and conceptualize practice so that the study has something to say beyond the very local context of the research.
 - h. In addition, practitioner research should be situated within a broader context about the question or challenge being addressed.
3. Authors who are submitting practitioner research papers to JJE will be expected to fulfill the criteria above. All manuscripts submitted for publication must show:
 - a. motivation and context for the study
 - b. research questions
 - c. data collection and analysis
 - d. findings and implications
4. In addition, manuscripts must fulfill the general criteria of manuscripts submitted to JJE, in that the manuscript must be clearly and carefully written, with a strong and compelling narrative. Please consult the Journal’s Instructions to Authors on its website for more information about how author information and papers are to be formatted and submitted.

5. Where appropriate, alternative representations of knowledge (e.g. photos, diagrams, graphics, mind maps, charts) may enhance the manuscript submitted.
6. All manuscripts received by the JJE in the category of practitioner research will be subject to the same rigorous and fair peer review process as for all articles submitted to JJE.