



## **4<sup>th</sup> Annual JRSMTE Graduate Research Special Issue**

Are you looking for an opportunity to share your graduate research? [The Journal of Research in Science, Mathematics, and Technology Education](#) (JRSMTE) will publish the 4th special issue in 2025, and is seeking recent graduates or those who will be graduating soon to submit a paper to the special issue. The objective of JRSMTE is to publish original, fully peer-reviewed articles on a variety of topics and research methods in science, mathematics, and technology education.

### **Submission Guidelines:**

- Manuscripts should focus on research in the areas of Science, Mathematics, and Technology Education at all levels.
- Research must have been conducted primarily by a graduate student. Other individuals may be co-authors; however, the primary author needs to be a graduate student (Master's or Ph. D.).
- Manuscripts should not be previously published in peer-reviewed literature or be under consideration for publication in any other peer-reviewed journal or book, including in another language.
- Manuscripts should be 7000 words maximum (without references, and appendixes).
- Manuscripts should follow the formatting guidelines found [here](#) and the APA 7<sup>th</sup> Edition Publication Standards.

### **Important Dates:**

- Paper submission window: September 1<sup>st</sup>, 2024 – March 1<sup>st</sup>, 2025.
- Papers will be reviewed on a rolling basis as they are submitted.
- Accepted papers will be published on June 15<sup>th</sup>, 2025.

A **Best-Paper Award** will be granted to the best manuscript according to the following criteria:

- Report original research and add significantly to the literature.
- Be of interest to the Education Community.
- Have sound motivation and purpose.
- Be scientifically rigorous.

A Certificate of Best Paper will be given.

Manuscripts should be submitted [here](#) with the subject line "4<sup>th</sup> Special Issue (JRSMTE Graduate Research)". In case you have any questions, please, contact one of the Guest Co-Editors:

- Dr. Kelly Overby Byrd, PhD, University of South Alabama, USA

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