

CALL FOR MAJOR REVIEWS

COMMUNICATION EDUCATION

A Journal of the National Communication Association



One of my goals as Editor of *Communication Education* is to continue the improvement of *CE*'s credibility and visibility, emphasizing it as a premiere source of the highest level knowledge and information on communication in educational contexts. One mechanism for achieving this is to publish major reviews of instructional communication research that serve as foundational pieces for researchers and practitioners. *Communication Education* should be the "go to" journal for all things related to communication in education-relevant contexts.

Therefore, I am soliciting comprehensive, major literature reviews, either empirical or narrative, on important facets of instructional, developmental and related professional communication. Such reviews should be thorough, detailed, and unbiased, and provide extensive background as well as the latest research on major instructional concepts. These reviews will be stand-alone pieces in that they provide relevant thorough explanations of important concepts, situated in the field of communication studies.

Because of the highly-specialized nature of these endeavors, authors should contact me prior to completing and submitting the review. For example, if there is currently a review on a particular concept in progress, overlap is probable and there is little likelihood of publishing a second. Therefore, discussion of the project, its goals, methods, and timeline, is necessary to assure appropriateness prior to journal submission. Reviews must not be published or under consideration elsewhere.

I encourage both senior and junior scholars to undertake these major scholarly reviews. Such pieces can communicate as exemplars and orientations of our field.

Melanie Booth-Butterfield
Communication Education Editor
Department of Communication Studies
PO Box 6293
West Virginia University
Morgantown,
WV 26506
USA

Email: mbooth@wvu.edu

Communication Education, published in January, April, July and October, is a leading journal for scholarship on discourse and instruction. Published continuously for over 50 years, it includes original empirical, critical, historical, and theoretic studies bearing on the intersections of communication, instruction, and human development. It encompasses diverse disciplinary, conceptual, and methodological perspectives, especially research in the following areas:

- Classroom discourse
- Life-span development of communication competence
- Mediating instructional communication with technology
- Diverse backgrounds of learners and teachers in instructional interaction
- Interaction in informal education such as mentoring or coaching, and in varied instructional settings such as workplaces and community centers.
- Learning outcomes and processes in the discipline of communication studies.
- Rhetorical and organizational aspects of communication among educational agencies, among policy-makers, and among their stakeholders.