

Editors' Introduction

We are very excited to introduce the new Journal of Political Science Education (*JPSE*), the official journal of the Undergraduate Education Section of the American Political Science Association (APSA) and the *only* refereed journal that focuses exclusively on teaching and learning issues in political science. *JPSE* has a very comprehensive mission, defined around the central concept of teaching and learning about politics. The audience for the journal is concerned with political teaching and learning, broadly conceived. The core audience includes political scientists at both undergraduate teaching institutions and research institutions involved in graduate student training. In addition, the audience includes those teaching at the community college and, potentially, at the high school level as well. The journal will include (but not be limited to) topics regarding pedagogical scholarship and the scholarship of teaching and learning, discussion of assessment issues, and reviews of both teaching technologies of use to political scientists and of textbooks.

JPSE is an intellectually rigorous, path-breaking, and agenda-setting journal that publishes the highest quality scholarship on teaching and learning issues in political science. As such, the Editors are particularly interested in submissions that address the broad scope of issues in political science education, including teaching-related issues, methods and techniques, learning/teaching activities and devices, educational assessment in political science, and curriculum development in an intellectually rigorous way. Thus, in keeping with the current trend in higher education to apply the methodological and research techniques developed in substantive fields to the scholarship of teaching and learning, the journal especially invites articles that provide systematic tests and empirical evidence to demonstrate that the pedagogical innovations or innovative teaching techniques described in the article actually work.

In addition, *JPSE* will publish essays related to Technology in Teaching. Review articles in this section examine the use of all forms of technology for teaching and learning about politics (including software and websites). Finally, *JPSE* will publish book reviews, including comparative, critical review essays on instructional materials (e.g., text books), as well as single book notes. This section provides readers of the journal with a resource for evaluating potential textbooks appropriate for their classes. To our knowledge, no journal currently has a section that is dedicated to the review of textbooks in political science.

In this Preview Issue, we highlight some of the pieces that will appear in the inaugural issue of *JPSE* in 2005. Each addresses a key issue in discussions of political science pedagogy. The article by Kristi Andersen and Dana Michael Harsell focuses on the empirical assessment of innovations introduced in a quantitative methodology class at a large private research university. Philip Pollock, Kerstin Hamann, and Bruce Wilson empirically compare female participation in an online format versus a traditional classroom format. Finally, Jeffrey Hill provides an insightful essay and useful advice regarding the establishment of an assessment program in a political science department. We firmly believe that these exemplify the kind of work the journal seeks to produce—articles that are *both* intellectually rigorous *and* practically useful for teaching political scientists.

Finally we would like to thank all of the dedicated members of the Undergraduate Education Section of the APSA, without whose support and encouragement this project would have never come to fruition.

John Ishiyama
Editor in Chief

Marijke Breuning
Editor