

**Date:**

**Client:**

**Expert:**

**Managing Editor:**

**JOURNAL RECOMMENDATION REPORT**

**TITLE OF STUDY**

Crossing Boundaries and Creating Organizational Knowledge in a Women's Virtual Community

**SHORT DESCRIPTION OF THE STUDY**

The impact of virtual communities on the world of work and organizations has been gaining attention throughout the world. This qualitative research was a case study of an informal, gender-based community in the Israel Defense Forces. The research was based on the field of organizational knowledge and boundaries and on the field of virtual communities. The findings indicate that the community was established in order to provide its members with support and knowledge and subsequently promoted ideas to improve the service in the organization. The article contributes to understanding the ability of an informal community of professional women to improve their lifestyles at work by means of virtual network communication. In addition, the findings shed light on how communities contribute to the work and environment.

**COMMENTS**

| **Journal** | | **Journal Background, Scope/Aims & Publication Frequency, How this article meets the journal’s focus** | | **Quartile & Impact Factor[[1]](#footnote-1)** | **Examples of Related Articles** | **Submission Guidelines & Word Limits** | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| [Journal of Interprofessional Care](https://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=ijic20) | | \*6 issues/year  The **Journal of Interprofessional Care** aims to disseminate research and new developments in the field of interprofessional education and practice.  We welcome contributions containing an explicit interprofessional focus, and involving a range of settings, professions, and fields. Areas of practice covered include primary, community and hospital care, health education and public health, and beyond health and social care into fields such as criminal justice and primary/elementary education. Papers introducing additional interprofessional views, for example, from a community development or environmental design perspective, are welcome.  The Journal is disseminated internationally and encourages submissions from around the world.  The **Journal of Interprofessional Care** publishes the following types of articles: Peer-reviewed original research articles, systematic/analytical reviews, and theoretical papers that focus on an element of interprofessional education or practice. Peer-reviewed short reports that describe research in progress or completed, or an innovation in the field of interprofessional care. In addition, each issue of the Journal contains editorials (usually invited, but unsolicited editorials will be considered) and book reviews. | | Quartiles:  IF**Q1(2021)**: CiteScore Best Quartile  **3.5 (2021)**: CiteScore (Scopus)  **1.597 (2021)**: SNIP  **0.752 (2021)**: SCImago Journal Rank (SJR)  Impact Factor:  **2.663 (2021)** Impact Factor  **2.898 (2021)** 5-year IF  Speed/acceptance:  **53** days avg. from submission to first decision  **122** days avg. from submission to first post-review decision  **46** days avg. from acceptance to online publication  **19%** acceptance rate | 1. Boulton, R. and Boza, A. (2023). [Peer coaching, implementation support and organisational power](https://www.tandfonline.com/doi/full/10.1080/13561820.2023.2205879).  https://www.tandfonline.com/toc/ijic20/current Published online: 10 May 2023  2. McLoughlin, C., Patel, K. D., O’Callaghan, Reeves, S. (2018). The use of virtual communities of practice to improve interprofessional collaboration and education: findings from an integrated review. *Journal of Interprofessional Care, 32*(2), 136–42, DOI: [10.1080/13561820.2017.1377692](https://doi.org/10.1080/13561820.2017.1377692)  [cited in your article]  3. Shinkaruk, K., Carr, E., Lockyear, J. M., & Hecker, K.G. (2022). [Exploring the development of interprofessional competence and professional identity: A Situated Learning Theory study](https://www.tandfonline.com/doi/full/10.1080/13561820.2022.2140129). *Journal of Interprofessional Care, 37*(4), 613–622, https://www.tandfonline.com/toc/ijic20/current  Published online**:** 30 Nov 2022. | [Submission Guidelines](https://www.tandfonline.com/action/authorSubmission?show=instructions&journalCode=ijic20) | |
| [Journal of Engineering Education](https://onlinelibrary.wiley.com/journal/21689830) | \*4 issues / year (quarterly)  **Role** *The Journal of Engineering Education* is more than a place to publish papers—it is a vital partner in the global community of stakeholders dedicated to advancing research in engineering education from pre-college to post-graduate professional education.  **Vision** *The Journal of Engineering Education* seeks to help define and shape a body of knowledge derived from scholarly research that leads to timely and significant improvements in engineering education worldwide.  **Mission** *The Journal of Engineering Education* serves to cultivate, disseminate, and archive scholarly research in engineering education.  **Research Areas**  The *Journal* publishes manuscripts in a wide variety of research areas in the field of engineering education. A description of current research areas in engineering education may be found in the special report, “[**The Research Agenda for the New Discipline of Engineering Education**](https://onlinelibrary.wiley.com/doi/epdf/10.1002/j.2168-9830.2006.tb00900.x),” *Journal of Engineering Education,* vol. 95, no. 4 (October 2006), pp. 259-261. This report identifies five broad research areas:  (1) engineering epistemologies (what constitutes engineering thinking and knowledge), (2) engineering learning mechanisms (how learners develop knowledge and competencies), (3) engineering learning systems (instructional cultures and institutional practices), (4) engineering diversity and inclusiveness (how human diversity contributes to engineering processes and products), and (5) engineering assessment (development and use of assessment methods, instruments, and metrics). | | Quartiles:  Education (Q1)  Engineering (miscellaneous) (Q1)  Impact Factor (2021): **3.288**  Impact score: **5.13**  h-index: **113**  Overall rank/ranking: **2735**  SCImago Journal Rank (SJR): **1.287**   |  |  | | --- | --- | |  |  | |  |  | |  |  | | | 1. Washington, V., & Mondisa, J.-L. (2021). A need for engagement opportunities and personal connections: Understanding the social community outcomes of engineering undergraduates in a mentoring program. *Journal of Engineering Education*, 110( 4), 902– 924. <https://doi.org/10.1002/jee.20422>  2. Pawley, A.L., Schimpf, C. and Nelson, L. (2016), Gender in Engineering Education Research: A Content Analysis of Research in *JEE*, 1998–2012. J. Eng. Educ., 105: 508-528. <https://doi.org/10.1002/jee.20128>  3. Jesi 3.B.K., Mazzurco, A., Buswell, N.T. and Thompson, J.D. (2018), Boundary Spanning and Engineering: A Qualitative Systematic Review. J. Eng. Educ., 107: 380-413. <https://doi.org/10.1002/jee.20219> [cited in your article] | | [Submission](https://onlinelibrary.wiley.com/page/journal/21689830/homepage/ForAuthors.html)  [Guidelines](https://onlinelibrary.wiley.com/page/journal/21689830/homepage/ForAuthors.html) | |
| [Journal of Computer Assisted Learning](https://onlinelibrary.wiley.com/journal/13652729) | | \*6 issues / year  *The Journal of Computer Assisted Learning* (JCAL) is a high-quality international peer-reviewed journal which covers the whole range of uses of information and communication technologies to support learning, teaching, instructional design & development, and knowledge dissemination & exchange. The journal aims to provide a medium for communication among researchers as well as a channel linking researchers, practitioners, and policy makers.  JCAL is a rich source of material for educational psychology, the learning sciences, instructional technology, instructional design, collaborative learning, intelligent learning systems, learning analytics, open, distance and networked learning, and educational evaluation and assessment. The journal publishes studies on all types of learning: formal (pre-school, primary, secondary, and tertiary education), non-formal in the workplace or non-credit environments (e.g., MOOCs), and informal (e.g., museums, libraries, clubs).  JCAL also publishes [**Special Issues**](https://onlinelibrary.wiley.com/topic/vi-categories-13652729/special-issues/13652729) which provide readers with a broad and in-depth perspective on a specific topic as well as Review articles and meta-studies that encapsulate the state-of the art on specific topics.  Noteworthy is that the journal also encourages high-quality submissions that might not have led to statistically significant results (a statistically non-significant result can be a very significant and important result) as well as replication studies. Furthermore, the journal supports open science practices. We therefore welcome authors submit [**registered reports**](https://onlinelibrary.wiley.com/page/journal/13652729/homepage/registered-reports) and articles with [**open research**](https://authorservices.wiley.com/open-research/index.html) intentions.  First published in 1985, JCAL continues to have the aim of making the outcomes of contemporary research and experience accessible to its readers. During this period there have been major technological advances offering new opportunities and approaches in the use of a wide range of technologies to support learning and knowledge transfer more generally. There is currently much emphasis on the use of network functionality and the challenges its appropriate uses pose to teachers/tutors working with students locally and at a distance. | | Quartiles:  Computer Science Applications (Q1)  Education (Q1); E-learning (Q1).  Impact Factor:  Impact score: **5.45**  h-index: **98**  Overall rank/ranking: **2112**  SCImago Journal Rank (SJR): **1:49** | 1. Henri, F. and Pudelko, B. (2003), Understanding and analysing activity and learning in virtual communities. Journal of Computer Assisted Learning, 19: 474-487. <https://doi.org/10.1046/j.0266-4909.2003.00051.x>2. Ryberg, T. and Larsen, M.C. (2008), Networked identities: understanding relationships between strong and weak ties in networked environments. Journal of Computer Assisted Learning, 24: 103-115. <https://doi.org/10.1111/j.1365-2729.2007.00272.x>3. Fischer, G. and Konomi, S. (2007), Innovative socio-technical environments in support of distributed intelligence and lifelong learning. Journal of Computer Assisted Learning, 23: 338-350. <https://doi.org/10.1111/j.1365-2729.2007.00238.x> | [Submission Guidelines](https://onlinelibrary.wiley.com/page/journal/13652729/homepage/forauthors.html) | |
| [Journal of Community Practice](https://www.tandfonline.com/toc/wcom20/28/4?nav=tocList) | | \*4 issues / year  **Aims and Scope**  **JOIN ACOSA** **Association for Community Organization and Social Action –**[**submit an online application**](https://www.acosa.org/content.aspx?page_id=22&club_id=789392&module_id=348263)**. ACOSA Members receive the *Journal of Community Practice* as a benefit of membership.**  The ***Journal of Community Practice***is an interdisciplinary journal grounded in social welfare. The journal provides a forum for community practice, including community organizing, planning, social administration, organizational development, community development, social action, and social change. The journal contributes to the advancement of knowledge related to numerous disciplines, including social work and the social sciences, urban planning, social and economic development, community organizing, policy analysis, urban and rural sociology, community health, public administration, and nonprofit management. As a forum for authors and a resource for readers, this journal makes an invaluable contribution to practice in community settings from conceptualization to implementation to evaluation.  The ***Journal of Community Practice***articulates contemporary and emerging issues, providing direction on how to think about social problems, developing innovative approaches to dealing with them, and outlining ways to implement these concepts and approaches in classroom, research, and practice settings. As the only journal focusing on community practice, it covers research, theory, practice, and curriculum strategies for the full range of work with communities and organizations.  **This unique interdisciplinary journal publishes manuscripts utilizing a range of research methods, including:**   * case studies * historical studies * participatory and/or action research * program evaluation * qualitative, quantitative, or mixed methods * theory and model development   The Journal accepts manuscripts in four format types: full-length original research manuscripts, From the Field, From the Classroom, and Innovations in Community Research. All manuscripts submitted to the journal must reflect originality, conceptual and empirical soundness, and be well-argued in the context of the literature. All manuscripts submitted to the journal undergo double anonymous peer review.  **Peer Review Policy:** All research articles in this journal have undergone rigorous peer review, based on initial editor screening and refereeing by two anonymous reviewers.  **Publication office: Taylor & Francis, Inc., 530 Walnut Street, Suite 850, Philadelphia, PA 19106.** | | Quartiles:  Development (Q2)  Public Administration (Q2)  Sociology & Political Science (Q2)  Impact factor:  Impact score: **1.20**  h-index: **35**  Overall ranking: **10966**  SCImago Journal Rank (SJR): **0.452** | 1.Matthew Nartz MSSW & Dick Schoech PhD (2000) Use of the Internet for Community Practice, Journal of Community Practice, 8:1, 37-59, DOI: [10.1300/J125v08n01\_03](https://doi.org/10.1300/J125v08n01_03)  2. Terry Mizrahi & Jessica Greenawalt (2017) Gender Differences and Intersectionality in Community Organizing, Journal of Community Practice, 25:3-4, 432-463, DOI: [10.1080/10705422.2017.1356784](https://doi.org/10.1080/10705422.2017.1356784)  3. Gary L. Bowen PhD, ACSW, James A. Martin PhD, BCD, Jay A. Mancini PhD & John P. Nelson PhD (2001) Civic Engagement and Sense of Community in the Military, Journal of Community Practice, 9:2, 71-93, DOI: [10.1300/J125v09n02\_05](https://doi.org/10.1300/J125v09n02_05)  4. K. R. Wilson, O. M. Roskill & J. Mahr (2022) Mutual aid using digital technology: a case study of virtual community organizing during the COVID-19 pandemic, Journal of Community Practice, 30:3, 255-278, DOI: [10.1080/10705422.2022.2102101](https://doi.org/10.1080/10705422.2022.2102101) [cited in your paper] | [Submission Guidelines](https://www.tandfonline.com/action/authorSubmission?show=instructions&journalCode=wcom20) | |
| [Journal of Computer-Mediated Communication](https://academic.oup.com/jcmc/pages/About) | | \*6 issues/ yearAbout the Journal Journal of Computer-Mediated Communication (JCMC) is a fully open-access scholarly journal. Its focus is social science research on communicating with computer-based media technologies. Within that general purview, the journal is broadly interdisciplinary, publishing work by scholars in communication, business, education, political science, sociology, psychology, media studies, information science, and other disciplines. Acceptable formats for submission include original research articles and meta-analyses of prior research.  JCMC is one of the oldest web-based Internet studies journals in existence, having been published quarterly continuously since June 1995. The journal was started by Margaret McLaughlin and Sheizaf Rafaeli in response to the growth of CMC scholarship in the early- to mid-1990s. The founding editors had the vision to make JCMC a free-to-read online journal. This, combined with high quality standards, proved to be a recipe for success: today JCMC is widely read and cited by CMC scholars around the world. In 2004, JCMC became an official journal of the International Communication Association.  JCMC became a fully open access journal in 2020. All accepted articles, as of August 1, 2020, will be published in the journal under an open access licence immediately upon publication. Article processing charges (APCs) are currently being waived. | | Quartiles:  Computer Science Application (Q1)  Computer Networks and Communications (Q1)  Impact factor:  Impact score: **6.18**  h-index: **126**  Overall ranking: **931**  SCImago Journal Rank (SJR): **2.369** | 1.Burnett, G. and Buerkle, H. (2004), Information Exchange in Virtual Communities: A Comparative Study. Journal of Computer-Mediated Communication, 9: 00-00. <https://doi.org/10.1111/j.1083-6101.2004.tb00286.x>  2. Benamar, L., Balagué, C. and Ghassany, M. (2017), The Identification and Influence of Social Roles in a Social Media Product Community. J Comput-Mediat Comm, 22: 337-362. <https://doi.org/10.1111/jcc4.12195>  3. Lee Bee Hian and others, Getting to Know You: Exploring the Development of Relational Intimacy in Computer-mediated Communication, *Journal of Computer-Mediated Communication*, Volume 9, Issue 3, 1 April 2004, JCMC935, <https://doi.org/10.1111/j.1083-6101.2004.tb00290.x> | [Submission Guidelines](https://academic.oup.com/jcmc/pages/General_Instructions) | |

1. Source for quartiles & impact factors: <https://www.resurchify.com/if/impact-factor-search> and <https://www.scijournal.org/> [↑](#footnote-ref-1)