

**ALE Journal Recommendation Report**

May 2, 2023

**TITLE OF STUDY**

*Teaching Controversial Issues in a Disputed Region: The Case of the Golan Heights*

**SHORT DESCRIPTION OF THE STUDY**

This study examines the teaching of controversial issues in the Golan Heights, an area where Israel's sovereignty has been the subject of debate within Israeli society and internationally. The study analyzes educational materials that were taught in schools in the Golan Heights during a period of particular uncertainty regarding the region's future as part of the State of Israel. The research took a broad perspective by looking at all study disciplines when examining the avoidance methods used in the educational system. This analysis revealed how avoidance techniques have evolved into a new practice of actively bypassing the controversial issue at hand. This situation results from the nature of the message, the approach used to transmit the message, and the degree of feeling of affiliation with the disputed region. Actively avoiding controversial issues may impede the development of democratic and civic consciousness.

Journal	Journal Background, Scope/Aims & Publication Frequency	Quartile & Impact Factor <sup>1</sup>	Examples of Related Articles	Submission Guidelines & Word Limits
<i>Pedagogy, Culture &amp; Society</i>	<p>5 issues per year</p> <p><i>Pedagogy, Culture &amp; Society</i> is a fully-refereed international journal that seeks to provide an international forum for pedagogical discussion and debate.</p> <p>We are particularly interested in articles that raise questions about the taken-for-granted in pedagogy as understood within a cultural and social context. We do not generally accept papers that simply report findings; we are focused more on the philosophical than on</p>	<p>Impact score:</p> <p>1.87</p> <p>h-Index: 39</p> <p>SJR: 0.632</p> <p>Overall ranking: 7775</p> <p>Journal metric from their website:</p> <p>2.6 (2021) Cite Score (Scopus)</p> <p>Q1 (2021) Cite Score Best Quartile</p> <p>1.407 (2021) SNIP</p>	<ol style="list-style-type: none"> <li>1. Savenije, G., &amp; Goldberg, T. (2019). Silences in a climate of voicing: Teachers' perceptions of societal and self-silencing regarding sensitive historical issues. <i>Pedagogy, Culture &amp; Society</i>, 27(1), 39–64. [cited in your article]</li> <li>2. Goldberg, T., Wagner, W., &amp; Petrović, N. (2019). From sensitive historical issues to history teachers' sensibility: a look across and within countries. <i>Pedagogy, Culture &amp; Society</i>, 27(1), 7-38.</li> <li>3. Savenije, G. M., Brauch, N., &amp; Wagner, W. (2019). Sensitivities in history teaching across Europe and Israel. <i>Pedagogy, Culture &amp; Society</i>, 27(1), 1-6.</li> </ol>	<p>No more than 9000 words, inclusive of:</p> <p>Tables, references, figure or table captions, &amp; endnotes</p> <p>References in Chicago author-date style</p> <p>British spelling and punctuation.</p>

Journal	Journal Background, Scope/Aims & Publication Frequency	Quartile & Impact Factor <sup>1</sup>	Examples of Related Articles	Submission Guidelines & Word Limits
	<p>the purely empirical.</p> <p>We do not publish work that is predominantly or entirely quantitative in focus or that is essentially psychological in nature. We do not accept articles that focus on the content review of textbooks, unless the work puts that analysis into a broader context to include substantial debate about pedagogy.</p> <p>Our beliefs about pedagogical debate include the following broad parameters which should be reflected in your work, where relevant:</p>	<p>0.632 (2021) SJR</p>		

Journal	Journal Background, Scope/Aims & Publication Frequency	Quartile & Impact Factor <sup>1</sup>	Examples of Related Articles	Submission Guidelines & Word Limits
	<p>Pedagogical debate is not restricted by geographical boundaries: its participants are the international educational community and its proceedings appeal to a worldwide audience. It is not the preserve of teachers, politicians, academics, or administrators but requires open discussion.</p> <p>Pedagogical debate is eclectic and interdisciplinary: it draws on a wide range of different intellectual and practical traditions to clarify core problems and sustain deliberation.</p> <p>Pedagogical debate should take account of</p>			

Journal	Journal Background, Scope/Aims & Publication Frequency	Quartile & Impact Factor <sup>1</sup>	Examples of Related Articles	Submission Guidelines & Word Limits
	<p>the different cultural conditions ranging from the ‘post-colonial’ condition of many African and Asian countries to the ‘post-centralized’ condition of Eastern Europe and the ‘post-modern’ condition of Western liberal democracies. It should not be assumed by authors that readers will reside in the global north.</p>			
<b><i>Teachers and Teaching</i></b>	<p>8 issues per year</p> <p><i>Teachers and Teaching: Theory and Practice</i> provides an international focal point for the publication of research about teachers, teacher education, and</p>	<p>Impact score: 3.02 h-Index: 62 SJR: 1.242 Overall ranking: 2879</p>	<ol style="list-style-type: none"> <li>1. Kello, K. (2016). Sensitive and controversial issues in the classroom: Teaching history in a divided society. <i>Teachers and Teaching</i>, 22(1), 35-53.  [cited in your article]</li> <li>2. Cassar, C., Oosterheert, I., &amp; Meijer, P. C. (2021). The classroom in turmoil: teachers’ perspective on unplanned controversial issues</li> </ol>	<p>Between 4,000 and 6,000 words, inclusive of:</p> <p>Tables, references, &amp; endnotes</p> <p>APA 7</p>



Journal	Journal Background, Scope/Aims & Publication Frequency	Quartile & Impact Factor <sup>1</sup>	Examples of Related Articles	Submission Guidelines & Word Limits
	<p>teaching in schools, colleges, and universities. It offers a means of communication and dissemination of completed research and research in progress, whilst also providing a forum for debate between researchers. This unique journal draws together robust qualitative and quantitative research from different countries and cultures which focus on the individual, social, policy, and historical contexts of teaching as work. It includes theoretical reflections on the connections between theory, practice, and policy in teachers' and teacher</p>	<p>From their website: 3.143 (2021) Impact Factor Q2 Impact Factor Best Quartile 3.919 (2021) 5-year IF 4.1 (2021) CiteScore (Scopus) Q1 (2021) CiteScore Best Quartile 1.919 (2021) SNIP 1.242021) SJR</p>	<p>in the classroom. <i>Teachers and Teaching</i>, 27(7), 656-671.</p> <p>3. Saada, N. (2022). The obstacles to preparing ethical teachers for Arab schools in Israel: The case of one Arab college of education. <i>Teachers and Teaching</i>, 28(3), 301-314.</p> <p>4. Gindi, S., &amp; Erlich Ron, R. (2022). Interest over knowledge: A Jewish-Arab comparison of teachers' willingness to conduct CPI discussions. <i>Teachers and Teaching</i>, 28(6), 690-702.</p>	<p>British spelling</p>

Journal	Journal Background, Scope/Aims & Publication Frequency	Quartile & Impact Factor <sup>1</sup>	Examples of Related Articles	Submission Guidelines & Word Limits
	<p>educators' work and related research of professional interest such as:</p> <ul style="list-style-type: none"> <li>• teachers' and teacher educators' beliefs, thoughts, conceptions, and practical theories</li> <li>• teachers' biographies, life histories, 'voice', personal practical knowledge</li> <li>• teachers' intentions, thoughts processes, and cognitions</li> <li>• teachers' understanding of subject matter</li> <li>• teachers' professionalism and professional identities as a part of professional action</li> <li>• teachers' values, motivations,</li> </ul>			

Journal	Journal Background, Scope/Aims & Publication Frequency	Quartile & Impact Factor <sup>1</sup>	Examples of Related Articles	Submission Guidelines & Word Limits
	commitment, and resilience as influenced by contextual factors in their structural, cultural, and social environments <ul style="list-style-type: none"> <li>• teacher evaluation and professional development</li> <li>• student/teacher learning</li> <li>• mentoring and mentored learning in school and university settings</li> </ul>			
<b><i>Theory &amp; Research in Social Education</i></b>	4 issues per year  <i>Theory &amp; Research in Social Education</i> is designed to stimulate and communicate systematic research and thinking in social education. Its purpose is to foster the creation	Impact score: 3.57 h-Index: 40 SJR: 2.377 Overall ranking: 926  From their website	This journal offered many references dealing with the key terms ‘teaching’ and ‘controversial issues’. We have only offered what seemed the most relevant, but there is a large number available to view in this journal: <ol style="list-style-type: none"> <li>1. John T. King (2009) Teaching and Learning about Controversial Issues: Lessons from Northern Ireland, <i>Theory &amp; Research in</i></li> </ol>	The manuscript should be written with the stated elements in the following order:  Title page; abstract; keywords; main text introduction,



Journal	Journal Background, Scope/Aims & Publication Frequency	Quartile & Impact Factor <sup>1</sup>	Examples of Related Articles	Submission Guidelines & Word Limits
	<p>and exchange of ideas and research findings that will expand knowledge and understanding of the purposes, conditions, and effects of schooling and education about society and social relations. Manuscripts reporting conceptual or empirical studies of social education are welcomed.</p>	<p>3.256 (2021) Impact Factor</p> <p>Q2 Impact Factor Best Quartile</p> <p>3.933 (2021) 5-year IF</p> <p>5.7 (2021) CiteScore (Scopus)</p> <p>Q1 (2021) CiteScore Best Quartile</p> <p>3.344 (2021) SNIP</p> <p>2.377 (2021) SJR</p>	<p>Social Education, 37:2, 215-246, DOI: <a href="https://doi.org/10.1080/00933104.2009.10473395">10.1080/00933104.2009.10473395</a></p> <p>2. Judith L. Pace (2019) Contained risk-taking: Preparing preservice teachers to teach controversial issues in three countries, Theory &amp; Research in Social Education, 47:2, 228-260, DOI: <a href="https://doi.org/10.1080/00933104.2019.1595240">10.1080/00933104.2019.1595240</a></p> <p>3. Li-Ching Ho &amp; Tricia Seow (2015) Teaching Controversial Issues in Geography: Climate Change Education in Singaporean Schools, Theory &amp; Research in Social Education, 43:3, 314-344, DOI: <a href="https://doi.org/10.1080/00933104.2015.1064842">10.1080/00933104.2015.1064842</a></p>	<p>materials, and methods, results, discussion; acknowledgments; declaration of interest statement; references; appendices (as appropriate); table(s) with caption(s) (on individual pages); figures; figure captions (as a list)</p> <p>Manuscripts should contain an unstructured abstract of 100-150 words</p> <p>The text of manuscripts should not exceed 10,000 words (excluding abstract, appendices, notes,</p>

Journal	Journal Background, Scope/Aims & Publication Frequency	Quartile & Impact Factor <sup>1</sup>	Examples of Related Articles	Submission Guidelines & Word Limits
				reference list, and tables/charts).  APA7 style
<i>Curriculum Inquiry</i> 	5 issues per year  <i>Curriculum Inquiry</i> (CI) is a leading international journal in the field of curriculum studies. It is dedicated to studies of educational experience in schools, communities, families, and other local or transnational settings, using a range of theoretical and disciplinary approaches. CI brings together the work of both established and emerging scholars	Impact score:  1.89 h-Index: 43 SJR: 0.7708  Overall ranking: 6760  From their website:  1.944 (2021) Impact Factor  2.083 (2021) 5-year IF	<ol style="list-style-type: none"> <li>1. McAvoy, P., &amp; Hess, D. (2013). Classroom deliberation in an era of political polarization. <i>Curriculum Inquiry</i>, 43(1), 14–47. [cited in your article]</li> <li>2. Bialystok, L. (2014). Politics without “brainwashing”: A philosophical defense of social justice education. <i>Curriculum Inquiry</i>, 44(3), 413-440.</li> <li>3. Klein, S. R. (2010). Teaching history in the Netherlands: Teachers’ experiences of a plurality of perspectives. <i>Curriculum Inquiry</i>, 40(5), 614-634.</li> <li>4. ed, E. (2018). Conflict between covers: Confronting official curriculum in Indian textbooks. <i>Curriculum Inquiry</i>, 48(5), 540-559.</li> </ol>	No more than 10000 words, inclusive of:  Tables, references, figure or table captions, footnotes, & endnotes  APA 7

Journal	Journal Background, Scope/Aims & Publication Frequency	Quartile & Impact Factor <sup>1</sup>	Examples of Related Articles	Submission Guidelines & Word Limits
	<p>from a variety of academic fields and disciplines who theorize and examine curriculum and pedagogy, broadly defined, and whose work promotes conceptual debate and pushes beyond current understandings of educational research, theory, and practice. The journal publishes papers that explore and critique contemporary ideas, issues, trends, and problems in education, particularly those relating to curriculum, teaching and learning, teacher education, cultural practice, and educational research and policy. Each issue of the journal also includes a provocative</p>	<p>2.5 (2021) CiteScore (Scopus)</p> <p>Q2 (2021) CiteScore Best Quartile</p> <p>1.622 (2021) SNIP</p> <p>0.708 (2021) SJR</p>		

Journal	Journal Background, Scope/Aims & Publication Frequency	Quartile & Impact Factor <sup>1</sup>	Examples of Related Articles	Submission Guidelines & Word Limits
	and critically analytical editorial essay that highlights the contributions of featured authors.			
<b><i>Journal of Curriculum Studies</i></b>	<p>6 issues per year</p> <p><i>Journal of Curriculum Studies</i> publishes conceptually rich contributions to all areas of curriculum studies, including those derived from empirical, philosophical, sociological, or policy-related investigations.</p> <p>The journal welcomes innovative papers that analyze the ways in which the social and institutional conditions of education and schooling contribute to shaping curriculum,</p>	<p>Impact score:</p> <p>2.62</p> <p>h-Index: 61</p> <p>SJR: 0.964</p> <p>Overall ranking: 4325</p> <p>2.175 (2021) Impact Factor</p> <p>2.412 (2021) 5-year IF</p> <p>3.4 (2021) Cite Score (Scopus)</p> <p>Q1 (2021) Cite Score Best Quartile</p>	<ol style="list-style-type: none"> <li>Pollak, I., Segal, A., Lefstein, A., &amp; Meshulam, A. (2018). Teaching controversial issues in a fragile democracy: Defusing deliberation in Israeli primary classrooms. <i>Journal of Curriculum Studies</i>, 50(3), 387–409 [cited in article]</li> <li>Garrett, H. J. (2020). Containing classroom discussions of current social and political issues. <i>Journal of Curriculum Studies</i>, 52(3), 337-355.</li> <li>Osler, A. (2011). Teacher interpretations of citizenship education: National identity, cosmopolitan ideals, and political realities. <i>Journal of curriculum studies</i>, 43(1), 1-24.</li> </ol>	<p>No more than 10000 words, inclusive of:</p> <p>Tables, references, figure or table captions, footnotes, &amp; endnotes</p> <p>APA 7</p>

Journal	Journal Background, Scope/Aims & Publication Frequency	Quartile & Impact Factor <sup>1</sup>	Examples of Related Articles	Submission Guidelines & Word Limits
	<p>including political, social, and cultural studies; education policy; school reform and leadership; teaching; teacher education; curriculum development; and assessment and accountability.</p> <p><i>Journal of Curriculum Studies</i> does not subscribe to any particular methodology or theory. As the prime international source for curriculum research, the journal publishes papers accessible to all the national, cultural, and discipline-defined communities that form the readership.</p>	<p>2.302 (2021) SNIP</p> <p>0.964 (2021) SJR</p>		

<sup>1</sup> Source for quartiles & impact factors: <https://www.resurchify.com/if/impact-factor-search>