



Scientific directions in publication: An editorial note

Carlo Magno
PEMEA Board Member
EMEReview Managing Editor
De La Salle University, Manila

I would like to welcome the readers to this first volume of the Educational Measurement and Evaluation Review (EMEReview). This journal is one of the moves to accomplish the goals of the Philippine Educational Measurement and Evaluation Association (PEMEA), that is, to promote theory and practice of assessment in both international and local scene. The journal is specialized in the area of measurement, assessment, and evaluation studies that is committed to bring new theorizing and advances in the field of education, psychology, and other social sciences. Within five years, the editorial team envisions the journal to be abstracted in various indices that are known internationally including APA's PsycINFO and Thomson Reuters Information on Scientific Inquiry (ISI). This could be well-accomplished by promoting the journal and heightening the citations of the articles that are published in the journal.

In the process of conceptualizing and working on the journal's editorial guidelines, I ask myself what are the marks of a good journal? This can be answered by knowing the very nature of a scientific journal. A scientific journal is a periodical publication intended to further the progress of science, usually by reporting new research. The progress in science is made available in public through publishing scientific journals. A careful review process is needed to ensure the quality of studies published in the journal. People in the scientific community are conscious of the practices of peer-review and are open to the feedback provided by their peers (who is also within the same field). Providing quality studies can be controlled and several procedures can be ensured to produce good articles. The second part which involves the readers who needs to be enticed by reading and citing the articles in the journal is the less-controlled part. The journal needs to make an impact in the scientific community especially the ones within the fields of education and psychology in order to advance the knowledge presented in the journal. The articles in every issue of the journal are made open access at <http://pemea.club.officelive.com/EMEReview.aspx> in order to reach a wide variety of audience. Much can be accomplished in an open access movement: (1) Journals are made available to a larger audience making increasing the impact of the journal; (2) Possibility of abstracting in well-established indexing corpus; (3) Possibility of measuring the journals' impact by the number of times the authors were cited by others scholars.

In our effort to bring quality studies for the readership of the journal, 11 articles made it in the review process (I am proud to report that at least there are 20% rejection rates for the first volume). These articles were carefully selected to represent and provide a view about the current advancement of educational and psychological assessment in the Philippines. Authors from different regions in the country gave a glimpse on how they pursue scholarship in their lenses. The six articles by Villavicencio, Aton, Ganotice, Olvida, David, and Hernandez developed new scales and discovered new constructions of emotionality in teaching, best practices of teachers, ethnic identity, burnout, and well-being respectively. The deconstruction of these constructs reflects a typology that is appropriate for specific contexts where the study was conducted. The article by dela Rosa provided further evidence for a 2 X 2 framework of achievement goals instead of treating it with the traditional factors. Valladolid came up with an article showing the effects of a transformative type of learning in a higher education institution. Holbrook and Lajom provided useful practices in assessment. Specifically, Holbrook provided detailed guidelines for marking. Lajom also provided an overview on how assessment results are organized and reported. Magno, provided a brief account about the development of educational assessment in the Philippines.

The articles in this present volume covers a new way of looking at constructs, applicability of standards in higher education, call for improved practices in assessment, and a descriptive development of educational measurement in the Philippines. We are hoping that these articles will be of relevance to the readership of the journal. The works from experts and specialists in the field of educational and psychological measurement, assessment, and evaluation are invited to have their articles reviewed.