Serial Publications: Journals, Newsletters, & Monograph Series

The following publications contain articles about peer cooperative learning programs. Some are focused solely on peer learning while others publish occasional articles. Some are complimentary and others have a fee for subscription.

The *Journal of Peer Learning*, http://ro.uow.edu.au/ajpl/ formerly *The Australasian Journal of Peer Learning* - is a ranked journal in the Australian Research Council's Excellence in Research for Australia (ERA) journal list. The journal publishes research articles about peer learning across a variety of contexts predominately higher education. All suitable manuscripts submitted to the *Journal of Peer Learning* undergo a double-blind peer review process. The *Journal of Peer Learning* is open-access and does not charge authors or readers a fee.

The *International Association for the Study of Cooperation in Education Newsletter* is published by this international organization (http://www.iasce.net). The newsletter provides short articles and annotated reviews of newly published articles and books on cooperative learning.

The *Journal of College Reading and Learning* is published by the College Reading and Learning Association in fall and spring (http://crla.net). It is a national, peer-reviewed forum for the theory, research, and policy related to reading improvement and learning assistance at the two-and four-year college level. It publishes reports of original research and articles linking theory, research, or policy to practice.

The *Supplemental Instruction Journal* is published by the International Center for Supplemental Instruction, http://info.umkc.edu/si/journal/ iJ is a journal that seeks to publish the latest research in the field and to be the foremost resource for advancements and discoveries related to Supplemental Instruction. *siJ* is peer-reviewed by national and international education professionals working with Supplemental Instruction and is intended for a wide audience.

The *Journal of Developmental Education* is published by the National Center for Developmental Education three times annually (http://www.ncde.appstate.edu/jde.htm). It is a peer-reviewed forum for educators concerned with the practice, theory, research, and news of the postsecondary developmental and remedial community. Its content focuses on basic skills education and includes topics such as writing, mathematics, reading, tutoring, administration, and program evaluation. Emphasis is placed on manuscripts that relate education theory to practical teaching and learning, expand current knowledge, or have a clearly demonstrated impact on the field.

The Learning Assistance Review is published semi-annually by the National College Learning Center Association (http://nclca.org). It is a peer-reviewed publication that focuses on topics of interest to learning assistance personnel and others within the field. It addresses both practical and theoretical issues in learning assistance.

The *NADE Digest* is published semi-annually by the National Association for Developmental Education (http://nade.net). The *NADE Digest* disseminates peer-reviewed articles related to issues that inform and broaden understanding and practice of teaching and learning in learning assistance.

Research & Teaching in Developmental Education is published semi-annually by the New York College Learning Skills Association (http://www.nyclsa.org/). This peer-reviewed journal addresses a variety of topics related to learning assistance such as measurement and evaluation procedures; program design and implementation; research and pedagogy as they inform, or are informed by, current theory; and interdisciplinary approaches to major concerns in learning assistance.

The *Research in Developmental Education Newsletter* is published by the National Center for Developmental Education, five-times annually (http://www.ncde.appstate.edu/ride.htm). It is an informative newsletter designed to review current research in areas relating to the practice of learning assistance or report on up-to-date research studies. Presented in a single article, newsletter format, *RiDE* provides an invaluable resource for students, instructors, researchers, and administrators.

Synergy is published semi-annually by the Association for the Tutoring Profession (http://www.jsu.edu/depart/edprof/atp/ejournal.htm). It focuses on tutoring practices that enhance academic learning in all sectors (K-12, college and university, commercial, government). Articles generally fall into one of four main categories: applied research and assessment, practice, development, and commentary.