

The Brazilian Context of the Scientific Production in Education: Journals in Qualis/CAPES and SciELO databases

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Introduction

Scientific and Technician-Scientific journal have innumerable functions in the social universe of the scientific production, as: “to spread the knowledge; [...] confer prestige to the authors [...]; identify and legitimize new fields study and [...] to indicate the course of scientific activities carried through by researchers, institutions and different fields of knowledge” (Adami & Marchiori, 2005). However, different areas have distinct systems of credit and produce publications that are different, because on different character, views, assumptions, methods and practices that guide the conduct of research (Meadows, 1999). From these hypotheses, the first goal of this work is to understand the production and circulation of knowledge in Education field in the Brazilian context, through the analyses of the Brazilian journals listed being concomitant in Qualis/CAPES and SciELO databases between 2003 and 2007. The Qualis is the set of procedures used by Capes to stratification of the quality of intellectual production of post-graduation. This system was designed to meet the specific needs of the system of assessment and is based on information from the Data Collection application. As a result, provides a list of categories of vehicles used by post-graduate programs for the dissemination of its production and the SciELO - Scientific Electronic Library Online is a model for cooperative electronic publishing of scientific journals on the Internet. Developed to meet the needs of scientific communication in developing countries, mainly Latin America and the Caribbean countries, this database aims to provide an efficient way to assure universal visibility and accessibility to scientific literature.

Methodology

To develop this work were selected Brazilian journals listed in the Qualis / CAPES databases in the field of education as Qalis “A” (international circulation), in March/2008. Between 33,951 scientific journals, classified as Qualis / CAPES databases in all areas of knowledge, 1083 was classified in the field of education, of these, 91 were classified as Qualis “A”. Among these, 13

were also integrated, in the same period, the database SciELO - Scientific Electronic Library Online composing the universe analyzed. The journal were: Notebooks of Research (Carlos Chagas Foundation); Dados (Rio de Janeiro); Education and Research (USP); Education and Society; Studies of Psychology (Native); Antropological Horizon; Psychology, Critical and Reflection; Theory and Research; Brazilian Journal of Social Sciences; Brazilian Journal of Education; Journal of Anthropology (São Paulo); Journal of Feminists Studies and Social Time.

The journals were analyzed according to the following aspects: regularity, number of issues, number of articles, citations granted and received, impact factor, average life, the period between submission and acceptance, the period between submission and publication of the articles, indexing and agency to promote.

Results

Among the 13 journals analyzed, three were published of three in three months, seven of four in four and three were published by semesters. Between 2003 and 2007 this group of journals published 189 issues (to 2.91/year), 2,195 articles (33.77/year/journal), with 69,426 granted citations (1,068.09/year/journal) and 4,288 received citations (65.97/year/journal). In average, each issue published 11,61 articles, with 367.33 granted citations (31,63/article) and 22,69 received citations (1,95/article). In the period analyzed, the impact factor of the journal group was of 0.166, varying between 0.141 and 0.204 (Figure 1). The homogeneity was, practically, unchanged in this period (*standard deviation* 0.97e 0.12).

The average life of this set of journals increased 5.7 for 6.6 years in the period between 2003 and 2007, also increasing the homogeneity of the group (*standard deviation* 2.73 years in 2003 and 1.70 years in 2007). In these journals, the average of period of paper's acceptance varied between 7.01 and 8.38 months (Figure 2) and publication between 10.86 and 14.93 months (Figure 3).

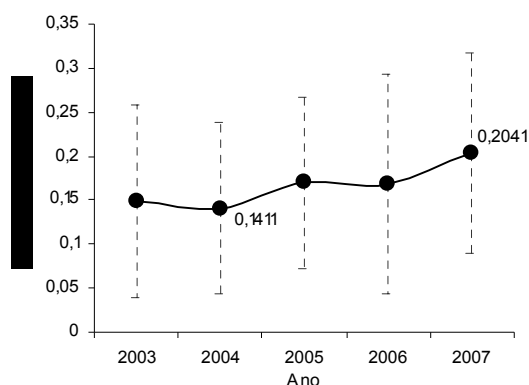


Figure 1. Impact Factor averages, per year, of the 13 journals classified in the field of Education in Qualis/CAPES and in SciELO databases

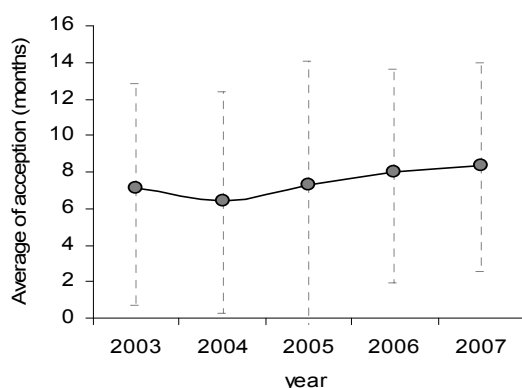


Figure 2. Average of period of paper's acceptance of the 13 journals classified in the field of Education in Qualis/CAPES and in SciELO databases

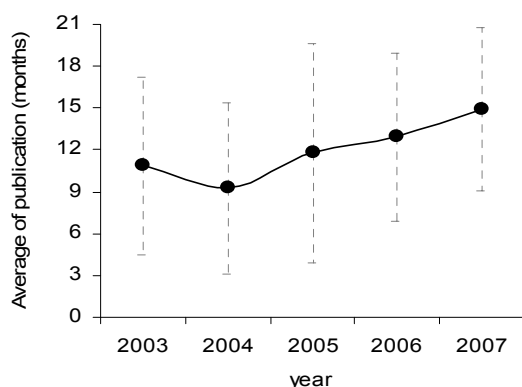


Figure 3. Average of period of paper's publication of the 13 journals classified in Education field of knowledge in Qualis/CAPES and in SciELO databases

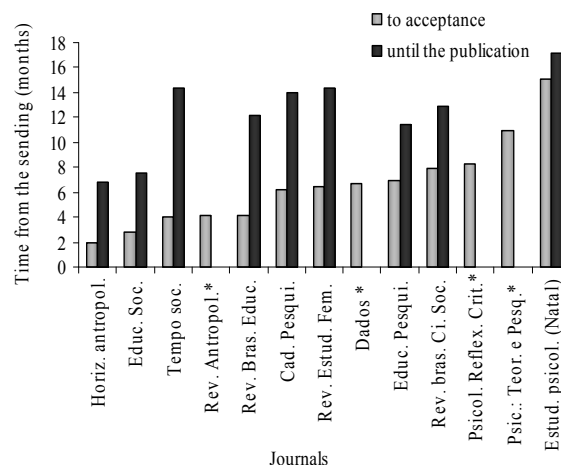


Figure 4. Average of period of paper's acceptance and publication of the individually journals classified in Education field of knowledge in Qualis/CAPES and in SciELO databases. * Data not supplied.

Beyond SciELO database, these journals were indexed in 42 other databases, as CSA, CAZE, HAPIIndex, LILACS and PSICODOC. The 13 journals were financed by different agencies or Foment Agencies, as: CNPq (12 journals), FINEP (05), MCT (05) CAPES (03), FAPESP (02), ANPed (01), EAA (01), FAPEU (01), FCC (01), IIE (01), PAPC/USP (01), PROPESQ-UFRGS (01), SBPD (01), SPM (01), UnB (01) and UNESCO (01).

Discussion

The data presented in this work show of preliminary form the Brazilian profile of scientific journals in education field. The low impact factors presented by this set of periodic analyzed and the great delay between the submission and the publication of articles are preoccupying aspects. We believe that to the end of the work we will be able to contribute to understand the dynamic of scientific production in Brazil and to provide a better understanding of the publication politics in this field of knowledge.

References

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