

## Expanding Horizons: Transitioning to Open Access

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### ABSTRACT

We are pleased to announce that Innovations in Science Teacher Education (ISTE) is transitioning to the Public Knowledge Project's Open Journal Systems open access platform. This transition is to increase access to ISTE internationally, broaden our diverse readership and contributions, and sustain our growth within the larger Association of Science Teacher Education (ASTE) organization. Together, we can adapt to the ever-changing educational landscape while widening our reach and impact. This editorial describes the changes and is a callout for new contributions.

**Keywords:** editorial, equity, open access, scholarly contributions

### **Increasing Access to *Innovations in Science Teacher Education***

In discussing our initial engagement with *Innovations in Science Teacher Education* (ISTE), Bridget and I reminisced not only on the innovative approaches being illustrated, but also on the impactful authors and people we have interacted with through our ASTE involvement. “Innovation” in science teacher education is not only about the ideas we share, but also the larger context and community in which they are ideated and iterated. For years, ISTE has provided a friendly but rigorous one-of-a-kind venue for educators and researchers to exchange impactful ideas. This year, we are thrilled to usher in a significant step forward: ISTE has transitioned from its previous member-exclusive WordPress site to a new home on the open access Open Journal Systems (OJS) platform created by the Public Knowledge Project (PKP) organization.

This move expands beyond a platform upgrade, although it does centralize and streamline article review and publication. It more broadly reflects our commitment to increasing ISTE’s accessibility and scholarly impact toward reaching a wider readership and inviting new contributors from around the globe. OJS is a widely used, open-access publishing platform designed to support academic journals in managing transparent and rigorous submission, review, and publication processes. By adopting OJS, we are making our content freely available to anyone toward increasing global viewership, memberships, and contributions.

## Broadening Our Impact

Science teacher education and research is stronger when diverse ideas are shared and iterated. By increasing discoverability and access internationally, we aim to empower educators and researchers to engage more openly with ISTE's innovative teaching strategies and instructional resources. Moving from the previous WordPress site to the OJS platform raises up the voices of our authors and strengthens the potential uptake and impact of their work.

The shift to OJS also allows for increased sustainability and growth. As ISTE becomes more established, visibility and indexing are important for authors and readers and, in turn, allows for more traction. OJS integrates with major scholarly databases and citation tracking to enhance the reach of published work. This integration helps ISTE to continue serving as a trusted resource for science teacher educators.

As change and transition brings challenges, we appreciate the patience and support of contributors and encourage everyone to invite others to share their work through ISTE to continue growing the community. Members of our past and current electronic services team, Maria Wallace and John Rhea, worked continuously over the past six months to migrate ISTE's content (e.g., archives and templates) and ensure continuity moving to OJS. We would also like to thank our editorial review board members for making this shift as well. This effort reflects a network of strong collaboration and dedication to ensuring ISTE remains relevant, accessible, and impactful in an increasingly digital and interconnected world.

## A Call to Contribute

ISTE's transition to and continuation on the new OJS platform represents an opportunity for reaffirming the existing community and broadening our reach. This is to acknowledge science education as a global endeavor while addressing international challenges surrounding access to transformative science teaching approaches. By moving to open access, we invite all science teacher educators, researchers, and practitioners to engage with our work, contribute their insights, and collaborate on global and contextualized educational solutions.

As such, we encourage you to submit your innovative interventions and research, share ISTE articles widely, and connect with colleagues internationally to invite them to do the same. In turn, we can increase our impact and continue adapting to the ever-changing science teacher education landscape. Together, we can create a global network of science teacher educators that leverages diverse perspectives to advance teaching and learning for all. Contact us any time at [isteeditors@gmail.com](mailto:isteeditors@gmail.com). We look forward to supporting you in sharing your work.

Your Current *Innovations* Co-Editors,  
Drs. Jeffrey Radloff & Bridget Miller