Reflecting on 2025 and looking towards the next 40 years of AJET

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As the *Australasian Journal of Educational Technology's* (AJET) 40th anniversary year draws to a close, we look back over the year to consider what we have learnt from our journey through the past 40 years of AJET articles. We also explore the bibliometric data for 2025 where we see that AJET has experienced the highest number of submissions in its 40-year history. Impact is an important goal for AJET and this year we have seen an increase in our metrics across the various ranking systems that show that AJET is a leading venue for educational technology research and practice as a Q1 journal. We end with a look towards the future for what is to come in 2026 and beyond. Overall, this year has taught us the value of learning from our history, keeping learning at the centre of our research and practice, and the value of community in fostering innovation and quality. We look forward to the next 40 years of AJET's journey with great interest and enthusiasm as we take inspiration from the past and continue in our quest to provide access to quality educational technology research and practice into the future.

Keywords: educational technology, Australasian Journal of Educational Technology, AJET, bibliometric data, 40th anniversary

Introduction

Throughout 2025 the *Australasian Journal of Educational Technology* (AJET) celebrated its 40th anniversary via editorials and events, including a rousing rendition of 'Happy 40th Birthday' at the 2025 Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) conference in Adelaide. This year has been a great opportunity to stop and reflect on the impact that AJET has had on the field of educational technology over the past 40 years, both in Australia and beyond. The journal has grown from an outlet for expanded versions of articles previously published through the ASCILITE yearbook in 1985, to the leading education journal in Australia (according to the SCImago Journal and Country Rank system (SJR)), and a recognised Q1 journal across several ranking systems. As the editors in charge of AJET in this significant year, we express our profound thanks to the past lead editors, associate editors, copyeditors, authors, and reviewers who have made this accomplishment possible, and who continue to enable AJET to publish innovative and important work into the future.

This year we presented a series of editorials that revisited all the articles published in AJET over the past 40 years. We started the year with a discussion of AJET's role in bridging the theory-practice gap over 40 years and how this remains a key mission of AJET (Deneen et al., 2025). In our

exploration of the first 10 years we discovered that AJET has been an international journal from its inception (Corrin et al., 2025a). From the expansion of access to microcomputers to the emergence of artificial intelligence (AI), the history of educational technology was documented within a rapidly changing educational environment. This narrative continued to evolve and mature during AJET's second decade where we saw the impact of the Internet and rise of the learning management system (Fan et al., 2025). The variety of technologies and increased sophistication of research design was evident in our examination of the most recent 20 years of AJET where we have witnessed paradigm shifts and waves of innovation (Huijser et al., 2025). What was clear from this revisiting of the past was that while some things have changed substantially, others have stayed the same. The importance of keeping learning at the heart of what we do with technology in education was clear, as was the need to involve stakeholders in the planning and development of educational technology implementations so that they can have the greatest impact. It was evident that there has been a lot of ground covered in 40 years, and we need to make sure that we learn from what came before so that we don't repeat the mistakes of the past. The 1,500+ articles available open access on the AJET website provide a valuable resource for researchers, edtech vendors, educators, and beyond to help shape the future of educational technology in tertiary education.

At this point last year we reflected on the key challenges facing academic publishing in educational technology which we had outlined and discussed in a conference paper presented at the 2024 ASCILITE conference (Corrin, Han & Huijser, 2024). In 2025 we have continued to monitor these challenges which included the increasing number of publications in the field, the cost of academic publishing practices, the difficulty of finding reviewers for the peer review process, the emergence of generative AI, and the integrity of research, publishing, and authorship processes. It is fair to say that none of these issues have gone away, and each has continued to occupy the time and thoughts of journal editorial teams across disciplines and countries.

The issue of generative AI is one that we tackled this year through our editorial entitled "An AI-generated editorial on the history of AJET's early years: An experiment" (Corrin et al., 2025b). In this editorial we attempted to use a range of generative AI tools to draft a complete editorial that explored the first 10 years of the journal, and the results were not what we had expected. By doing this experiment we observed many things, good and bad, that may come to impact how we approach academic writing with and without AI into the future, and these findings will be used in 2026 to inform a revision of the AJET AI guidelines and practices.

Bibliometric data for 2025

In 2025 36 articles were published in AJET (see Table 1). This is the lowest number of articles that we have published for many years, despite receiving the largest number of submissions in the journal's history (see Table 3). We attribute this trend to the increasingly critical nature of the peer review process, where we are seeing a rise in rejection rates at both the initial editorial review (mainly due to articles being outside the scope of the journal, or not of a sufficient quality to progress to peer review), and as a result of our double-blind peer review process.

Table 1
AJET Publication Summary

	2022	2023	2024	2025
Issues published	6	6	6	6
Articles published	72	43	40	36
Editorials published	6	6	6	6

AJET experienced a substantial increase in readership figures in 2025 for both abstract and full article views (see Table 2). Abstract viewing figures rose by 39% over 2024 views, and access to full articles rose by 65%. It is not clear why these numbers have risen so dramatically, but it is possible that the 40th anniversary may have contributed to this increase.

Table 2
Readership interest in AJET

	2023	2024	2025
Access numbers to article landing pages (abstracts)	530,434	576,407	799,533
Access numbers to full articles	385,133	453,719	748,944

The rise in submissions to AJET has continued this year, with 48% more submissions than in 2024. This unexpected increase has again put strain on the editorial team to be able to conduct the editorial review and facilitate the peer review process. We have continued to work on making this process as efficient and consistent as possible, which has become even more important with the large number of submissions that need to be handled by the editorial team who are all giving their time to the journal voluntarily.

Table 3
AJET Submission and Review Statistics based on submissions per year

AJET Submissions and Reviews	2023	2024	2025*
Total submissions	695	875	1,296***
Declined at editorial screening (percentage of total submissions triaged to date)	576 (83%)	722 (83%)	647 (74%)
Peer reviewed (percentage of total submissions triaged to date)	119 (17%)	153 (17%)	232 (26%)
Declined at peer review (percentage of peer reviewed)	82 (69%)	112 (73%)	133 (57%)
Accepted (percentage of peer reviewed)	37 (31%)	41 (27%)	20 (9%)
Declined (either at editorial screening or following peer review, percentage of total submissions triaged to date)	658 (95%)	830 (95%)**	780 (89%)**
Accepted (percentage of total submissions triaged to date)	37 (5%)	41 (5%)**	20 (2%)**

* These figures are calculated from 1st December to the 30th November as per our reporting period

** Some articles are still going through the peer review process, which is why the total declined and accepted doesn't equal the total submissions
*** Some submissions are still awaiting editorial screening

For the 40th anniversary we have decided to deviate slightly from our usual analysis of the most downloaded articles of the last year, five years, and 10 years, and instead to look at the most impactful articles published in AJET over its 40-year history. To do this we consulted Scopus, Web of Science, and Google Scholar to calculate the top five AJET articles with the most citations overall. It should be noted that some of these databases only index AJET articles from 2008 onwards, so this is perhaps a slightly flawed measure. However, regardless, we are fairly confident that we have been able to identify the articles that are the most cited to date.

Table 4
Top 5 articles published in AJET over the past 40 years by citation

Issue	Article	Authors	Citations (Google)
2008 Vol 24, No 1	First year students' experiences with technology: Are they really digital natives?	Kennedy, G.E., Judd, T.S. Churchward, A., Gray, K. & Krause, K.-L.	2,090
2010 Vol 26, No 1	Personalised and self regulated learning in the Web 2.0 era: International exemplars of innovative pedagogy using social software	McLoughlin, C. & Lee, M.J.W.	1,601
2008 Vol 24, No 4	Pre-service teachers' attitudes towards computer use: A Singapore survey	Teo, T.	973
2014 Vol 30, No 4	Blended learning in higher education: Three different design approaches	Alammary, A., Sheard, J. & Carbone, A.	892
2011 Vol 27, No 5	Can Web 2.0 technology assist college students in learning English writing? Integrating Facebook and peer assessment with blended learning	Shih, R.C.	799

While citations can be used as an indication of impact in the field, when we look at the most accessed articles on the AJET system, the top five looks slightly different. While we acknowledge that this is not an exhaustive way of measuring views and downloads as, for example, the creative commons licence that we grant to AJET articles means that they can also be hosted in institutional repositories and other systems, we feel that this gives an interesting indication of what people are interested in. In Table 5 we have listed the most viewed articles online. While the articles by Kennedy et al. (2008), Alammary et al. (2014), and McLoughlin and Lee (2010) still make the list, they are joined by two other articles by ONeill and Russell (2019) and Bedenlier et al. (2020).

Table 5
Top 5 articles published in AJET over the past 40 years by system views/downloads

Issue	Article	Authors	Total views/ downloads
2014 Vol 30, No 4	Blended learning in higher education: Three different design approaches	Alammary, A., Sheard, J. & Carbone, A.	59,841
2008 Vol 24, No 1	First year students' experiences with technology: Are they really digital natives?	Kennedy, G.E., Judd, T.S. Churchward, A., Gray, K. & Krause, K.-L.	41,367
2019 Vol 35, No1	Stop! Grammar time: University students' perceptions of the automated feedback program Grammarly	O'Neill, R. & Russell, A.M.T.	41,209
2020 Vol 36, No 4	Facilitating student engagement through educational technology in higher education: A systematic review in the field of arts and humanities	Bedenlier, S., Bond, M., Buntins, K., Zawacki-Richter, O. & Kerres, M.	40,311
2010 Vol 26, No 1	Personalised and self regulated learning in the Web 2.0 era: International exemplars of innovative pedagogy using social software	McLoughlin, C. & Lee, M.J.W.	36,084

The 2024 impact figures show the AJET has reclaimed ground lost in the 2023 rankings. The JCR impact factor is at the highest it has ever been (4.2) and AJET has jumped 19 spots to be 45th (out of 762) in the Education category, which maintains the journal's Q1 status. This is a great outcome considering that AJET has returned to the ranking number of two years ago despite there now being double the number of journals in this list. AJET's SJR impact factor has also increased, again maintaining its Q1 status. There has been a slight decrease in AJET's position in the Google Scholar list, slipping to 16th (from 14th) in the top 20 Educational Technology journals. We are conscious that journals that have published more in the AI space are performing well in this particular ranking list and new journals focused specifically on AI are also moving rapidly up the list. Despite slipping two places, AJET's Google H5 index has increased from 51 to 54. The Citescore for AJET has continued to increase and the ranking as 82nd out of 1620 journals is also a marked improvement. There has also been a pleasing increase in AJET's Source Normalised Impact per Paper (SNIP) score.

Table 6
AJET Bibliometrics

AJET Bibliometrics		2022	2023	2024*
JCR	JCR Impact Factor	4.1	3.3	4.2
	JCR 5-year Impact Factor	4.4	3.9	4.6
	JCR journal ranking in Education category based on 5-year Impact Factor	45/269 Q1	64/760 Q1	45/762 Q1
Scimago	SJR Impact Factor	1.104	1.0	1.249
	SJR ranking in Education	Q1	Q1	Q1

Google Scholar	H5 index	51	51	54
	H5 ranking within Educational Technology category	13/20	14/20	16/20
Scopus	CiteScore	6.9	7.6	8.8
	Journal ranking in Education	95/1469	105/1543	82/1620
	SNIP	1.728	1.5	1.768

* 2025 bibliometric data will be available in 2026

The AJET team

In 2025 the AJET team grew in response to the increasing number of submissions being received and going into review. As has been noted in this editorial and the editorial we published at the end of 2024 (Corrin et al., 2024), despite the rising number of submissions, the number of articles that are making it through to publication is falling. In an attempt to remedy this concerning trend, we made a concerted effort to ensure that more submissions went through to peer review. The result was additional workload for our Associate Editors, so in our annual recruitment of Associate Editors we welcomed the following new members to the editorial team to assist with this work:

- Dr Tünde Varga-Atkins, University of Liverpool, UK
- Dr Jinhee Kim, Old Dominion University, USA
- Dr Gary Kwok Shing Cheng, The Education University of Hong Kong, China
- Associate Professor Rita Hai Min Dai, Shanghai Jiaotong University, China
- Associate Professor Susie Macfarlane, Deakin University, Australia
- Dr Kaushal Kumar Bhagat, Indian Institute of Technology, India

These new members join our existing team of Associate Editors, including:

- Dr Abhinava Barthakur, University of South Australia, Australia
- Associate Professor Thomas Chiu, The Chinese University of Hong Kong
- Dr Simon K. S. Cheung, The Open University of Hong Kong
- Dr Kashmira Dave, University of New England, Australia
- Associate Professor Thomas Donald Cochrane, The University of Melbourne, Australia
- Associate Professor Rachel Fitzgerald, University of Queensland, Australia
- Associate Professor Teresa S. Foulger, Arizona State University, United States
- Dr Polly Lai, Southern Cross University, Australia
- Associate Professor Chien-Ching Lee, Singapore Institute of Technology, Singapore
- Associate Professor Na Li, Xi'an Jiaotong-Liverpool University, China
- Professor Stephen Marshall, Victoria University of Wellington, New Zealand
- Dr Vickel Narayan, Massey University, New Zealand
- Associate Professor Omid Noroozi, Wageningen University, The Netherlands
- Dr Nona Press, Queensland University of Technology, Australia
- Professor Jerry Chih-Yuan Sun, National Yang Ming Chiao Tung University, Taiwan
- Dr Yi-Shan Tsai, Monash University, Australia
- Dr Carmen Vallis, University of Sydney, Australia
- Professor Joke Voogt, University of Amsterdam/ Windesheim University of Applied Sciences, Netherlands

We sincerely thank this great team of Associate Editors who have overseen the increasing number of submissions through the peer review process. We particularly thank Associate Professor Teresa S. Foulger and Dr Nona Press, who have decided to step down from the Editorial team in 2025, for their dedication and hard work. We also acknowledge the work of the AJET Management Committee of Professor Michael Cowling (ASCILITE President), Dr Sandy Barker (ASCILITE Treasurer), Dr Pennie White (ASCILITE Executive), Associate Professor Thom Cochrane (ASCILITE Executive), the four AJET Lead Editors, and a representative from the previous lead editorial team (Professor Michael Henderson). We would also like to thank Associate Professor Mark Schier for his service to the AJET management committee over the past few years as the ASCILITE Treasurer, a role he retired from at the end of 2024.

In terms of our copyediting team, our long-standing copyeditor, Antonina Petrolito, has continued to provide her quality services to AJET and this year was joined by Dr Laura Tubino. We thank them both for their dedication and the attention to detail that they bring to their work. As always, we offer great thanks to all the reviewers from around the world who have voluntarily given their time to ensure that AJET publishes the highest quality and most innovative work that can contribute meaningfully to the field.

Future directions for AJET

As we come to the end of this year of celebration and reflection on the past 40 years, the retrospective journey we took through the 1,517 published AJET articles has taught us many things that we will take forward into the future. We were reminded of the significant role that AJET has played in the history of educational technology research internationally, as well as the important contribution it has made in fostering and building communities and researcher capabilities. We have seen how the journal has evolved in scope, in impact, and in the types of articles that are published, which is something that we continue to review and discuss in the coming year to ensure that AJET is adaptive and responsive to the needs of the field and its members.

The significant increase in the number of submissions but decrease in the number of articles published has highlighted to the editorial team that we need to continue our focus on ensuring the peer review process can work to an optimal level. In 2026 we will be pushing ahead with our new professional development program for reviewers as well as investigating ways we can better acknowledge the contributions of reviewers to our journal. We are also going to introduce a new award for the best paper published in AJET, and we will continue to transition to our new editorial board structure. There are plans in place to update our website to make it easier to find information about the journal, including the scope and submission guidelines in an effort to help authors determine whether AJET is the right venue for their work.

At the ASCILITE conference at the end of 2025 the Lead Editors ran two sessions where we met with readers, authors, and reviewers about the journal. The first was our annual “Meet the editors” session and the second “hot topic” session was a look back over the 40 years of AJET. Through these sessions many ideas emerged about how the journal can adapt with the times, and what the current academic and publishing environments mean for a journal such as AJET. As a journal run by a professional society (ASCILITE) to help to build knowledge and capability, it was great to be given the opportunity to hear from readers, reviewers, and authors about what AJET means to them. We look forward to putting these ideas into practice in 2026 so that AJET will remain an important presence in the educational technology field now and for at least the next 40 years.

Author contributions

Linda Corrin: Conceptualisation, Data curation, Formal analysis, Writing - original draft, Writing - review and editing; **Feifei Han**: Writing - review and editing; **Chris Deneen**: Writing – review and editing; **Henk Huijser**: Writing – review and editing.

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