

Editorial: Volume 30 Issue 1

We are pleased to present the latest issue of AJET. As our first issue for 2014 it is timely to provide some bibliometrics on the recent performance of the journal. We have analysed the data available to date and present the detail in a series of tables below.

Please note that we have used the data for 2012 submissions to calculate the acceptance rates because many 2013 submissions are still under review or revisions have been requested, pending a final outcome. The journal impact data comes from the ISI Web of Knowledge based on citation statistics for 2012. This shows AJET maintaining a high ranking of 33rd in the overall education category and a ranking of 5th within the specialist educational technology journals.

We have used 2013 publication data to provide information about site views and article downloads.

We'd like to also take this opportunity to thank reviewers who have reviewed articles during 2013. Reviewers collectively do an enormous amount of work on a voluntary basis and their work is essential to the smooth running of the journal. We will providing a full list of reviewers on the AJET website in due course.

2012 AJET Submissions

	Total Articles	% of total submissions	% of peer-reviewed submissions
Total submissions	380	-	-
Declined at editorial review due to eligibility or quality issues	147	39%	-
Sent for peer review	233	61%	-
Declined following peer review	147	39%	63%
Accepted following peer review	86	23%	37%

AJET Journal Impact (based on ISI Web of Knowledge 2012 Journal Citation Reports)

Impact Factor	1.363
Citations in 2012 to articles published in 2010 and 2011	199 citations to 146 articles
5-Year Impact Factor	1.540
Citations in 2012 to articles published from 2007 to 2011	405 citations to 263 articles
Impact factor ranking within Education & Educational Research Category	33 rd of 219
Impact factor ranking for Educational Technology journals	5 th

2013 AJET Publication Summary

Issues published	6
Articles published	60
Editorials published	6
Abstract views	63,383
Article downloads	77,001
Average abstract views per article	960
Average downloads per article	1,167

Top 2013 AJET Articles by Download

Article	Authors	Downloads
Schools going mobile: A study of the adoption of mobile handheld technologies in Western Australian independent schools	Mark Pegrum, Grace Oakley, Robert Faulkner	4,292
Design of a blended learning environment: Considerations and implementation issues	Nuray Gedik, Ercan Kiraz, M. Yasar Ozden	3,364
Preparing teachers to integrate Web 2.0 in school practice: Toward a framework for Pedagogy 2.0	Athanassios Jimoyiannis, Panagiotis Tsiotakis, Dimitrios Roussinos, Anastasia Siorenta	2,962
A mindtool-based collaborative learning approach to enhancing students' innovative performance in management courses	Chih-Hsiang Wu, Gwo-Jen Hwang, Fan-Ray Kuo, Iwen Huang	2,577
Learning to take the tablet: How pre-service teachers use iPads to facilitate their learning	Mark Pegrum, Christine Howitt, Michelle Striepe	2,418

This first issue of AJET in 2014 truly shows the journal's international credentials with papers representing authors from Australia, the United Kingdom, Turkey, Austria, Taiwan, Ghana, and the Netherlands. The first paper from Russell, Malfroy, Gosper and McKenzie presents a large-scale qualitative analysis of students' responses to questions about how they use– and want to use – technology at University. Petit's paper is also focussed on students as he explores how they make use of student designated spaces, and in doing so raises interesting questions about peer-based and informal learning opportunities. The next paper (Pektas & Gurel) presents an evaluation of the use of a blended learning environment in the context of design education. Thalmann's paper covers an area of inquiry of increasing significance in educational technology: adaptive learning. The paper presents an empirical investigation of adaptive learning, particularly considering the criteria required of adaptive learning systems. Hsu's paper explores epistemological beliefs of students, and hints at the role of inquiry-based learning models in supporting students' long-term retention. Chen and Mo present an evaluation of a technology that seems to represent a good "fit-for-purpose": the use of 3D situated tourist sites for training tour guides. The paper by Agyei and Voogt investigates the perennial issue of how what is covered or learned in professional development programs is transferred into practice, while the final paper in this issue (Tseng, Liang & Tsai) presents an investigation of self regulation and information literacy development in high school students.

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