

## Editorial: Volume 31 Issue 2

In this editorial we have provided updated bibliometric data providing a snapshot of information about the current citation performance of the journal and about the articles attracting the most interest over the past year. The data has been summarised in a series of tables below along with brief explanatory notes and commentary.

**Table 1. 2013/2014 AJET Publication Summary**

	2013	2014
Issues published	6	6
Articles published	60	48
Editorials published	6	6
Abstract views (to 6/6/15)	121333	54200
Article downloads (to 6/6/15)	164564	65368
Average abstract views per article	1838	1004
Average downloads per article	2493	1211

As can be seen within Table 1, in 2014 the number of articles published was reduced from 60 in 2013 to 48, which was due to a reduction of articles per issue from 10 to 8. The decision to reduce the number of articles per issue was made at the beginning of 2014 based on our observation that we had seen a slight reduction in the number of articles approaching readiness for publication in the review pipeline. This slight reduction partly reflected the reduction in scope of the journal from the beginning of 2013, with school sector focussed articles no longer accepted (an outcome of a review of AJET undertaken under the leadership of ascilite in 2012), and partly reflected our continuing efforts to maintain quality through the review process. As shown in Table 3, the actual number of submissions increased noticeably from 384 in 2012 to 464 in 2013, so the reduction in publishable articles was certainly not due to a reduction in submissions.

**Table 2. Top 2014 AJET Articles by Download**

Article	Authors	Issue	Downloads
Collaborative writing revision process among learners of English as a foreign language (EFL) in an online community of practice (CoP)	Norizan Abdul Razak, Murad Abdu Saeed	Vol 30, No 5	3774
Personal learning environments and university teacher roles explored using Delphi	Zaffar Ahmed Shaikh, Shakeel Ahmed Khoja	Vol 30, No 2	2615
Using research to inform learning technology practice and policy: a qualitative analysis of student perspectives	Carol Russell, Janne Malfroy, Maree Gosper, Jo McKenzie	Vol 30, No 1	2317
Blended learning in higher education: Three different design approaches	Ali Alammery, Judy Sheard, Angela Carbone	Vol 30, No 4	2206
Exploring tablet PC lectures: Lecturer experiences and student perceptions in biomedicine	Julia Choate, George Kotsanas, Phillip Dawson	Vol 30, No 2	1929

The article view and download statistics shown in Table 1 are encouraging, with most articles attracting large numbers of views and downloads. The reduction in views for 2014 articles compared to 2013 articles reflects the longer time in which the 2013 articles have been available. For example the average number of downloads of 2013 articles at the time that we wrote a similar editorial last year was 1167,

which is very similar to the number of downloads of 2014 articles at this stage. Table 2 shows the five most downloaded articles published in 2014. The breadth of topics encompassed by these articles illustrates the diversity of material published in AJET.

**Table 3. Acceptance Rates for 2012/2013 AJET Submissions\***

	2012 Submissions			2013 Submissions		
	Total Articles	% of total submissions	% of peer-reviewed submissions	Total Articles	% of total submissions	% of peer-reviewed submissions
Total submissions	380	-	-	464		
Declined at editorial review	147	39%	-	368	79%	
Sent for peer review	233	61%	-	96	21%	
Declined following peer review	147	39%	63%	46	10%	48%
Accepted following peer review	86	23%	37%	50	11%	52%

Table 3 shows a comparison of the number of submissions and acceptance rates for articles submitted in 2012 and 2013. It is important to note that acceptance rates for 2014 submissions are not yet able to be calculated because many 2014 submissions are still under review or revisions have been requested, pending a final outcome. As mentioned above the number of submissions received has continued to increase, with a 22% increase from 2012 to 2013. The increase in the percentage of articles rejected during editorial review during 2013 reflects the implementation from the beginning of 2013 of the decision following the review of the journal to no longer accept school sector submissions. Despite the fact that the author guidelines were updated to reflect this change and a message was placed on the journal home page, a large number of school sector submissions continued to be received during 2013, each of which had to be rejected through editorial review.

**Table 4. Thomson Reuters JCR Impact Factor**

	2013	2014
Thomson Reuters Web of Science Journal Citation Reports (JCR) 2-Year Impact Factor	0.875	0.648
JCR citations in specified year to AJET articles in the 2 previous years	140	94
JCR 5-Year Impact Factor	1.198	1.006
JCR citations in specified year to AJET articles in the 5 previous years	381	338
JCR Two Year Impact factor ranking within Education & Educational Research Category	84 <sup>th</sup> of 219	131 <sup>st</sup> of 224

Table 4 shows a summary of citation statistics from the Thomson Reuters Web of Science Journal Citation Reports (JCR), while Table 5 shows a summary of Google Scholar citation statistics. Please see the editorial within issue 30(3) of AJET for a detail explanation of how these various statistics are calculated. AJET's JCR Two Year Impact Factor for 2014 was down slightly on the 2013 Impact Factor, while the Five Year Impact Factor was also down but only marginally. The Two Year Impact Factor

tends to fluctuate notably from year to year as highly cited papers come into or move out of the data window, whereas the longer time window for the Five Year Impact Factor has a smoothing effect on the data. AJET’s performance on the Google Scholar citation metrics continues to be encouraging, with the journal clearly placed high up within the list of leading Educational Technology journals internationally.

**Table 5. Google Scholar Citation Metrics**

	June 2014
Google Scholar h5-index	30
Google Scholar h5-median	57
Google Scholar h5-index ranking within Educational Technology category	8th

This issue of AJET includes several notable articles tackling issues of teaching and learning in online environments. Shadiev, Hwang and Huang focus on cross-cultural understanding in a project-based collaborative approach while Graham and Fredenberg explore learner connectivist behaviours. In contrast Carceller, Dawson, and Lockyer compare the differences between online and blended contexts for the development of social capital. Holmgren also provides a comparison of contexts, online and on-campus, with interesting conclusions around the normalisation of online practices towards those found on campus. In Meyers and Bagnall’s article they look at the implications of online environments for learners with ASD and ADHD and conclude that there is a need for the design and development of inclusive online learning environments in higher education. All of these articles remind us that learning environments need to be designed to best facilitate learning for diverse needs and contexts. However, Weng, Tsai, and Weng in their article make a compelling argument about the significance of social support from peers, colleagues and family for learner satisfaction and persistence in online courses. Sociocultural influences are also tackled by David Woo who adopts a Community of Practice framework to interrogate the potential of legitimate peripheral participation as means to understand and navigate evolving technology practices across communities. Finally, Terry Judd provides a valuable investigation of independent study practices, and found a disconcerting propensity for students to regularly switch tasks, attend to distracting tasks, and multitask during independent study.

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