PJTEL Editorial 2019-2021

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In this first editorial for the Pacific Journal of Technology Enhanced Learning, PJTEL, the lead editors reflect upon the first three years of the journal and explore the impact statistics. We also explore future directions and themes for the journal particularly in light of the impact of COVID19 on education.

Keywords: Altmetrics, Impact, Technology Enhanced Learning

Introduction

The Pacific Journal of Technology Enhanced Learning (PJTEL) was launched in 2019 alongside the second annual SoTEL Symposium (https://sotel.nz). PJTEL was one of the first ten fully open access, peer-reviewed journals published by Tuwhera, Auckland University of Technology's (AUT) publishing platform hosted by the AUT Library based upon the Open Journal System (OJS). The founding editors identified a gap in the availability of fully open access journals focusing upon educational technology and the scholarship of technology enhanced learning, particularly in the Asia-Pacific region, with the few existing highly established open access educational technology journals providing limited pathways for supporting new and emerging researchers in the field and reticent to explore alternative metrics impact factors. PJTEL uses a Creative Commons licence (CC-BY-NC 4.0) and was established to:

> promote informed use of technology in learning and teaching—the scholarship of technology enhanced learning (SoTEL). In particular, empirical research that grows current understanding and application of the affordances of technology for improved pedagogical practice and student learning outcomes.

> To provide new and emerging, as well as, experienced researchers an open access platform to share their findings and discourse. In particular, to build research capability locally by nurturing communities of practice (research clusters) and to provide equitable access to research and publications in the Pacific (https://ojs.aut.ac.nz/pjtel/about).

The first issue of PJTEL featured two full papers (Blaschke & Hase, 2019; Cowie & Sakui, 2019b), while the second and following issues of PJTEL have featured both full papers and SoTEL Symposium double-blind peer-reviewed abstracts. A total of 6 full papers and 69 SoTEL Symposium abstracts were published between 2019 and the end of 2021.

The impact of COVID19.
Establishing a new educational technology journal during the 2020-2021 COVID19 pandemic has been a significant challenge. The editorial board of PJTEL is small (https://ojs.aut.ac.nz/pjtel/about/editorialTeam) and the reviewer pool is also relatively small, with 66 registered reviewers, 10 of whom have been most active.

Background

PJTEL is founded upon the principles of double-blind peer review, open access publishing and alternative impact factors, we explore open access and altmetrics in this section.

Open Access Publishing

Government funding agencies argue for public access to publicly funded research (European Commision, 2016; Higher Education Funding Council for England (hefce), 2015). Fully open access educational technology journals are rare, with a few notable high impact factor examples (Olijhoek, 2015; Veletsianos, 2009). Fully open access journals without Article Publishing Charges (APCs) are generally funded by a sponsoring institution or professional society. These journals rely upon editorial board members and reviewers donating their time for free and have limited budgets for the on-going costs associated with journal publishing – DOI registration costs, web-hosting, metrics subscriptions etc... This academic activity has been highly valued but hard to demonstrate for purposes such as promotion or evidence of international impact. While ORCID (Open Researcher and Contributor Identity) has become established as a platform for individual academic output eportfolios, PUBLONs facilitates an eportfolio for review and editorial activity (https://publons.com/journal/399792/pacific-journal-of-technology-enhanced-learning/). The lead editors of PJTEL have argued for updating Boyer's (Boyer, 1990) concept of SOTL (Scholarship Of Teaching and Learning) for the 21st century to integrate TEL (Technology Enhanced Learning) and professional online research profiles (Cochrane & Narayan, 2018).

The Open Journal System (https://pkp.sfu.ca/ojs/) is an open source software platform that was established in 2001 to support open access publishing. OJS has become widely used for over 25000 open access journals.

PJTEL was included in the list of open access journals in educational technology curated by Weidlich (2019), the list included 18 journals in 2019 with 24 included in a 2021 update. Weidlich summarises PJTEL's contribution to the list of open access educational technology journals:

> This new journal is published by the Centre for Teaching and Learning from Auckland University of Technology, New Zealand. The editorial team is looking for submissions of between 4000 and 6000 words but also accept up to 8000 words. Authors are provided with a formatting template. PJTEL is aiming for two issues per year with continuous publication. As the journal is still very new, the editors are still working on building their review base. The journal website also provides a forum for discussions, sharing of material and questions regarding submissions. (https://joshuaweidlich.wordpress.com/2019/06/05/open-access-journals-in-educational-technology/).

Impact metrics

Traditional journal impact factors are generated by article download, read and citation statistics. Altmetrics - Alternative Metrics, provide a faster indication of the potential impact of published research than the timeframe associated with traditional citation metrics (Cochrane et al., 2018; Haustein, 2018; Williams & Padula, 2015; Wouter, 2016). Analysis of the correlation between aggregated altmetric attention scores and traditional citations indicates a strong positive correlation (Lamba, 2020). PJTEL has enabled the PlumX OJS plugin for published article altmetrics.

PlumX
PlumX (https://plumanalytics.com) is one form of the many altmetrics platforms now available for providing alternative impact metrics for journal contributions (Cochrane, 2020). PlumX was acquired by Elsevier publishing in 2017. PlumX Metrics and an embeddable widget are provided free of charge to non-commercial open access journals and regional repositories, with an OJS plugin freely available. PlumX curates impact statistics through citations, usage, captures (e.g. Mendeley reads), mentions (Blog posts, Wikipedia, Media…), and social media (Twitter, Facebook, Vimeo, YouTube, Amazon, Figshare, Reddit).

Figshare
Parallel to the development of alternative metrics for research publication has been the development of alternative publishing platforms to support research outputs beyond traditional journal articles. Figshare (https://figshare.com/about) was developed to enable the publication and archiving of digital artifacts

including digital posters, presentations, datasets and code, disseminated using DOIs with curation links to ORCID as well as Scopus and Web Of Science databases and altmetrics platforms. Figshare therefore enables impact measures for alternative forms of publishing (Cochrane, 2020). Throughout 2020 the #Datacreativities project (Belton et al., 2020; Cochrane et al., 2021a; Coleman et al., 2021; Spreadborough et al., 2021) developed a transdisciplinary framework for data visualisation utilising Figshare that was used as a model to publish the SoTEL 2021 Symposium Pecha Kucha presentations (Cochrane et al., 2021b).

Statistical Analysis of Submissions

In this section we explore the statistics and implications of impact of submissions to PJTEL to date.

Summary statistics

Summary trends were generated by the OJS report generator for 2019 to the end of 2021 (Table 1). Altmetrics impact for full articles and top 20 reported articles and abstracts were generated by the OJS PlumX altmetrics plugin.

Table 1: PJTEL OJS Editorial Report Summary

Trend	Total	Full Papers	SoTEL Abstracts
Submissions Received	98	8	90
Submissions Accepted	75	6	69
Submissions Declined	17		
Submissions Declined (Desk Reject)	7		
Submissions Declined (Post-Review)	9		
Submissions Declined (Other)	1		
Submissions Published	75	6	69
Average Days to First Editorial Decision	2		
Average # Days to Accept	39		
Average # Days to Reject	22		
Acceptance Rate	76.53%	75%	76.7%
Rejection Rate	17.35%		
Desk Reject Rate	7.14%		
Post-Review Reject Rate	9.18%		
Other Reject Rate	1.02%		

Table 2 shows the Top 20 articles views, downloads and PlumX metrics (Full articles highlighted)

Table 2: Top 20 PJTEL articles OJS Report

Author and Title	Abstract views	PDF downloads	Total	PlumX
(Blaschke & Hase, 2019) Heutagogy and digital media networks: Setting students on the path to lifelong learning	2053	1657	3710	67
(Singleton & Charlton, 2019) Creating H5P content for active learning	1607	1350	2957	50
(Thomas, 2019) Teacher and student experiences in learning: Google Education Apps	522	318	840	54
(Cochrane & Munn, 2020) Integrating Educational Design Research and Design Thinking to Enable Creative Pedagogies	491	319	810	12
(Pham et al., 2020) Natural language processing for analysis of student online sentiment in a postgraduate program	479	197	676	11
(Cochrane & Sissons, 2020) An Introduction to Immersive Reality	378	227	605	6
(Clune, 2019b) Digital Escape Game: Breaking out of a mathematical medley	342	255	597	2

(Ramirez, 2021) The need to provide students and educators with the tools to cross the digital divide	350	246	596	3
(Clune, 2019a) Digital Badging in CANVAS: Synthesising course content, readings and experiences	343	221	564	0
(Sinfield & Cochrane, 2020) A framework for re thinking the pedagogy of studio-based design classrooms	316	216	532	13
(Kaur, 2019) Incorporating immediate feedback in formative learning checks using H5P	318	201	519	7
(Sissons & Cochrane, 2019) Introducing Immersive Reality into the Journalism Curriculum	279	211	490	8
(Cowie & Sakui, 2019a) Enhancing student retention rates on open non-formal online language learning courses	255	234	489	6
(Cochrane & Narayan, 2019) A Model for Developing a SOTEL Research Cluster: MESH360	325	160	485	4
(Murphy, 2019) Media-Multitasking: The dark side of technology use within University learning contexts	244	237	481	49
(Schwenger, 2019) Creating blended learning experiences requires more than digital skills: Developing staff skills in the effective use of technology to enhance student learning	259	202	461	4
(Macdiarmid et al., 2019) Exploring case based clinical learning in graduate-entry nursing	233	184	417	4
(Devine, 2020) Reflections on the use of Design Thinking and Service Design Tools to Improve Student Experience of an Online Learning Environment	205	181	386	5
(Cowie & Sakui, 2019b) Enhancing student retention rates on open non-formal online language learning courses	214	171	385	2
(Cochrane & Sinfield, 2019) A Model for Designing Authentic Learning: Summer Student Scholarships	180	202	382	6

Total Impact Statistics for full articles (Downloads, Reads, PlumX Metrics, Google Scholar (GS) Citations) are curated in Table 3.

Table3: PJTEL Full Papers Impact Statistics Summary

Articles by date and Section	Views	Downloads	PlumX Captures	PlumX Tweets	GS Citations
(Blaschke & Hase, 2019)	2053	1657	35	30	45
(Cowie & Sakui, 2019b)	214	171	2	0	3
(Cochrane & Munn, 2020)	491	319	7	5	6
(Pham et al., 2020)	479	197	8	3	0
(Sinfield & Cochrane, 2020)	316	216	5	8	6
(Perry & Probine, 2021)	127	48	0	4	0
TOTAL	**3680**	**2608**	**57**	**50**	**60**

Thematic Analysis

The most popular topics explored in PJTEL submissions include:
- Online Learning (21)
- Mobile learning (16 articles)
- Pedagogy and Learner Agency (13 articles)
- Immersive reality (8 articles)
- Design-Based Research (6)

- Heutagogy (5 articles)

The PJTEL editorial board and reviewer pool share close relationships with the ASCILITE community (Australasian Society for Computers In Learning In Tertiary Education) and particularly the ASCILITE Mobile Learning Special Interest Group (#ASCILITEMLSIG), hence the most popular themes/topics are unsurprising.

Research methodologies

Articles and abstracts published in PJTEL include quantitative and qualitative research methodologies as well as position papers. SoTEL Symposium abstracts feature a dialogue between research and practice in education. Design-based research is a central theme across many of the research methods in PJTEL articles.

Discussion

Impact of PJTEL publications.
The OJS statistics show the impact of the 75 articles published in PJTEL between February 2019 and January 2022. In comparison to an established Q1 ranked journal such as AJET (Australasian Journal of Educational Technology), PJTEL's article acceptance rate is very high as the journal establishes itself as a platform for scholarly publication and dissemination of research (AJET acceptance rate from 2143 submissions 2019-02-18 to 2022-01-16 = 8% compared to 76.53% for 98 submissions to PJTEL). However, the top views for articles over that period reveals PJTEL as a new and establishing journal significantly 'punches above its weight' (Table 4).

Table 4: Comparison of Top article statistics published after 2019-02-18

Author and Title	Abstract views	PDF downloads	Total	Journal
(Blaschke & Hase, 2019) Heutagogy and digital media networks: Setting students on the path to lifelong learning	2053	1657	3710	PJTEL
(Bhagat et al., 2019) The impact of personality on students' perceptions towards online learning	5266	6267	11533	AJET

Google analytics recorded 3663 page views for PJTEL during 2021. OJS recorded a peak of just over 1200 abstract views between 2019 and 2021 with the peak coinciding with the February 2021 SoTEL Symposium (Figure 1).
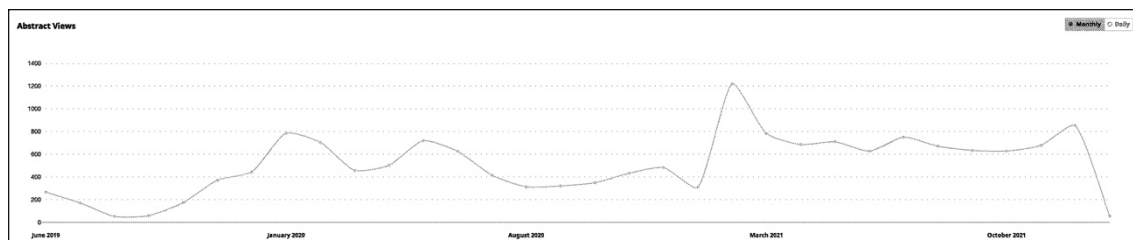

Figure 1: PJTEL monthly abstract views 2019-2021.

There is a general correlation between altmetrics (PlumX) and article views and downloads (Table 2 and Table 3). The main PlumX metrics evidenced are through Twitter mentions and Mendeley reads.

Supporting the development of the SoTEL Community
PJTEL was initially established to support the development of a SoTEL research community in New Zealand (https://sotel.nz) and has grown to support an Australasian SoTEL research community (https://blogs.unimelb.edu.au/sotel/) through five iterations of the annual SoTEL Symposium as well as 3 full paper issues of PJTEL – admittedly full paper articles published are a small number, averaging 2 per annum, however the intention is to grow this aspect of PJTEL in the future.

Full paper impact
While there is currently a high acceptance rate for PJTEL submissions (76%, Table1) these have arguably been of high quality for a new and emerging journal. This is illustrated by the impact statistics of the top full paper published in PJTEL so far (Blaschke & Hase, 2019).
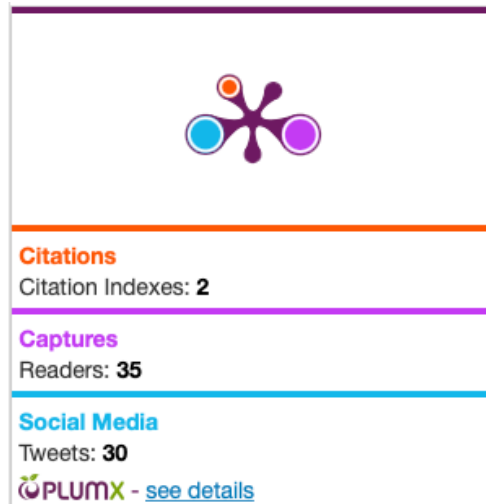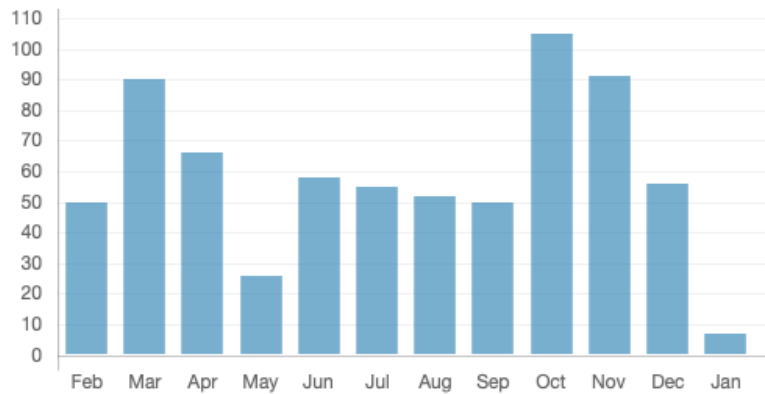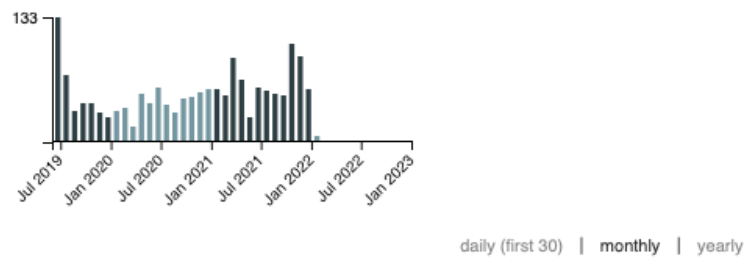

Figure 2: PlumX metrics for Blaschke and Hase (2019)

Figure 2 and Figure 3 summarise the metrics data for Blaschke and Hase (2019). Blaschke and Hase are both established authors in the field of heutagogy. Their paper was the first full article published by PJTEL and currently has the top impact metrics of all the articles published in PJTEL. With 45 citations recorded via Google Scholar the article is the highest cited article published in 2019 by both Blaschke and Hase with citations in Q1 and Q2 ranked journals such as BJET (Lock et al., 2021), the International Journal of Educational Technology in Higher Education (Lynch et al., 2021) and RLT (Cochrane, Aiello, et al., 2020; Cochrane, Birt, et al., 2020).
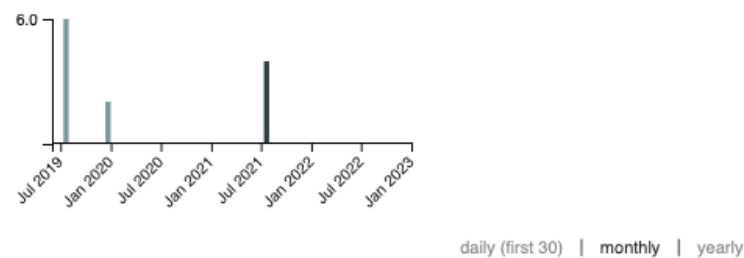
Downloads

Metrics

Figure 3. Summary metrics from OJS for Blaschke and Hase (2019)

PJTEL and the COVID 19 pandemic.

There is a clear correlation between the top five articles published in PJTEL and the pandemic. The statistics are perhaps driven by the sudden need for academics to upskill on certain design and consideration elements for pivoting to or facilitating a course either online or in a blended mode. The 2019 article from Blaschke and Hase dwells on design elements for learner agency, a critical principle for facilitating learning and teaching during the pandemic. Similarly, Singleton and Charlton's (2019)

article provides insights into using H5P for developing online interactive learning content and Thomas' (2019) article discusses the use of Google Apps for education as a learning platform. The pandemic related theme in 2020 seems to have moved on from the need to create content to a more considered approach for doing the same. For example, Cochrane and Munn's article (2020) discusses design-based research and thinking as a framework for envisioning and applying innovative digital pedagogies. Continuing with the theme, Pham et al., (2020) provide a student focus for designing for online learning and discuss the attitudes and emotional factors that determine and guide the learner's engagement and behaviour in an online environment.

Future Directions

Ticking the box for achieving a journal ranking for PJTEL.
Areas needing addressing for future inclusion of PJTEL in the Scopus and Web of Science citation databases include: frequency of publication, more detailed publication ethics statement, timeliness of reviews and publication of articles, increasing international editorial board memberships.

Conclusion

PJTEL has established a publication platform that supports and mentors fully open access educational technology research and practice with a focus upon enabling alternative metrics and publication formats. We look forward to growing the journal and its impact over the next few years.

Statement on open data, ethics and conflict of interest

The journal provides open access to all of its content on the principle that making research freely available to the public supports a greater global exchange of knowledge (Weller, 2014). Such access is associated with increased readership and increased citation of an author's work (Niyazov et al., 2016). All articles are made available using a Creative Commons (CC-BY-NC 4.0) internationally shareable licence, meaning that content may be shared worldwide but the source must be acknowledged appropriately. However, the licence excludes the right to create derivatives (for more details please see https://creativecommons.org/licenses/by-nc/4.0/). PJTEL does not charge any fees for submission, publication or access to articles. PJTEL follows AUT's ethical content procedures (https://www.aut.ac.nz/research/researchethics).

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