

## Editorial: AJET bibliometrics

The bibliometric data in this editorial provide readers with information about the journal's publication, review and article access statistics, the articles attracting the most interest over the past year and the citation performance of the journal. The data has been summarised in a series of tables along with explanatory notes and brief commentary.

As can be seen in Table 1, AJET has continued to publish 6 issues in 2019, two of which were dedicated to specific topic areas. As in 2018 and 2017, the regular issues contained up to twelve articles (instead of eight articles as traditional in previous years). This was again necessary to reduce the backlog of articles ready for publication; a practice that looks set to continue in 2020.

Table 1  
*AJET Publication Summary*

	2017	2018	2019
Issues published	6	6	6
Articles published	57	57	63
Editorials published	6	6	6

Table 2 shows the access numbers for the article landing pages (which display the article abstracts) and full article downloads per calendar year across all articles published in AJET. These numbers are based on the [COUNTER standard](#) and show the strong interest AJET attracts from its readership.

Table 2  
*Readership interest in AJET*

	2017	2018	2019
Access numbers to article landing pages (abstracts)	185,199	n.a.*	323,328
Access numbers to full articles	115,941	135,169	156,809

\* No reliable numbers are available due to system change

Table 3 shows the most downloaded articles per issue published in 2019. Readers will appreciate that the download numbers only provide indications of popularity and cannot be compared across issues published only recently. Time will tell which articles will attract sustained attention.

Table 3  
*Top 2019 AJET Articles per Issue by Full Article Downloads to 29/02/2020*

Issue	Article	Authors	Downloads
Vol 35, No 1	Older, online and first: Recommendations for retention and success	C Stone, S O'Shea	1,198
Vol 35, No 2	The conceptualisation of cognitive tools in learning and technology: A review	A Pakdaman-Savoji, J Nesbit, N Gajdamaschko	540
Vol 35, No 3	Design principles for heutagogical learning: Implementing student-determined learning with mobile and social media tools	V Narayan, J Herrington, T Cochrane	765
Vol 35, No 4	The impact of personality on students' perceptions towards online learning	KK Bhagat, LY Wu, C-Y Chang	1,106

Vol 35, No 5	Blended learning in large enrolment courses: Student perceptions across four different instructional models	R Owston, DN York, T Malhotra	733
Vol 35, No 6	Rethinking online learning design to enhance the experiences of Indigenous higher education students	AK Reedy	300

Table 4 shows a comparison of the number of submissions and acceptance rates for articles submitted over the last three years. After the sharp increase in 2018 the number of submissions seem to have settled in 2019. While all submissions to AJET are welcome and testify the popularity of the journal in the research community, coping with this volume of submissions continues to put a considerable strain on the editorial team and the journal's reviewers. 2018 has seen a further drop in the acceptance rate to 8% of submissions. While a considerable number of articles submitted in 2019 are still under review, indications are that the overall acceptance rate for 2019 will drop a further percentage point.

Table 4

*AJET Submission and Review Statistics based on submissions per year*

AJET Submissions and Reviews	2017	2018	2019
Total submissions	523	707	703
Declined at editorial screening (percentage of total submissions)	402 (77%)	523 (74%)	565 (80%)
Peer reviewed (percentage of total submissions)	137 (26%)	184 (26%)	138 (20%)
Declined at peer review (percentage of peer reviewed)	82 (60%)	129 (70%)	65*
Accepted (percentage of peer reviewed)	55 (40%)	55 (35%)	28*
Declined (either at editorial screening or following peer review, percentage of total submissions)	468 (89%)	652 (92%)	
Accepted (percentage of total submissions)	55 (11%)	55 (8%)	

\* These are preliminary figures as 45 articles submitted in 2019 are still under review

Table 5 shows a summary of citation statistics from Thomson Reuters Web of Science, Social Science Citation Index (SSCI), Journal Citation Reports (JCR), and Google Scholar citation statistics. Readers interested in a detailed discussion of these statistics and how they are calculated are referred to the editorial within issue 30(3) of AJET.

It is pleasing to see that the journal is holding its well-established presence and has again improved its JCR and Scopus ratings, with Scimago being stable. The Google Scholar bibliometrics do not reflect the journal's strength as testified by the other bibliometrics due to an anomaly with the Google Scholar indexing of AJET articles over the last years. This issue was resolved in 2019 and improvements in the rating by Google Scholar should become apparent over the next years.

Table 5: AJET Bibliometrics based on calendar year

AJET Bibliometrics		2016	2017	2018
JCR	JCR Impact Factor	0.853	1.396	1.578
	JCR 5 year Impact Factor	1.460	1.818	1.860
	JCR journal ranking in Education category based on 5 year Impact Factor	151/235 Q3	111/239 Q2	110/243 Q2
Scimago	SJR Impact Factor	0.883	0.721	0.721
	SJR ranking in Education	Q1	Q1	Q1
Google Scholar	H5 index	31	26	28
	H5 ranking within Educational Technology category	9/20	19/20	20/20
Scopus	CiteScore	1.42	1.40	2.13
	Journal ranking in Education	197/934 Q1	226/979 Q1	154/1038 Q1
	SNIP	1.06	1.078	1.092

### Editorial team

A huge thanks goes to the Associate Editors for their high-quality editorial work that contributes strongly toward our excellent and highly regarded journal. The Associate Editors are highly experienced researchers who expertly shepherd papers through the review process and volunteer their time to the journal.

In 2020 our team of Associate Editors are:

- Dr Thomas Donald Cochrane, CfLAT Centre for Learning and Teaching Auckland University of Technology New Zealand, New Zealand
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We thank the AJET copyeditors Antonina Petrolito and Kayleen Wood who work closely with the Lead Editors to ensure a high standard of final proofs is maintained. We also extend heartfelt thanks to our international team of reviewers who perform an invaluable service to the journal.

The last year has seen changes to AJET's Management Committee. With completing their roles as Ascilite President and Treasurer, Professor Dominique Parrish and Allan Christie have stepped back from the committee and were replaced by the new Ascilite President and Treasurer, Dr Chris Campbell and Dr Mark Schier. We thank Dom and Allan for their many years of unwavering support for AJET and are looking forward to working with Chris and Mark.

Eva Heinrich, Michael Henderson & Petrea Redmond  
Lead Editors Australasian Journal of Education Technology