

Brief report on *Open Praxis* development

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Back in 2011, the editorial project for the relaunching of *Open Praxis* as the ICDE scholarly, peer-reviewed and open access journal included three main aspects: editorial process, scientific quality and dissemination (Gil-Jaurena & Malik, 2011). After three years of regular publication (3 volumes and 12 issues), we would like to highlight what we consider main achievements that provide an overview of the development of *Open Praxis*:

- Scientific and ethic standards
The journal meets all the requirements for scientific publications, both in formal aspects (peer-review, regular publication, metadata, public information, etc.) and ethical aspects, following guidelines provided by COPE (2011) (Gil-Jaurena, 2014a).
- Global reach and global contributions
Visitors and readers represent all regions in the world, and authors and reviewers have an international and institutional balance (Gil-Jaurena, 2015). Journal statistics give credit to different contributors to *Open Praxis*: authors, reviewers, readers (table 1, figure 1).
- Increased impact, visibility and dissemination
Open Praxis is present in diverse indexes, databases and catalogues, such as [ERIC](#), [ERIH PLUS](#), [DOAJ](#), [ERA](#), etc. Being an open access, it is easily accesible and receives around 5000 pageviews per month (source: google analytics) (Gil-Jaurena, 2014b). In 2015, *Open Praxis* has been selected for inclusion in the [Emerging Sources Citation Index](#) (ESCI), a new index in the Web of Science™ Core Collection launched in November 2015 by Thomson Reuters. All papers published in *Open Praxis* from January 2015 on are now searchable in WoS.
- Recognition in the field of open and distance education
Open Praxis is becoming more widely known, and recognized as a reliable and honest journal (Atenas, 2015; Farrow, 2015).

Focusing in 2015, a total of 66 authors (excluding editor) have contributed to volume 7. Contributions are geographically and institutionally balanced, considering the international scope of the journal, with less than 35% contributions from Europe in 2015 (being 50% the maximum stated in the journal policies). Published papers in 2015 had authors from 15 different countries. Also reviewers reflect a geographical and institutional balance, as shown in the list available in *Open Praxis* website (<http://openpraxis.org/index.php/OpenPraxis/pages/view/reviewer>). A total of 61 reviewers undertook reviews for volume 7 (table 1).

Table 1: Journal statistics per year

	2013, volume 5 issues 1–4	2014, volume 6 issues 1–4	2015, volume 7 issues 1–4
Issues published	4	4	4
Items published	38	35	33
Research papers	21	16	13
Innovative practice papers	2	6	3
Special papers (ICDE prizes 2013 and 2015, <i>Open Education Conference</i> selected papers 2014 and 2015)	9	9	11
Editorial	4	4	4
Software or book reviews	2	-	2
Total submissions	56	52	57
Rejected before peer-review	10	10	10
Peer reviewed	44	42	45
Accepted	32	31	27
Days to review	44	35	49
Days to publication	125	100	92
Acceptance rate	60,70%	59,61%	50,88%
Number of authors	65	81	71
Average authors per paper	1,7	2,3	2,15
Number of reviewers	45	53	61
Abstract views (until February 28th 2016)	247701	146487	66715
Full paper views (until February 28th 2016)	119227	67569	38064

Regarding visitors and readers, figure 1 shows their location. Since publication of issue 5(1) in January 2013 until December 31st 2015, we have had visits from 188 countries, being the top ten the following (in descending order): United States, Spain, United Kingdom, Canada, India, South Africa, Australia, Palestine, Indonesia and Germany (source: Google Analytics).

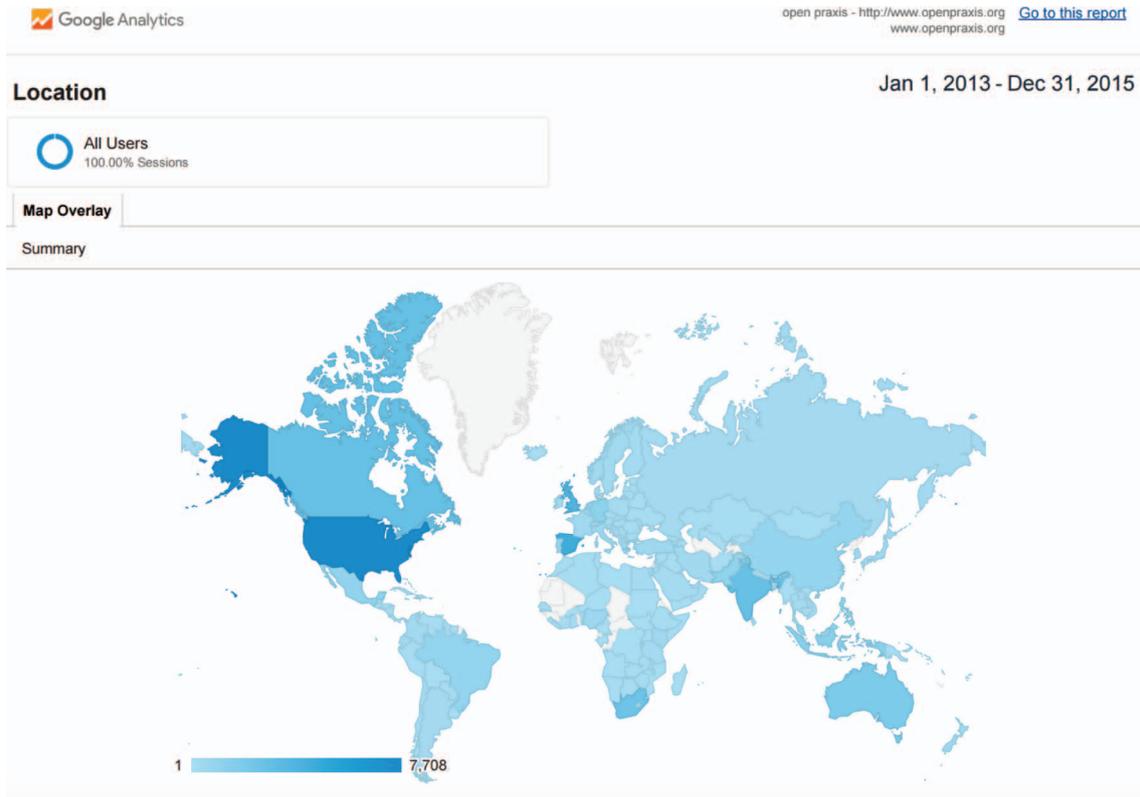


Figure 1: Location of visitors to *Open Praxis* website

Citations to *Open Praxis* in academic publications (scientific journals, conference proceedings, books and other specialized works) have increased since the relaunching of the journal (figure 2). Focusing in the last volumes, *Open Praxis* has had 341 citations to papers published in 2013, 2014 and 2015 (see detail in table 2). *Open Praxis* h-index is 17 (source: [Google Scholar](#)).

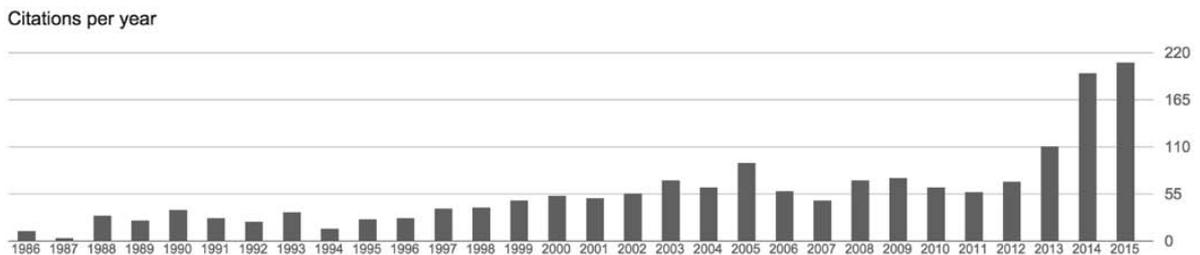


Figure 2: Citations to *Open Praxis* per year. 1986–2015

Table 2: Citations to *Open Praxis* by volume

	Volume 5	Volume 6	Volume 7
Papers	38	35	33
Papers that have received at least one citation	29	20	6
Total citations (until February 28th 2016)	266	65	10

After a brief report on the development of *Open Praxis* since 2012, what follows is an introduction to the first issue in volume 8, which includes four articles in the research papers section and two book reviews.

In the first paper, Melike Aydemir, Engin Kursun and Selcuk Karaman (*Question-Answer Activities in Synchronous Virtual Classrooms in Terms of Interest and Usefulness*) present a research study undertaken in a postgraduate online programme in Turkey. They measured the effect of question type and answer format on perceived interest and usefulness during synchronous class sessions, and concluded that open-ended questions increase learners' interest, and answer format have an effect on usefulness of online activities. These results are a first approach to a topic of interest both for researchers and practitioners.

Ayesha Perveen (*Synchronous and Asynchronous E-Language Learning: A Case Study at Virtual University of Pakistan*) presents a study developed in three English courses (L2), and focused on identifying best modes for language learning in virtual environments. After collecting learners' perceptions and opinions, she concludes that blended modes that combine synchronous and asynchronous activities are preferable for English language learners of Virtual University of Pakistan. She provides examples for activities in each modality, useful for second language teachers in distance education.

Krishna Prasad Parajuli (*Mobile Learning Practice In Higher Education in Nepal*) analyses the current status of mobile learning in the Gorkha district of Nepal. Following a conceptual and contextual approach to the topic, he presents survey results about the use of mobile technologies by students and their perceptions about mobile learning. A set of in-depth interviews completes the research, identifying specific mobile practices and trends. The author explains how mobiles are present in Nepal, but not specifically used for learning purposes. He discusses some challenges and recommendations for the implementation of mobile learning in Nepal.

Finally, Sanjaya Mishra, Meenu Sharma, Ramesh Chander Sharma, Alka Singh and Atul Thakur (*Development of a Scale to Measure Faculty Attitude towards Open Educational Resources*), present, in detail, the process of validation of a scale (which is included as an appendix). The instrument is focused on the Attitude towards OER, and measures two dimensions—sharing of resources and adaptation and use of OER—through 17 items. The paper explains the process of development of the scale and the methodological decisions made to design the final scale.

In the last section, Jeanna Cronk presents a Book review of *Integrating Pedagogy and Technology: Improving Teaching and Learning in Higher Education*, a book by James A. Bernauer and Lawrence A. Tomei published in 2015.

Finally, Dana Bodewes presents a Book review of *The New Digital Shoreline: How Web 2.0 and Millennials are Revolutionizing Higher Education*, a 2011 publication by Roger McHaney.

Special thanks from *Open Praxis* to the authors and reviewers who have contributed to this issue.

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