Editorial:
AJET bibliometrics and licensing

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 below along with explanatory notes and brief commentary.

As can be seen in Table 1, AJET has continued to publish 6 issues in 2018, two of which were dedicated to specific topic areas. As in 2018, 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 2019.

The number of downloads show that AJET continues to attract strong interest from its readership. For example, the number of full articles downloads for articles published in 2017 has risen from 12287 (see data published in February 2018) to 27418 over the last year. This means that those 57 articles have been downloaded on average 265 times in 2018 alone.

Table 1
AJET Publication Summary

	2016	2017	2018
Issues published	6	6	6
Articles published	45	57	57
Editorials published	6	6	6
Article and editorial downloads (to 28/02/2019)			
Abstracts	59077	63377	33909
Full articles	29952	27418	12897

Table 2 shows the most downloaded articles per issue published in 2018. Readers will appreciate that the download numbers only provide indications of popularity and cannot be compared across issues that closely after publication. Time will tell which articles will attract sustained attention.

Table 2
Top 2018 AJET Articles per Issue by Full Article Downloads to 28/02/2019

Issue	Article	Authors	Downloads
Vol 34, No 1	Blended learning: Deficits and prospects in higher education	LC Medina	448
Vol 34, No 2	Identifying the characteristics of support Australian university teachers use in their design work: Implications for the learning design field	S Agostinho, L Lockyer, S Bennett	510
Vol 34, No 3	Higher education students' experiences of digital learning and (dis)empowerment	C Costa, M Murphy, AL Pereira, Y Taylor	385
Vol 34, No 4	Factors related to college students' self-directed learning with technology	E Sumuer	314
Vol 34, No 5	Australian university students' access to web-based lecture recordings and the relationship with lecture attendance and academic performance	LA Chapin	194
Vol 34, No 6	Designing, using and evaluating learning spaces: the generation of actionable knowledge	P Flynn, K Thompson, P Goodyear	346

Table 3 shows a comparison of the number of submissions and acceptance rates for articles submitted over the last three years. In 2018 the number of submissions has increased sharply. While the increase in submissions to AJET is welcome, coping with this volume of submissions puts a considerable strain on the editorial team and the journal's reviewers. The percentage of submissions deemed of sufficient quality to be passed on for full peer review has remained the same as in 2017. While a considerable number of articles submitted in 2018 are still under review, indications are that the overall acceptance rate for 2018 will be lower than that of previous years.

Table 3
AJET Submission and Review Statistics based on submissions per year

AJET Submissions and Reviews	2016	2017	2018
Total submissions	464	523	707
Declined at editorial screening (percentage of total submissions)	298 (64%)	386 (74%)	523 (74%)
Peer reviewed (percentage of total submissions)	166 (36%)	137 (26%)	184 (26%)
Declined at peer review (percentage of peer reviewed)	99 (60%)	82 (60%)	102*
Accepted (percentage of peer reviewed)	67 (40%)	55 (40%)	30*
Declined (either at editorial screening or following peer review, percentage of total submissions)	397 (86%)	468 (89%)	
Accepted (percentage of total submissions)	67 (14%)	55 (11%)	

* These are preliminary figures as 52 articles submitted in 2017 are still under review

Table 4 shows a summary of citation statistics from Thomson Reuters Web of Science, Social Science Citation Index (SSCI), and Journal Citation Reports (JCR), while Table 5 shows a summary of 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. The AJET JCR factors for 2017 continue the positive trend shown in 2016. The two- and five- year impact factors are up and the citations have also increased.

It is pleasing to see that the journal is holding its well-established presence and has again improved its JCR impact factor. However, while we are maintaining a strong profile, there is recent downward trend in other bibliometrics. The Editorial team has been monitoring and is implementing strategies to support higher profiling and indexing of papers.

Table 4: AJET Bibliometrics based on calendar year

AJET Bibliometrics		2015	2016	2017*
JCR	JCR Impact Factor	0.79	0.85	1.39
	JCR 5 year Impact Factor	1.17	1.46	1.82
	JCR journal ranking in Education category based on 5 year Impact Factor	135/231 Q3	151/235 Q3	111/238 Q2
Scimago	SJR Impact Factor	1.236	0.883	0.721
	SJR ranking in Education	Q1	Q1	Q1
Google Scholar	H5 index	33	31	26
	H5 ranking within Educational Technology category	9/20	9/20	19/20
Scopus	Impact Factor	1.96	1.42	1.40
	Journal ranking in Education	96/904 Q1	197/934 Q1	226/979 Q1
	SNIP	1.645	1.099	1.071

 * Table 4 does not show 2018 because at time of publication the JCR, Scimago and Scopus impact factors have not been updated for 2018.

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In March 2019 the AJET Management Committee changed the copyright statement to take effect from the first issue of Volume 36:

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.

In 2019 our team of Associate Editors are:
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Eva Heinrich, Michael Henderson & Petrea Redmond
Lead Editors Australasian Journal of Education Technology