

# International Journal of Educational Technology in Higher Education

Getting your research published in an International journal.

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*Educational Sciences Faculty,*

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*International Journal of Educational Technology*

*in Higher Education Editor-in-Chief*

*Beijing, August 18<sup>th</sup>, 2025*

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Universitat Oberta  
de Catalunya

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# UOC

International Journal of  
Educational  
Technology in  
Higher Education

**2025 全球智慧教育大会**

Global Smart Education Conference 2025

**人机协同催生教育新生态**

Human-AI Collaboration: Reshaping the Educational Ecosystem for the Future

中国·北京 Beijing·China

08.18 - 08.20

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# The International Journal of Educational Technology in Higher Education



# Journal History and Principles (2004 -2025)

## History

- The journal **was established in 2004 at the UOC** (Universitat Oberta de Catalunya) in Barcelona by the **UOC E-Learning UNESCO Chair**.
- Initially published in Spanish, it became bilingual (Spanish and English) in 2010 and has been published exclusively in English since 2016.

## Principles

Since 2004:

- **E-journal** (no paper)
- **Open Journal** (Diamond)
- **No APC** for authors (Article Processing Charges)
- **International approach**
- Focused on **Digital Education in HE institutions**

# Journal History and Principles (2004 -2025)

## ETHE journal Consortium

In 2012, the **ETHE Consortium** was formed. Today comprises five institutions:

- UOC (University of Catalonia) is the journal's owner.
- Dublin City University (Ireland)
- Guangzhou University (China)
- Pontificia Universidad Católica de Valparaíso (Chile)
- Centre for Learning Sciences & Technologies at the Chinese University of Hong Kong.

These **ETHE journal-associated institutions provide both financial and academic support for the journal.**



# ETHE journal Aims and Scope

## Aims and scope

This journal aims to facilitate the dissemination of **critical scholarly works** and the exchange of information from a variety of cultural perspectives for researchers, professionals, and practitioners **in the technology-enhanced and digital learning fields in higher education**; contribute to the advancement of scientific knowledge **regarding the human and personal approach to using technology in higher education**; and inform readers about the **latest developments in the application of digital technologies in higher education** learning, training, research, and management.

# Impact Summary

Springer is a DORA (Declaration on Research Assessment) signatory. While we recognize the importance our community places on IFs, we continue to advocate for a balanced yet fair approach to journal impact with additional metrics.

## Google Scholar: h5 Index

The h5 Index for *International Journal of Educational Technology in Higher Education*

Year	h5 Index
2025	95

## Impact Factor (JCR 2024)

2024 JOURNAL IMPACT FACTOR

16.7

CATEGORY

EDUCATION & EDUCATIONAL RESEARCH

1/756

JCR YEAR

2024

2023

JIF RANK

1/756

4/760

JIF QUARTILE

Q1

Q1

JIF PERCENTILE

99.9

99.5

## CiteScore (2024)

CiteScore 2024

$$27.7 = \frac{6,821 \text{ Citations } 2021 - 2024}{246 \text{ Documents } 2021 - 2024}$$

Calculated on 05 May, 2025

CiteScoreTracker 2025

$$34.2 = \frac{7,654 \text{ Citations to date}}{224 \text{ Documents to date}}$$

Last updated on 05 August, 2025 • Updated monthly

# ETHE in Data

## International Journal of Educational Technology in Higher Education **2024**

### Authors

**205**



111

54%



94

46%

**36** countries

### Reviewers

**360**



194

54%



166

46%

**71** countries

### Editorial Board Members

**77**



41

53%



36

47%

**34** countries

### Articles, views and users



**1,283**

Altmetric mentions



**3,081,749**

Downloads

### Acceptance and rejection

**2.3%**

Acceptance  
rate

**2,635**

Total articles  
submitted

**167.8**

Average days  
from submission  
to acceptance

**63**

Total articles  
published

### Speed



**50.6**

days to first decisions for  
all manuscripts

**101.5**

days to first decision for reviewed  
manuscripts only (Median)

**27.2**

days from acceptance  
to publication



@ETHEjournal

**4,387** Followers

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02

**ETHE's bibliometric research  
and future challenges.**





# ETHE analysis 2010-2024

REVIEW ARTICLE

Open Access



## The *International Journal of Educational Technology in Higher Education*: content and authorship analysis 2010–2024

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London, UK

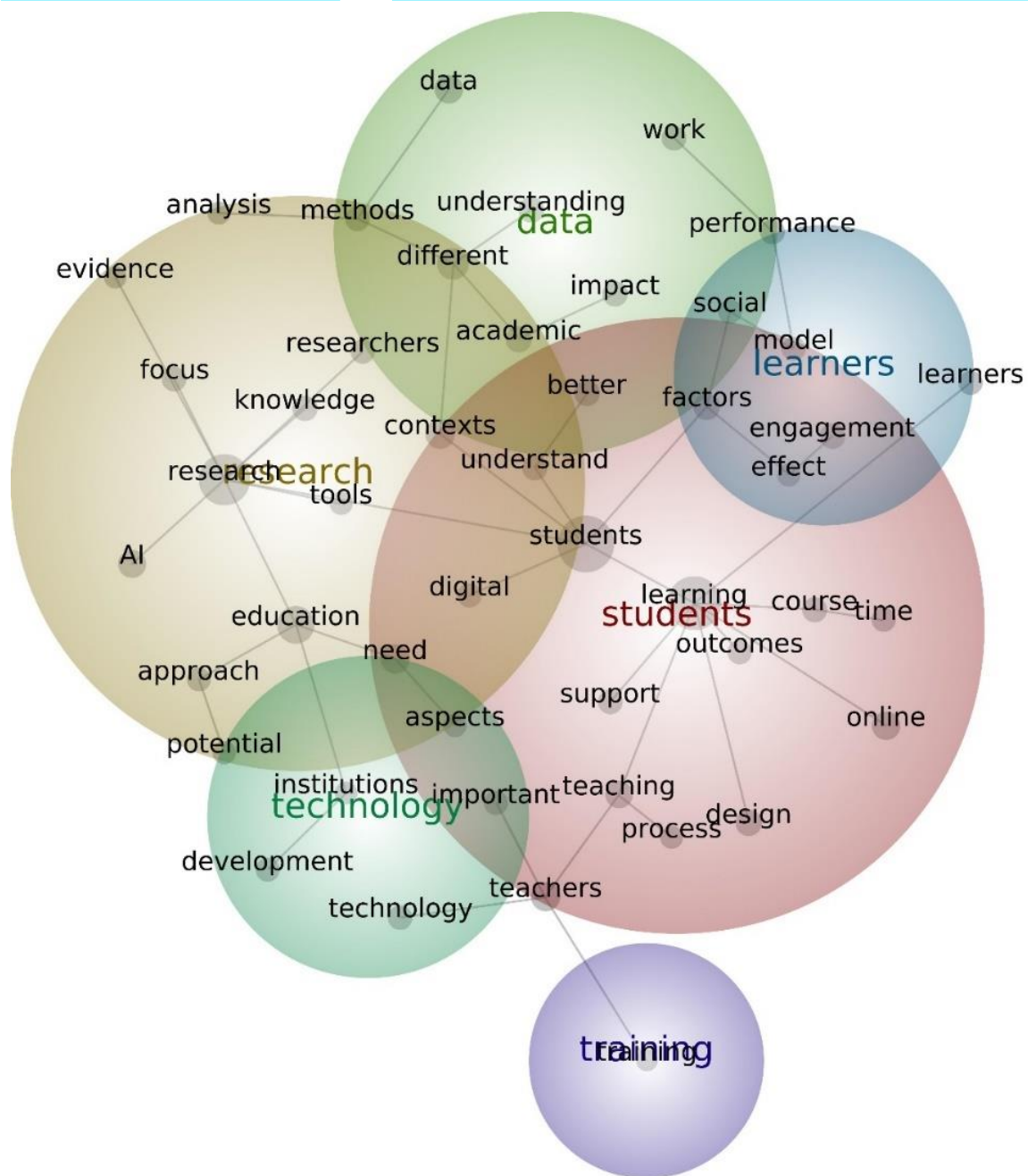
### Abstract

In celebrating the 20th anniversary of the *International Journal of Educational Technology in Higher Education (IJETHE)*, previously known as the *Revista de Universidad y Sociedad del Conocimiento (RUSC)*, it is timely to reflect upon the shape and depth of educational technology research as it has appeared within the journal, in order to understand how *IJETHE* has contributed to furthering scholarship, and to provide future directions to the field. It is particularly important to understand authorship patterns in terms of equity and diversity, especially in regard to ensuring wide-ranging geographical and gender representation in academic publishing. To this end, a content and authorship analysis was conducted of 631 articles, published in *RUSC* and *IJETHE* from 2010 to June 2024. Furthermore, in order to contribute to ongoing efforts to raise methodological standards of secondary research being conducted within the field, an analysis of the quality of evidence syntheses published in *IJETHE* from 2018 to June 2024 was conducted. Common themes in *IJETHE* have been students' experience and engagement in online learning, the role of assessment and feedback, teachers' digital competencies, and the development and quality of open educational practices and resources. The authorship analysis revealed gender parity and an increasingly international identity, although contributions from the Middle East, South America

# Rigour, Influence and Prestige

Rigour	Influence	Prestige
<ul style="list-style-type: none"> <li>● Double-blind peer review</li> <li>● 20 days for initial screening of submissions</li> <li>● 100 days from submission to publication</li> <li>● 3% acceptance rate</li> <li>● All open access, no APC</li> </ul>	<ul style="list-style-type: none"> <li>● Rolling publication throughout the year</li> <li>● Ranked second in the top two EdTech journals</li> <li>● 4/756 in Education &amp; Educational Research</li> <li>● High social media presence</li> <li>● Still a ‘new kid on the block’</li> </ul>	<ul style="list-style-type: none"> <li>● Highly respected Editorial Team, Editorial Board and International Advisory Board.</li> <li>● Reasonable gender parity</li> <li>● Diverse International Advisory Board</li> <li>● Heavy European &amp; North American representation on the Editorial Board</li> </ul>

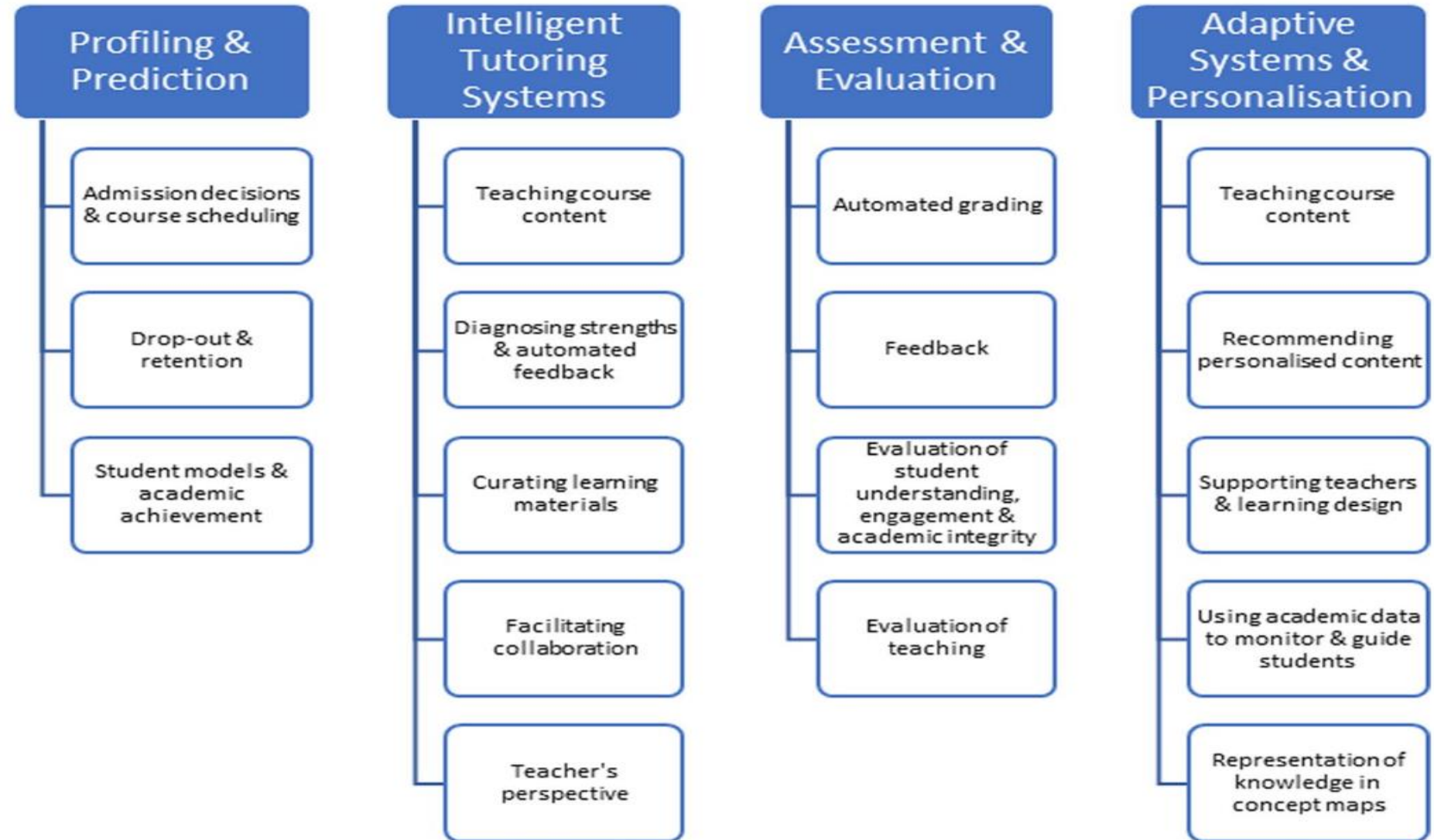
# Future research



- Pre-service teacher and educator **professional development** with technology
- Impact of digital tools and approaches on **learning outcomes** and **engagement**
- AI tools to **support** student learning
- Using **multimodal data** to understand student learning in a **range of contexts**
- Impact of **social and contextual factors** on student engagement and learning outcomes



# AI in Education: Research Areas



**Fig. 1** Zawacki-Richter et al.'s (2019) original AIED typology

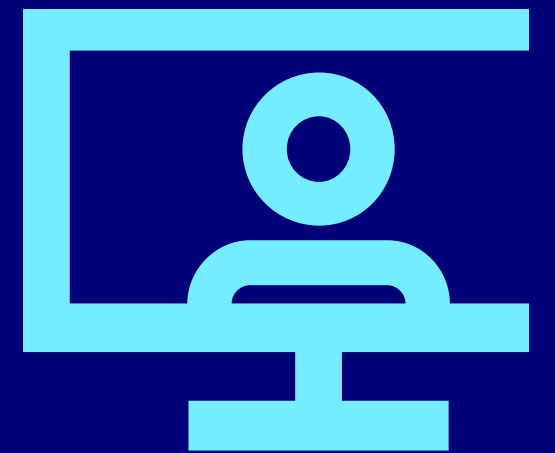
Zawacki-Richter, O., Marín, V.I., Bond, M. et al. (2019). Systematic review of research on artificial intelligence applications in higher education – where are the educators? *International Journal of Educational Technology in Higher Education*, 16, 39.

Bond, M., Khosravi, H., De Laat, M., Bergdahl, N., Negrea, V., Oxley, E. & Siemens, G. (2024). A meta systematic review of artificial intelligence in higher education: a call for increased ethics, collaboration, and rigour. *International Journal of Educational Technology in Higher Education*, 21(1), 4

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03

Submitting a paper to a high-quality international research journal.



# What are the expectations of international research journals?

- **Research Output:** The submission must be the result of original research.
- **Cutting-Edge Research:** The submission should analyse key research problems relevant to the journal's field.
- **International Approach:** The analysis should have international implications by comparing its main results with international contexts, even if it focuses on a national case.
- **International Authorship:** The authors should represent different countries.
- **Formal Structure:** The article should follow a commonly accepted structure, although modifications can be made if justified.
- **Accurate Methodological Design:** The research must be grounded in a coherent, justified, and clearly defined methodology.
- **Clear Conclusions:** The submission should include clear and concise conclusions, rather than just a summary.

# Thank you!

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