

## Brief report on *Open Praxis* figures and data (2013–2014)

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*Open Praxis* has reached two years of regular publication in its new stage, when it was relaunched as the ICDE scholarly, peer-reviewed and open access journal. During this period -2013 and 2014- 2 volumes / 8 issues have been published.

In this brief report, that completes those presented in previous issues (Gil-Jaurena, 2014a, 2014b), we highlight some relevant data and figures that provide an overview of the work we have developed and the achievements we have reached.

Table 1 presents different journal statistics: number of submissions and number of finally published papers; acceptance rates; number of authors and reviewers; paper views (as reported by OJS reports). Figures are stable when referred to papers received and published and acceptance rates (around 60%). Number of authors and reviewers have increased. Paper views, being cumulative, are logically higher in volume 5.

**Table 1: Journal statistics per year**

	2013, volume 5 issues 1–4	2014, volume 6 issues 1–4
Issues published	4	4
<b>Items published</b>	<b>38</b>	<b>35</b>
Research papers	21	16
Innovative practice papers	2	6
Special papers (ICDE prizes 2013, OCWC papers 2014)	9	9
Editorial	4	4
Software reviews	2	—
<b>Total submissions</b>	<b>56</b>	<b>52</b>
Rejected before peer-review	10	10
Peer reviewed	44	42
Accepted	32	31
Days to review	44	35
Days to publication	125	100
<b>Acceptance rate</b>	<b>60,70%</b>	<b>59,61%</b>
Number of authors	65	81
Average authors per paper	1,7	2,3





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

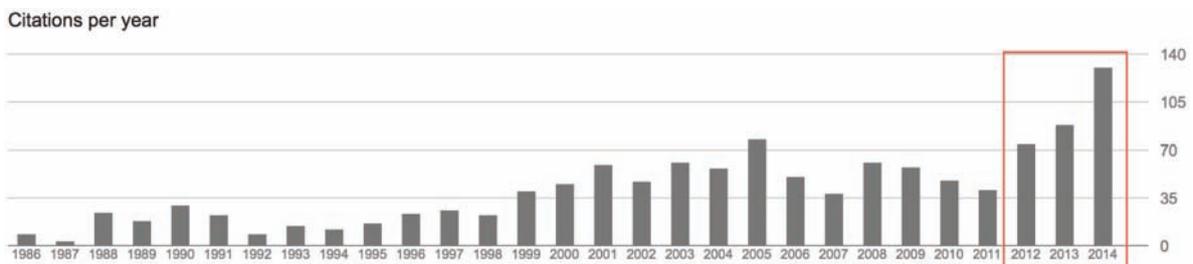


Figure 2: Citations to *Open Praxis* per year. 1986–2014

valued the learning experience. With a reflective and exhaustive approach, the authors present results, discussion and recommendations, both for practice and for future research, highlighting relevant lessons learned for enhancing a connectivist social learning opportunity.

Jenny Mackness and Frances Bell (*Rhizo14: A Rhizomatic Learning cMOOC in Sunlight and in Shade*) also focus on a connectivist experience, an experimental MOOC in this case, for which they provide a learners' perspective, being themselves participants in the open course. They present a literature review and describe the research developed, where participants in the cMOOC were asked and expresses positive and negative aspects experimented as learners. The paper also highlights ethical implications in MOOCs and in research about MOOCs.

Covering a different topic, Jack Matlou Chokwe (*Students' and tutors' perceptions of feedback on academic essays in an open and distance learning context*) collects students' and instructors' views to analyze the use and misuse of feedback as an opportunity for learning. After establishing a conceptual frame about the relevance of feedback, the study reflects how students value, but sometimes miss, good quality feedback. On tutors' side, the study shows how feedback about

grammar mistakes prevails over feedback about content. The paper includes recommendations for effective feedback.

Mayra Lucía González Córdova, Marcela Georgina Gómez Zermeño and Irma Antonia García Mejía (*Perspectives on influencing aspects for students' acceptance of multimedia materials in training programs*), from a face-to-face context, analyze five aspects that students and instructors perceive have an influence on the acceptance of multimedia and educational technology in continuing education: comprehension of the course contents, perspective on the use of educational technology, beliefs of multimedia learning, requirement of multimedia materials, and academic performance. These results may lead to improve instructional design and to implement multimedia more effectively.

Next two papers relate to competence and skills development in virtual environments.

Muhammad Zaheer, Sadia Jabeen and Mubasher Majeed Qadri (*Role of e-learning in capacity building: An Alumni View*) present a survey-based study with students at Virtual University of Pakistan. After a literature review, they explore the contribution of e-learning in capacity building of students in developing countries with a specific focus on Pakistan, via collecting students' opinion. Both students' competences and success factors are analyzed, and conclusions are positive with regards to contribution of e-learning to capacity building, which highlights the relevance of e-learning as a delivery mode for providing access to education in developing contexts.

Alexandra Okada, Antonio Serra, Silvar Ribeiro and Sonia Pinto, in their paper *Key skills for co-learning and co-inquiry in two open platforms: a massive portal (EDUCARED) and a personal environment (weSPOT)*, also address the development of skills, in this case by analyzing and comparing the experience in two digital environments for co-learning and co-inquiry. After describing those two environments and presenting a competence model developed by the research team (funded by European Community's Seventh Framework Programme) and a large literature review about competences in a digital era, the authors highlight and compare the skills developed in the two platforms.

In the innovative practice section, Heather Sanguins (*Strength in Numbers: Learning Together in Online Communities—A Learner Support System for Adult First Nation Students and Practitioners*) builds upon the political and cultural requirement of providing a learner support system that addresses First Nation adult students' needs. She argues about the appropriateness of building this innovative support system by using online communities of interest and practice, given the relevance of "community" for First Nations. With a rich conceptual background, the paper leads to a proposal that the author would pilot in a future research.

Finally, Tony Hetrick presents a Book review of *The new landscape of mobile learning: Redesigning education in an app-based world*, a book edited by Charles Miller and Aaron Doering and published in 2014.

We hope that this diverse set of papers will invite to discussion and innovation in open, distance and flexible education.

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

## References

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