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European Journal of Contemporary Education (2012–2022): Accomplishments

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Abstract

This paper surveys the pedagogical research that has been published in the European Journal of Contemporary Education up to this point since it was launched in 2012. It examines the key stages in the development of this periodical, briefly goes over the key pedagogical issues in present-day education systems explored in it over the period, outlines its periodicity, and furnishes some relevant statistical data.

The work covers the research published in the journal in the period from its launch (September 2012) to its beginning to be indexed in Scopus (March 2016) and from then on to the present (June 2022). Information is provided about the journal's editorial board and its peer-review process.

In addition to describing the key stages in the development of the European Journal of Contemporary Education, its philosophy, mission, goals and objectives as a scholarly publication, and the challenges and prospects for it, the paper also provides relevant information relating to statistics, citation rates, and scholarly merit.

Keywords: journal, pedagogical journal, pedagogical research, Scopus, Web of Science.

1. Introduction

This paper surveys the research published over the 10-year period the European Journal of Contemporary Education has been in existence. The journal's mission is to "promote innovative, creative, and unconventional ways to investigate and resolve issues in present-day education and to familiarize the public with the findings of research into issues in education and trends and regular patterns in its development from the perspective of pedagogy, psychology, philosophy, and interdisciplinary science".

The journal seeks to form a broad and objective "perspective of issues in present-day education" and to convey best practices in present-day humanities education, including

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unconventional didactic methods, methodologies, and technologies.

The European Journal of Contemporary Education helps one learn about the latest achievements in pedagogy and in the development of international and interagency cooperation in education and provides an opportunity for one to test both insights from research by young people and ideas from prominent didactic schools of thought.

The journal is, most importantly, oriented toward exploring innovative ideas in pedagogy and unconventional methods and methodologies designed to address pedagogical issues.

The European Journal of Contemporary Education is an open-access journal published in English.

What distinguishes this journal from any other in the field is its dedicated focus on familiarizing one with the latest research in theoretical and practical pedagogy and the latest solutions offered by researchers to help tackle issues in present-day education.

2. Materials

The paper relies on research published in the European Journal of Contemporary Education and statistical data from the citation platforms Scopus, Directory of Open Access Journals, Open Academic Journals Index, Web of Science, and Russian Science Citation Index.

3. Results and discussion

3.1. Key stages in the journal's development, organizational aspects of its operation, and thematic areas of its activity

The European Journal of Contemporary Education was launched in September 2012 as an outlet for exploring issues and research related to education. It is an electronic journal published once every three months – in March, June, September, and December, with the four issues numbered 1 to 4 inclusive. The journal has published studies by researchers from across the world, including Russia, the US, China, India, Pakistan, Afghanistan, Brazil, the UK, France, Spain, Portugal, Italy, Germany, Austria, Switzerland, Slovakia, the Czech Republic, Serbia, Croatia, Bulgaria, Turkey, Kazakhstan, Turkmenistan, Israel, Ukraine, South Korea, Lithuania, Belarus, Egypt, Ghana, Iran, Malaysia, Mexico, Nigeria, Romania, Thailand, the United Arab Emirates, and other countries.

The journal's current Editor-in-Chief is Yury Stanislavovich Tyunnikov, a Doctor of Pedagogical Sciences, professor, and prominent researcher in pedagogy and innovative didactic technology (Sochi State University, Sochi, Russia). The post of Deputy Editor-in-Chief for the journal is currently held by Rushan Ziyatdinov, a well-known developer and researcher of innovative didactic systems (Department of Industrial Engineering, Keimyung University, Daegu, South Korea).

The journal's editorial board is currently comprised of the following well-known specialists in the area of pedagogical research: Stefan Aufenanger (University of Mainz, Mainz, Germany), Elena Bendíková (Matej Bel University, Banská Bystrica, Slovakia), Jana Bírová (Comenius University, Bratislava, Slovakia), Ivica Boticki (University of Zagreb, Zagreb, Croatia), Edmundas Jasinskas (Lithuanian Sports University, Kaunas, Lithuania), Aleksandr Fedorov (A.P. Chekhov Taganrog State Pedagogical Institute, Taganrog, Russia), Mark Malisa (College of Saint Rose School of Education, Albany, USA), Romualdas Malinauskas (Lithuanian Academy of Physical Education, Kaunas, Lithuania), Slavica Ševkušić (Institute of Educational Research, Belgrade, Serbia), and Žaneta Simanavičiene (Mykolas Romeris University, Vilnius, Lithuania).

Before it is published in the European Journal of Contemporary Education, each work undergoes a rigorous peer review process. The following peer-review evaluation criteria must be met:

- originality (each work undergoes a plagiarism check; 100% originality is required);
- provision of persuasive evidence for the validity of the study's methodologies and findings;
- topicality (the study must address topical issues in education).

All manuscripts undergo a rigorous check by the editorial board until they are cleared for publication. If the editorial board judges a publication as not meeting the journal's evaluation criteria, it will be rejected – regardless of the number of positive third-party peer reviews it has. Publications are reviewed by several subject experts, whose collective decision is required. To ensure maximum objectivity, the peer review process is anonymous for both authors and reviewers. This policy helps ensure objective and impartial analysis of works submitted to the

journal. An important aspect of the journal's publication approval process is its dedicated focus on research ethics and safety.

3.2. Authors and subject matter

The journal's first issue, which came out on September 24, 2012, included 12 papers.

The major themes in the issue included the following: issues of classifying invariants of future teachers' information competence (Kazakov, 2012); education research at Sochi State University (major schools of thought and focus areas) (Kharisov, 2012); meta-subject content of a person's education (Khutorskoi, 2012); characteristics of young basketball players' career self-efficacy (Malinauskas et al., 2012); concepts, structure, and educational potential of the so-called 'conjugate education system' (Ostapenko et al., 2012); conceptual and technological organization and operation of the international research school 'The Linguistic-Rhetorical Paradigm: Theoretical and Applied Aspects' (Renz, 2012); key areas of basic research guiding the development of the informatization of domestic education (Robert, 2012); individual student work as a tool for self-education (Saifutdinova, 2012); defining one's education objectives in the knowledge economy from the perspective of the competency-based approach (Shishov, 2012); conceptual knowledge in pedagogy (the taxonomic environment and the classification structure) (Tyunnikov, 2012); development of the conception of a regional standard for the social quality of general education (Yasvin, 2012); dynamic geometric environments as a tool for computer modeling in the system of modern mathematical education (Ziatdinov, Rakuta, 2012).

The average number of views per item in the first issue was 2,700 times. The issue featured authors from Russia, Turkey, Ukraine, and Lithuania.

In 2016, the journal started to be indexed in Scopus. The first issue of 2016 included 16 publications, mainly studies by Turkish researchers, and addressed the following themes: computer-assisted learning, multimedia instruction, learning in general, and design and development in education (İpek et al., 2016); relationship between university students' satisfaction levels and readiness for electronic courses (Topal, 2016); best practices in the use of interactive environments to promote self-regulation in online learning (Delen, 2016); relationship between primary learning styles and learning objects in an online environment (Özdemir, 2016); pre-service teachers' and primary school students' views about online digital storytelling (Karakoyun, Kuzu, 2016); students' opinions on the use of tablet computers in education (Duran, Aytaç, 2016); concept maps' contribution to a computer architecture and organization course (Aydoğan, Ergun, 2016); perceptions of mathematics and information literacy self-efficacy levels of pre-service primary mathematics teachers (Dinçer, Yılmaz, 2016); preparation of computer-assisted learning material for fourth-grade primary-school students' English language class for teaching them numbers (Yüzen, Karamete, 2016); effect of computer-assisted teaching material designed based on the ASSURE instructional design model and the ARCS model of motivation on students' achievement levels in mathematics class and their resulting attitudes (Karakış et al., 2016); development of materials for raising awareness of the use of smart boards (Günaydin, Karamete, 2016); education students' computer self-efficacy beliefs and their attitudes toward computers and the implementation of computer-assisted education (Berkant, 2016); cyber-bully and victim experiences of pre-service teachers (Tosun, 2016); students' and teachers' perceptions of an after-school online course (Yalavaç, Samur, 2016); future instructional designers' perceptions of the fundamentals of online courses (Genç, Tinmaz); preferences and attitudes regarding the use of interactive whiteboards in learning (Sözcü, İpek, 2016).

The journal's latest issue (June 2022) includes 29 papers, addressing the following themes in pedagogy: areas for improvement of public procurement procedures in the area of education (Demchenko et al., 2022); levels of satisfaction with their body image among 13-14-year-old students in Lithuanian schools (Derkiñtine et al., 2022); cooperation between companies and educational institutions aimed at receipt of cutting-edge education in Kosovo (Dragusha et al., 2022); what young people pursuing a degree in Social Education and older people attending a special training course at the University of Huelva know about sexuality in old age and their attitudes toward it (García-Rojas, Vélez, 2022); EU pedagogy's role and best practices in cross-border youth interaction (Gruzina et al., 2022); enhancing the digital literacy of students with disabilities (Ibraimkulov et al., 2022); teacher leadership in the learning process and the school administration's attitude toward this phenomenon (Kaminskienė et al., 2022); adapting the Teaching Approaches Scale to Kosovo culture (Kervan et al., 2022); fostering students' project

management skills via collaborative work using Smartsheet (Mamaeva et al., 2022); relationship between teachers' inclusive teaching competencies and their professional development and personality traits (Mihic et al., 2022); Israeli pre-service teachers' assessments of their practical experience training during the COVID-19 pandemic (Naifeld et al., 2022); creative abilities of students with a dominant cognitive style (Prosekov et al., 2022); modeling the process of socialization in an orphanage (Sakenov et al., 2022); millennial students' financial literacy, savings culture, and behavior in relation to their retirement savings (De Los Santos-Gutiérrez et al., 2022); assessing mathematics anxiety in students from varied cultures (Sarfo et al., 2022); effect of a social skills training program on adolescents attending physical education classes (Sniras, 2022); mobile applications' didactic potential in terms of fostering students' intercultural competence (Soboleva et al., 2022); exploring student evaluation in Physical Education in Lithuania (Sukys et al., 2022); fostering engineering students' motivation and independent learning skills (Sveshnikova et al., 2022); measuring the cognitive engagement and interest of medical students in a serious game design activity (Zairi et al., 2022); impact of the pandemic on the learning process of foreign students studying in Russia and its effect in terms of educational migration (Zharov et al., 2022); legal education in the Russian Empire in the 18th century (Degtyarev et al., 2022); Kharkov Imperial University as a crucial center for the development of the Don Cossack intelligentsia (1800–1810) (Peretyatko et al., 2022); social criteria describing literacy and education levels in Ukrainian governorates within the Russian Empire at the end of the 19th century (Lebid, 2022); development of the regulatory framework of the Caucasus Educational District in the second half of the 19th century (Allalyev et al., 2022); public education in Penza Governorate in the second half of the 19th and early 20th centuries (the study's second part) (Mamadaliyev et al., 2022); education in Turkestan and Western Siberia at the end of the 19th century through to the 1920s (the development and characteristics of the "new method" schools sector) (Tokishkadyrov et al., 2022); public education in Dagestan Oblast (1860–1917) (Rajović et al., 2022); public education in Elisabethpol Governorate in the period 1868–1917 (the study's third part) (Magsumov et al., 2022).

As the above attests, the European Journal of Contemporary Education is committed to addressing a broad spectrum of pedagogical, didactic, and historical-pedagogical issues that are topical in modern pedagogy.

4. Conclusion

As evidenced statistically, the European Journal of Contemporary Education has firmly established itself as a top-rated outlet focusing on topical and objective research in modern pedagogy, didactics, and the history of pedagogy. The journal's objective peer-review process helps ensure that it publishes only works of high scholarly merit. The journal's high standing is attested by the large number of papers with high citation rates published in it.

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