

Spain 13.5%
 UK 7.9%
 Netherlands 7.1%
 Germany 4.8%
 Austria 3.2%
 Belgium 3.2%
 Greece 3.2%

United States 10.3%
 Canada 11.1%
 México 2.4%
 Chile 1.6%

Japan 5.5%
 Phillipines 1.6%
 Turkey 1.6%
 India 1.6%
 Singapore 1.6%
 Israel 1.3%

Australia 7.1%
 New Zealand 2.4%

46.8% EUROPE
25.4% AMERICA
12.7% ASIA
9.5% OCEANIA
5.5% AFRICA

AUTHORS (126)
 26 countries

Coedited by



GENDER 43.7% 56.3%

ARTICLE VIEWS and USERS

Page Views
137,971

Sessions
66,379

Users
44,319

Social media mentions on articles
3,484

Articles with Video Presentations
8 (19.5%)

SOCIAL NETWORKS

Since March 2014 **2,475** followers

Since November 2016 **397** followers

Since May 2016 **108** followers

AFRICA
5.5%
 South Africa 4%
 Malawi 1.3%
 Uganda 1.3%

REVIEWERS (208)
 41 countries

GENDER 45.7% 54.3%

EUROPE
56.5%

Spain 34.4%
 UK 3.8%
 Italy 2.9%
 Greece 1.9%
 The Netherlands 1.9%

AMERICA
24.4%

United States 10%
 Canada 4.3%
 Mexico 2.4%
 Colombia 2.4%
 Argentina 1.4%
 Chile 1.4%

OCEANIA
8.6%

Australia 6.4%
 New Zealand 1.5%
 Marshall Isl. 0.5%

ASIA
8.1%

Turkey 1.9%
 Japan 1.4%
 India 1.4%
 Phillipines 0.9%

AFRICA
1.9%

South Africa 1.9%

2017
 International Journal of Educational Technology in Higher Education

EDITORIAL BOARD (40)
 17 countries

GENDER 27.5% 72.5%

AMERICA
50%

United States 22.5%
 Canada 7.5%
 Colombia 5%
 Mexico 5%
 Chile 5%
 Brazil 2.5%
 Ecuador 2.5%

EUROPE
37.5%

Spain 15%
 The Netherlands 7.5%
 Italy 5%
 Germany 2.5%
 Greece 2.5%
 Portugal 2.5%
 Romania 2.5%

OCEANIA
7.5%

Australia 7.5%

ASIA
5%

Japan 2.5%
 Malaysia 2.5%

ACCEPTANCE and REJECTION

ACCEPTANCE RATE
17%

REJECTION RATE
83%

Total articles submitted: **267** · Total articles published: **41**
 Average of **124.6 days** from submission to acceptance

2 collections published:
 Learning design for in situ continuous professional development
 Games and simulation in higher education