



Tuning Journal
for Higher Education

<http://www.tuningjournal.org/>

TUNING INDIA, 2nd General Meeting

University of Deusto, DITA

Bilbao (ES), 22 November 2018

Ladislav Bizimana, Managing Editor, TJHE

Key Data

Foundation:	21 November 2012
First Issue:	November 2013
Total Issues (as of Nov. 2018):	10 (Forthcoming Issue: Vol 6, Issue 1, Nov. 2018)
Total Articles:	70 (average: 7 articles per Issue)
Total Authors:	143 (average: 14 per Issue; significant joint authorship). Male (88, i.e., 61,54%); Female (55, i.e., 38,46%).
Language:	English
Frequency:	Twice a year (May + November)
Format:	Electronic / digital + print (limited copies)
Owners:	University of Deusto (ES) + University of Groningen (NL)
Publisher:	University of Deusto
Indexing:	SCOPUS (admitted on 9 Sept. 2018)
More information:	http://www.tuningjournal.org/

People, Policies, and practices: Overview

<http://www.tuningjournal.org/about>

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People: Editorial Team

Editor:	Luigi Filippo Donà dalle Rose, Retired Professor, University of Padova, Italy.
Assistant Editor:	Anna Serbati, Assistant Professor, University of Padova, Italy.
Managing Editor:	Ladislav Bizimana, Journals Manager, University of Deusto (ES).
Editorial Board:	13 members from following countries (12): Brazil (1), Canada (1), Chile (1), China (1), Egypt (1), Ireland (1), Japan (1), Netherlands (1), Russian Federation (1), South Africa (1), Spain (2), United States of America (1).
Panel of Advisory Editors:	23 members from the following countries (16): Belgium (1), Bolivia (1), Brazil (1), Cameroon (1), Chile (3), China (1), Egypt (1), Germany (2), Greece (1), Ireland (2), Italy (3), Portugal (1), Slovenia (2), South Africa (1), Spain (1), United States of America (1).
Reviewers :	Over 100 experts have helped with the review so far.

Focus, scope, and objectives:

<http://www.tuningjournal.org/about/editorialPolicies#focusAndScope>

Focus and scope:

Student-centred learning and outcome-oriented education reforms at university level, with reference to the national, regional, and international environments.

Main objectives:

- To provide a platform whereby excellence in teaching, learning and assessment in higher education is promoted through research publications.
- To serve as a platform for students, teachers, policy makers, administrators, and academics across societies, cultures, professions, and academic disciplines in order to engage in constructive debate on new approaches, methods and tools on teaching, learning and assessment in competence-based and student centred curricula in higher education.
- To promote research and to subject the tools developed in different higher education projects – including but not limited to Tuning projects – to full academic scrutiny and debate with a view to fostering continuous innovation in higher education and the professional development of teachers and researchers.

Contribution topics:

<http://www.tuningjournal.org/about/editorialPolicies#custom-3>

- 1. Competence-based learning in higher education**
- 2. Academic teachers' professional development and teaching competences**
- 3. Cooperation and partnership building**
- 4. Emergence and development of higher education areas**

Review process => double-blind peer review system:

<http://www.tuningjournal.org/about/editorialPolicies#peerReviewProcess>

	steps / phases	responsible actor	Expected duration (in weeks)	remarks
1	checks and acceptance	editorial team	1	<i>manuscripts should be sent back within 3 weeks</i>
2	handing to advisory editor	editors	0.5	
3	assigning manuscript to 2 reviewers	advisory editor	0.5	
4	reviewers' acceptance	reviewer	1	
5	reviewer work	reviewer	3	
6	summing up review reports	advisory editor	1	<i>third reviewer may be sought</i>
6.1	(minor) revision work	author(s)	2	<i>NB in case of major revision, duration may be longer</i>
6.2	summing up revision outcome	editor and advisory editor	1	
7	preparation of the decision letter	editors	1	
	Total duration without revision		8	
	Total duration with minor revision work		11	

Regional contributions => Authorship (by nationality or permanent residence)

	Europe	Latin America	Sub-Saharan Africa	North America	North Africa	Middle East	Asia-Pacific	TOTAL
Vol 1, No 1 (2013)	14	6	1	1	0	0	0	22
Vol 1, No 2 (2014)	12	1	3	1	0	0	0	17
Vol 2, No 1 (2014)	5	5	11	1	1	0	0	23
Vol 2, No 2 (2015)	1	4	0	2	0	0	0	7
Vol 3, No 1 (2015)	8	1	0	1	0	0	0	10
Vol 3, No 2 (2016)	9	2	0	1	1	0	0	13
Vol 4, No 1 (2016)	3	0	7	1	0	4	0	15
Vol 4, No 2 (2017)	0	3	3	0	1	0	0	7
Vol 5, No 1 (2017)	0	1	3	0	3	0	7	14
Vol 5, No 2 (2018)	3	2	1	1	0	0	0	7
Vol 6, No 1 (2018)	0	0	1	2	0	0	5	8
TOTAL	55	25	30	11	6	4	12	143
% of TOTAL	38,46	17,48	20,98	7,69	4,20	2,80	8,39	

SCOPUS Evaluation

Overall Assessment

<<The journal has a developing citation base in Scopus journals and the Editorial teams are to be commended for developing the journal across teaching and learning internationally. There is a very clear Publication ethics statement and notes for peer review.>>

SCOPUS Evaluation

Additional Comments (1):

- The journal consistently includes articles that are scientifically sound and relevant to an international academic or professional audience in this field.
- The journal has scholarly relevance as evidenced by citations in other journals currently covered by Scopus.

SCOPUS Evaluation

Additional Comments (2):

- The abstracts are generally clear and provide an excellent summary of each article's content.
- The abstracts are in keeping with Scopus English Language requirements.
- In general, the content of the articles is consistent with the scope and aims of the journal.

SCOPUS Evaluation

Additional Comments (3):

- The articles are consistently of high academic quality, consistent with the journal's stated aims.
- The articles are generally well written and understandable.
- This title addresses a subject area not fully covered by an existing journal.

SCOPUS Evaluation

Additional Comments (4):

- The journal has clear aims and scope/journal policies that are consistent with the journal's content.
- Peer review type is clearly stated and is supported by appropriate reviewer guidelines.

LET US KEEP IT UP & GET ADMITTED IN
WEB of SCIENCE (WoS)
SOON, AS WELL!

THANK YOU FOR YOUR ATTENTION!



Academics, programmes, and methodologies for fostering students' competences

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Tuning Journal for Higher Education

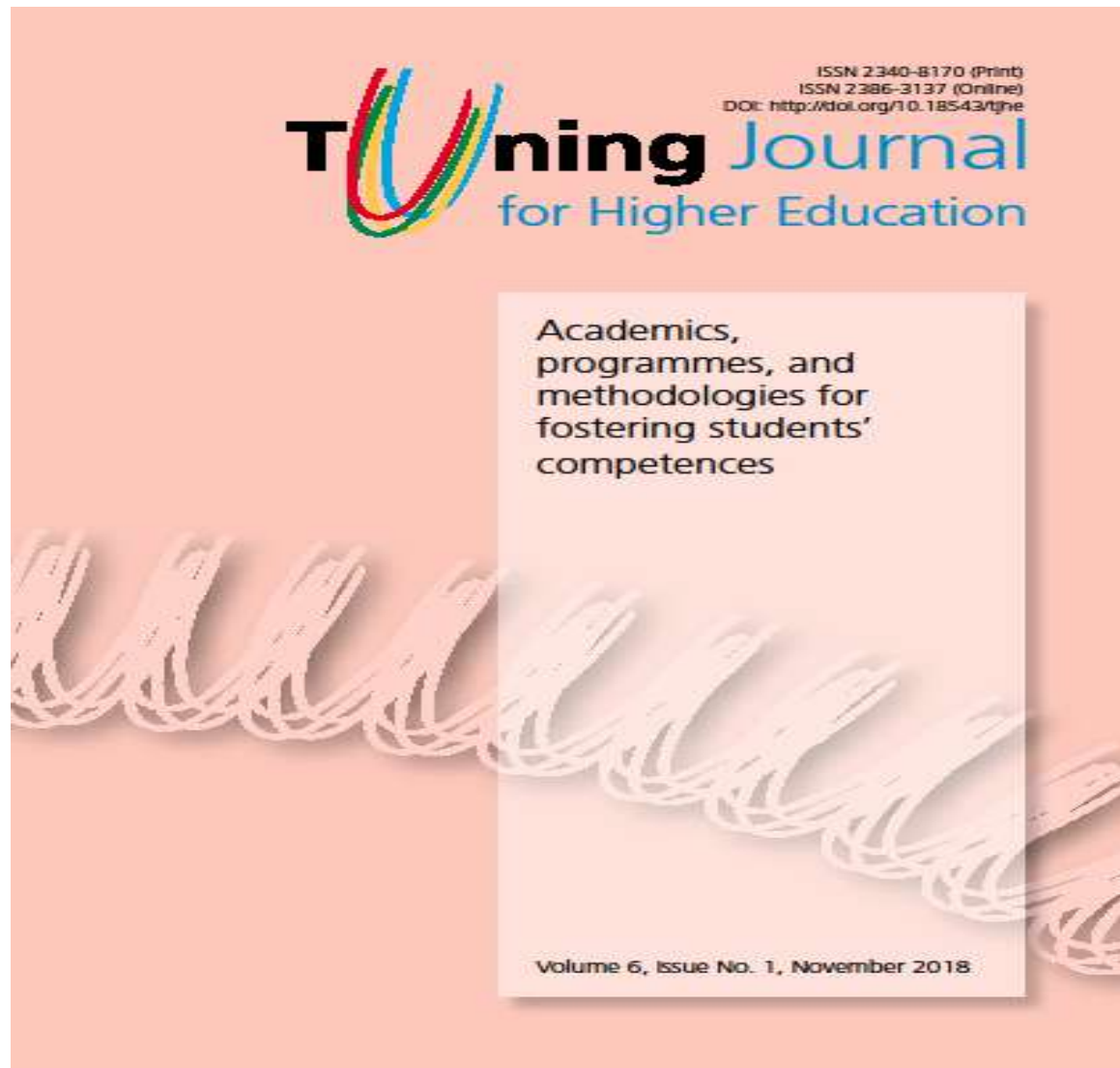
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Tuning
ACADEMY

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