



by

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**Tuning Middle East and North Africa (T-MEDA)**

**International Forum**

**“Policy, Research and Practice in Higher Education”**

**Deusto University in Bilbao, May 24th , 2016**

# birthdate of TJHE!

- **Launch** on **November 21st , 2012** at the event Tuning in the World, presentation by Paul Ryan



## Philosophy



### Tuning in the world

New Degree Profiles for New Societies

21 November 2012

The Tuning Academy as part of its mission to serve as an international meeting point for innovation and research in Higher Education has established the Tuning Journal for Higher Education.

This Journal will facilitate the collaborative efforts of hundreds of international researchers who are working to develop Tuning in global higher education. The Journal will concentrate on the development of innovative degree programmes and the challenges of their recognition, relevance and quality.

- **Launch** on **November 21st , 2012** at the Tuning in the World event, on behalf of the Tuning Academy
- **Preparatory phase**, i.e. setting up the needed environment, **Nov 2012 – Nov 2013**, under the guide of prof. Paul D. Ryan, Founding Editor
- **First issue:** *New profiles for new societies*, Vol 1, 1 – **November 2013**
- **Following issues:**
  - *Competence-based learning: a global perspective*, Vol 1, 2 – May 2014
  - *Policy and implementation: actions for curriculum reform*, Vol 2, 1 – Nov. 2014
  - *Research in Curriculum Development*, Vol 2, 2 – May 2015
- **The voice of the Tuning Community is now a living reality!**
  - *Growing Tuning seeds*, Vol 3, 1, Nov. 2015

# the needed environment

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

## People

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# Editorial team

- Editor and Assistant Editor
  - Managing Editor
- } 3 persons
- Editorial Board
  - Panel of Advisory Editors
- 8 persons
- 22 persons
- Reviewers
- about 100 persons

# Focus and scope (mission)

Tuning Journal for Higher Education (TJHE) is a **biannual peer-reviewed journal** that publishes in English **original research studies and reviews** of student-centred learning and outcome-oriented education reforms at university level, with reference to the national, regional, and international environments. Its main **objectives** are:

- **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.**

# the *nominal* review process of a submitted manuscript

	<b>steps / phases</b>	<b>responsible actor</b>	<b>Expected duration (in weeks)</b>	<b>remarks</b>
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	<b>(minor) revision work</b>	<b>author(s)</b>	<b>2</b>	<i>NB in case of major revision, duration may be longer</i>
6.2	<b>summing up revision outcome</b>	<b>editor and advisory editor</b>	<b>1</b>	
7	preparation of the decision letter	editors	1	
	<b>Total duration without revision</b>		<b>8</b>	
	<b>Total duration with minor revision work</b>		<b>11</b>	

# Articles in the first five issues

average number of pages: **202 pages / issue**  
**28 pages / article**

<b>The Journal welcomes contributions on the following topics:</b>		<b>number of published articles</b>	<b>number of Tuning related articles</b>
1.	<b>COMPETENCE-BASED LEARNING IN HIGHER EDUCATION</b>	<b>18</b>	<b>12</b>
2.	<b>ACADEMIC TEACHERS' PROFESSIONAL DEVELOPMENT AND TEACHING COMPETENCES</b>	<b>0</b>	<b>0</b>
3.	<b>COOPERATION AND PARTNERSHIP BUILDING</b> (internationalization and Job market)	<b>1</b>	<b>0</b>
4.	<b>EMERGENCE AND DEVELOPMENT OF HIGHER EDUCATION AREAS</b>	<b>17</b>	<b>10</b>
	<b>total</b>	<b>36</b>	<b>22</b>



# Geographical areas covered by articles

<b>ARTICLES</b>	<b># of articles</b>	<b>%</b>
geographically focused	<b>26</b>	<b>72%</b>
general focus	<b>10</b>	<b>28%</b>

<b>Geographical area</b>	<b># of "geo" keywords (*)</b>	<b>percentage distribution over total</b>	<b># of articles per keyword</b>
Africa	7	19%	6
Asia	2	6%	2
Europe (EU)	11	31%	11
Northern America	3	8%	2
Latin America	8	22%	8
Russia	5	14%	5
<b>total</b>	<b>36</b>	<b>100%</b>	<b>total is 26!</b>

(\*) only 10 keywords are declared by the authors, 26 are Editor guess!

# Key-words - 1

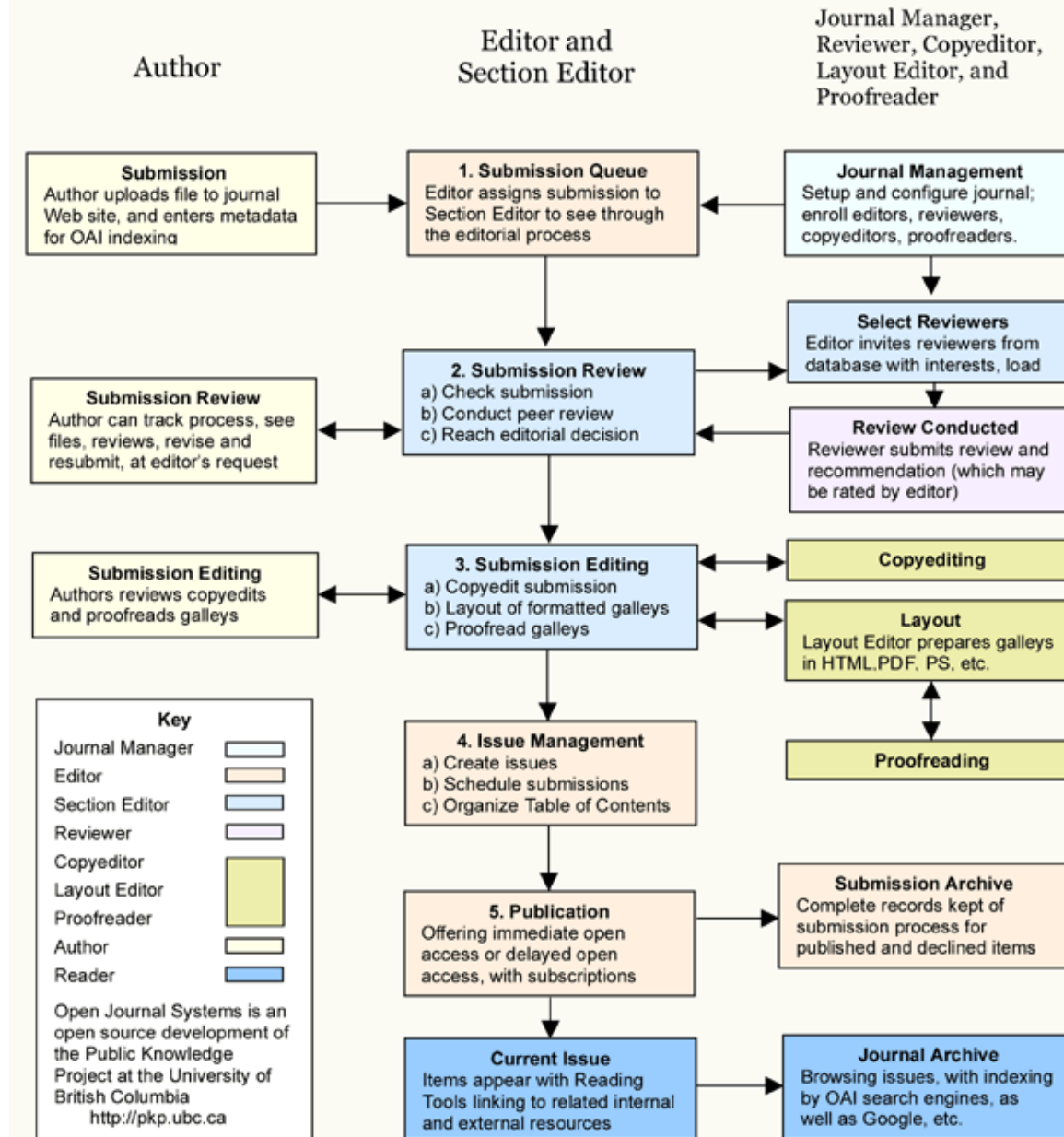
Grouping	<i>Broad</i> characterization of keywords	# of <i>broad</i> keyword's	# of articles including that/those keyword(s)	% of each grouping
most quoted	competences	19	19	31%
	Tuning	15	13	
	<b>name of single Subject Area (SA)</b>	12	9	
	curriculum	9	8	
	higher education	9	9	
	learning outcomes	9	9	
moderately quoted	<b>name of a single Generic Competence</b>	8	4	32%
	quality issues	7	7	
	degree profile	6	6	
	HEAs	6	4	
	Bologna	5	5	
	<b>Generic Competences</b>	5	4	
	credits	4	3	
	higher education reform	4	3	
	internationalization	4	4	
	qualifications frameworks	4	3	
	<b>metaprofile</b>	3	3	
	mobility	3	3	
	<b>reference points</b>	3	3	
	<b>subject specific competences</b>	3	2	
	innovation	2	2	
	lifelong learning	2	2	
recognition	2	2		
sectoral profiles	2	2		
student-centred approach	2	2		
single quote	<b>"single quote "</b> keywords	88	← NB these keywords show up in 30 articles "only"	37%
	TOTAL NUMBER OF KEYWORDS (without the geographical ones)	236		100%

Do notice !							
				<b>examples</b>			
empty keywords				political			
complicated /mixed keywords				benchmarking versus Tuning meanings and contradictions			
too generic keywords				feedback, mapping			
very technical				delphi, Budapest descriptors, voice and diction level, multiple intelligence			
fancy				infusion			
paradox ?	only once we find the keyword <i>employability</i>						

# We welcome these papers:

- Typology
  - ✓ **Research articles**
  - ✓ **Theoretical essays**
  - ✓ **Description of best practices**
- All papers should be framed into **relevant literature in the field**
- Moreover
  - ✓ Research papers should clearly present ***Methodology, Results, Conclusions*** and possible ***Follow up***
  - ✓ Best practices should be **detailed / concretely grounded** and should highlight **lessons learnt and their transferability**
- All papers should be formatted according to **Author Guidelines**

# OJS Editorial and Publishing Process



# a young Journal, which needs to consolidate through:

- enlargement of Editorial Board and of Panel of Advisory Editors
- Strengthening the peer review process
- Continuing open access policy
- continuing efforts in order to qualify for ISI registration

**THANK YOU FOR YOUR ATTENTION!**