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CAMBODIAN EDUCATION FORUM
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Editorial

The Cambodian Journal of Educational Research and its use of the OJS platform

Kimkong Heng [1,2,*] and **Koemhong Sol** [1,2]

[1] Cambodian Education Forum, Phnom Penh, Cambodia
[2] Paññāsāstra University of Cambodia, Phnom Penh, Cambodia

Introduction

Welcome to a new issue (Volume 4, Issue 1) of the *Cambodian Journal of Educational Research* (CJER). In a previous editorial (Sol & Heng, 2023), we celebrated CJER's third anniversary by reflecting on its development and discussing future directions for the journal. In this editorial, we are excited to introduce a newly achieved milestone of the journal. It is an exciting moment in CJER's history, as the journal is now using Open Journal Systems (OJS) to manage its submission, peer review, and production workflow.

According to the Public Knowledge Project ([PKP], n. d.) which develops OJS software, OJS is a scholarly publishing platform that allows journal managers to manage their "entire researcher-to-reader workflow for submission, peer review, and production" (n. p.). It is an open source and free software that has many features, one of which is indexing and dissemination. As mentioned on the PKP website (https://pkp.sfu.ca/software/ojs/), OJS allows for published articles to be indexed in major databases such as "Google Scholar, Crossref, DOAJ (Directory of Open Access Journals), and many others." At the time of writing this editorial, OJS is in its OJS 3.4 version, and it is claimed on the PKP website that approximately 40,000+ journals from around the world have used the OJS software. It should be noted that OJS is developed by PKP, a research

* Kimkong Heng ✉ kimkongheng@gmail.com Faculty of Education, Paññāsāstra University of Cambodia, No. 184, Preah Norodom Boulevard, South Campus, Phnom Penh, Cambodia

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and development initiative of Simon Fraser University, a public research university in Canada.

Although CJER is now using OJS to manage its publication and production process, the journal is still accessible from the website of CEF (www.cefcambodia.com). In addition, authors can still contact CJER editors via its original email: cjer.journal@gmail.com. However, with OJS, it is now possible to communicate with the CJER editorial team directly on CJER's OJS platform which can be found at https://cjerjournal.com/index.php/cjer.

In the first editorial that introduced the launch of CJER, it was stated that the journal is our "humble yet ambitious attempt to contribute to building a vibrant research culture in Cambodia" (Heng, 2021, p. 1). This ambition remains unchanged. We are still doing our best to contribute to promoting research and publication in Cambodia. Since 2021, when the journal was launched, we have endeavored to ensure the publication of two issues of the journal per year. Despite some challenges, particularly those related to the considerable editing work that we need to deal with to ensure the quality of the articles before publication (see Heng et al., 2020), we have succeeded in regularly publishing two issues of CJER each year for three years in a row. Although the publication of each issue was sometimes behind the expected schedules (in June and December each year), we have managed to publish two issues annually, and in each issue, we have been able to ensure that there are at least six articles. We believe that regular publication of each issue of the journal is crucial, and it is a remarkable achievement for us to be able to do so, considering our busy schedules and the developmental stage of academic research in Cambodia that has only recently begun to take shape (see Heng, 2024; Heng & Sol, 2021, 2024).

In our previous editorial (Sol & Heng, 2023), we discussed our inclusive approach to publication by considering manuscripts of various lengths, from short- to full-length articles, for publication. This inclusive publication approach is essential, as we wish to support both novice and seasoned researchers who may have different research and writing capabilities and may not be able to complete full-length manuscripts, especially those involving primary data. Thus, we will continue to consider various types (original or review articles) and lengths (from short- to full-length articles) of the manuscripts. We also support the publication of book reviews. Although we

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cannot ensure the inclusion of book reviews in all issues of CJER, we are particularly interested in supporting authors to write and publish book reviews due to their multifarious usefulness (Gump, 2018).

Keeping this inclusive approach in mind and being motivated by our shared vision to "foster a conducive environment for stimulating research and publication interest in Cambodia" (Sol & Heng, 2022, p. 3), we will remain committed to making a difference to the research and publication landscape in Cambodia by continuing to improve the quality of CJER and trying to sustain it to provide a research-friendly platform for Cambodian students, teachers, lecturers, and researchers to publish their work.

Having begun to use OJS to manage our peer review and editorial workflow, we strongly hope that the quality and visibility of CJER will reach a new height. We also hope that, with our tireless efforts and commitment, we will be able to have CJER indexed in the ASEAN Citation Index and other indexing databases such as DOAJ.

As we are transitioning into the OJS platform, we will upload all articles published in the older issues of CJER onto our OJS platform to increase the journal's indexing capacity and visibility. Thus far, we have uploaded all the articles in the first issue of CJER on our OJS platform, and these articles have now appeared in Google Scholar with the correct citation format. Interestingly, our co-authored article, entitled 'Online learning during COVID-19: Key challenges and suggestions to enhance effectiveness,' which has gained considerable scholarly attention, now has the correct citation format. This particular article (see Heng & Sol, 2021) is a CJER article with the most citations (at the time of this writing, the article has received 255 citations). The second most-cited article published by CJER is a co-authored article by Mr. Sarin Sok and Dr. Kimkong Heng (see Sok & Heng, 2023). It now has around 200 citations. These citation metrics are the achievement of our journal, providing us with additional sources of motivation and commitment. In addition, they indicate that CJER's visibility is not confined to the Cambodian context, as the journal is accessible, discoverable, and visible to researchers from around the world.

To conclude this editorial, we would like to reintroduce our future directions for CJER as follows:

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> Looking ahead, CJER is poised for ongoing growth and broader recognition. Our future directions include several ambitious goals. Specifically, we will seek to index CJER in the Directory of Open Access Journals (DOAJ) … We will also endeavor to index CJER in the ASEAN Citation Index (ACI) … Furthermore, to streamline the publication process of CJER, we will explore the possibility of employing Open Journal Systems (OJS) – a popular, open-source software platform – to manage and standardize our article submission and peer review process. (Sol & Heng, 2023, p. 3)

There is another plan for CJER that we would like to explore; that is, the introduction of a fast-tracked peer review process. As we noted in the previous editorial, the fast-tracked peer review process "will be available to authors for a reasonable fee; however, using this service is not compulsory" (Sol & Heng, 2023, p. 3). This initiative is designed to support prospective authors who need to fulfill the publication requirements of their employment and/or studies. It is, however, important to note that even if this expedited peer review process or service is implemented, CJER's rigorous peer review process will be maintained. Our ultimate goal is to have CJER indexed in the Scopus database, one of the world's leading databases of peer-reviewed literature, such as academic journals, books, and conference proceedings.

Overview of this issue

In this issue of CJER, there are six articles and one book review. Among the six articles, five are full-length articles, and one is a medium-length article. The first full-length article was contributed by Panharith Nat. The article reports an action research study on university students' perceptions of a flipped classroom. Overall, it was found that students had positive attitudes toward the flipped classroom despite some perceived challenges.

The second article discusses the features, applications, and future prospects of ChatGPT-4o. This article touches on an emerging topic related to ChatGPT that has drawn considerable scholarly attention since its launch in late 2022. In the article, Samarnh Pang, Engheang Nol, and Kimkong Heng bring to the spotlight ChatGPT-4o's various features before elaborating on its benefits for English language teaching and learning and discussing the future prospects

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and ethical considerations when it comes to using this artificial intelligence-powered tool.

The next article focuses on financial literacy education. It was co-authored by Vitou Tes and Kimkong Heng. The article aims to highlight the importance of financial literacy education, discuss its role in the Cambodian context, and examine the key challenges in promoting financial literacy education in Cambodia. It also provides some suggestions by focusing on the role of concerned stakeholders, such as parents, schools, the media, and the government, in promoting financial literacy education.

The fourth article in this issue was contributed by Jonathan Marcos Macaraeg, John Rey Osben Pelila, and Joselito C. Gutierrez. The article deals with the topic of figurative language in the Book of Proverbs as a case study. It identifies and explains various figures of speech, such as simile, metaphor, antithesis, and so on. The article also discusses the connection between the identified figure of speech and students' academic journeys or pursuits.

The fifth article turns the discussion to leadership myths and essential skills for becoming a good leader. It was written by Korngleng Sear who partly reflected on his experience to write the article. Overall, the article discusses three leadership myths before elaborating on five essential skills to help one become a good leader.

The sixth article is the medium-length article contributed by Sarin Sok. The article focuses on the importance of e-mentoring by discussing the factors that should be considered when designing and developing an e-mentoring program. In particular, it examines recruitment and selection strategies, the roles and responsibilities of mentees and mentors, mentee and mentor matching, mentee and mentor training, and mentoring evaluation.

A book review, written by Chandara Hong, concludes the present issue of CJER. It reviews a book, entitled *What Teachers Needs to Know about Teaching Methods*. The review examines the book's organization and its intended audience before providing a summary and analysis of each chapter. It concludes with several merits of the book.

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The authors

Kimkong Heng holds a PhD in Education from the University of Queensland, Australia. He is a Senior Lecturer in the Faculty of Education, Paññāsāstra University of Cambodia. He is also a Co-Founder and Editor-in-Chief of the Cambodian Education Forum, and a Technical Advisor at the Department of Scientific Research, Ministry of Education, Youth and Sport, Cambodia. He was conferred the title of Associate Professor by His Majesty the King of Cambodia in 2023 and was awarded a Community Leadership Award of the Year 2023 by the Australian Alumni Association of Cambodia for his significant contributions to promoting research in Cambodia. His research interests include TESOL, teacher education, higher education, and research engagement and productivity.

Koemhong Sol holds a PhD in Education from International Christian University in Tokyo, Japan. Prior to this, he was a Chevening scholar and graduated with a Master of Arts in Leadership and Management (Education) from the University of South Wales, United Kingdom. He is a Co-Editor-in-Chief of the Cambodian Journal of Educational Research and a part-time English lecturer at the Paññāsāstra University of Cambodia. His research focuses on teacher education and policy, continuous professional development for EFL teachers, educational technology, and higher education.

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