A selfie of Praxis Pedagogica journal from the perspective of Google Scholar metrics

Una selfie de la revista Praxis Pedagógica desde la perspectiva de las métricas de Google Scholar

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Abstract

The article presents an analysis of Praxis Pedagógica journal's self-perception within the field of education, with a particular focus on its influence on research that explores pedagogical practices. A total of 132 publications indexed in Google Scholar between 2019 and 2023 are examined. By exporting data from the web (Scraping) to conduct a bibliometric analysis, a notable increase in citations is observed, particularly in the most recent publications within the observation window. The study concludes that there is a correlation between the visibility strategies implemented across academic, scientific, and social networks, and the increase in citations. Notably, it was only in 2019 that the journal began adopting digital identity processes and enhancing its presence on academic, scientific, and social platforms.

Keywords: Scientific publications, Bibliometrics, Impact Factor, Pedagogical Practices.

Resumen

El artículo presenta un análisis de la mirada de sí misma de la revista Praxis Pedagógica en el campo de la educación, con especial énfasis en su influencia en la investigación que indaga por las prácticas pedagógicas. Se examinan las 132 publicaciones indexadas en Google Scholar en el período comprendido entre (2019-2023), exportando los datos desde la Web (Scraping) para realizar un análisis bibliométrico; se evidenció un incremento citacional, pasando de significativo en la ventana de observación de las publicaciones más recientes de la revista. Se concluye que existe una correlación entre las estrategias de visibilidad realizadas en redes académica científicas y sociales, y su incremento citacional, pues sólo hasta el año 2019 la revista inicia la implementación de los procesos de identidad digital y visibilidad en redes académicas, científicas y sociales.

Palabras Clave: Publicaciones científicas, Bibliometría, Factor de Impacto, Prácticas Pedagógicas.

Introduction

Praxis Pedagógica (ISSN: 0124-1494, eISSN: 2590-8200) was established in 1998 as an international, peer-reviewed scientific journal published biannually by Corporación Universitaria Minuto de Dios – UNIMINUTO in a digital format. Its primary objective is to disseminate and foster debate on research that reflects on educational practices and experiences, aiming for their transformation and improvement.

Praxis Pedagógica publishes original works in Spanish, English and Portuguese. The journal and maintains a continuous reception and publication process, issuing two editions annually, annual editions, one per semester.

The contributions featured in the journal cover topics related to praxeological, social, and participatory pedagogy, specific didactics, social inclusion, social innovations in education, learning environments, and teacher narratives. These contributions may take the form of research articles, reviews, opinion pieces, reflections, debates, case reports, book reviews, letters to the editor, editorials, interviews, thematic issues, dossiers, and brief communications, all designed to push the boundaries of education through pedagogical practices (Barón-Velandia, 2024).

The journal serves as a platform for scientific visibility, catering to researchers, university schools of education interested in understanding and improving their practices, master's and doctoral students seeking guidance for their research projects, strategist, think tanks in public policy, and civil organizations aligned with the journal's focus (Castells, 2003).

In the five-year observation window (2019-2023), *Praxis Pedagógica* has distinguished itself as a relevant publication in research centered on pedagogical practices. It has positioned itself not only as a space for reflection on praxeological pedagogy but also as a key medium for the analysis and development of strategies aimed at improving education in various Latin American contexts. This achievement has been made possible through the adoption of innovative approaches that address contemporary challenges in education, such as social inclusion and innovation in learning environments (Salinas, 2020). Furthermore, the journal has played a crucial role in linking academic research with pedagogical practice, facilitating the application of educational theories in real-world classrooms and educational settings.

This article aims to analyze the academic impact of *Praxis Pedagógica* and its influence on pedagogical practices, employing bibliometric tools and qualitative analysis to evaluate its contribution to the educational field.

Conceptual Framework

Analyzing the textual typologies in academic publications is essential to understand the structure and purpose of each type of text within a scientific journal. Textual typologies provide a framework for classifying texts based on their function in the knowledge dissemination process, allowing for a more structured analysis of the publication's impact.

According to Álvarez and Martínez (2019), scientific journals are typically structured around various types of documents, with the research article being the backbone of these publications. This type of article is characterized by "presenting original results and contributing to the construction of new knowledge in a specific field" (p.65). In this sense, Praxis Pedagógica, like many other academic journals, focuses a significant portion of its output on the publication of such articles, solidifying its status as a key medium for disseminating empirical findings.

Another relevant typology is the reflection article, which, according to Hernández and Jiménez (2020), "seeks to propose new interpretations or theoretical approaches to known problems, stimulating academic debate" (p. 89). This type of article is especially valuable in fields like pedagogy, where reflections on practice and theory are vital for improving educational approaches.

Moreover, reviews and review articles play an important role in the academic ecosystem by offering a critical evaluation of previous contributions in the field. According to Sánchez and Ruiz (2018), reviews "not only allow researchers to learn about new works but also provide them with a critical and updated perspective on trends within a particular field." Although the publication of reviews in academic journals is less common than research articles, they are fundamental to maintaining an active discussion on recent advances in the discipline.

Finally, editorials, while representing a smaller percentage of the textual production in journals, play a crucial role in guiding the themes and focus of each issue. According to Moreno and García (2017), "the editorial is the space where the editorial board establishes the context of the published articles, connecting them with broader contemporary debates" (p.112). This type of text helps contextualize individual contributions within a larger conversation in the field of education.

Each of these textual typologies serves as a specific role within the dynamics of academic publishing. In the case of Praxis Pedagógica, these typologies not only allow for content diversification but also contribute to grater interaction among researchers, educators, and policymakers, thereby reinforcing the journal's role in the evolution of pedagogical practices.

In this context, textual typologies are understood as the set of articles or publications, as defined by Ciaspucio:

> "The need to classify is intrinsic to human beings: to understand the world around us, we perceive similarities and differences, and from there arises the immediate need to order, rank, and ultimately establish types of objects, actions, events, and situations based on various criteria. This method of operating within the human cognitive system has, since antiquity, been reflected in the arts and humanities, and today constitutes a fundamental concern in discursive and textual studies. The purpose of classification or typologization in these disciplines is not directed toward the external world in general but toward the linguistic production of individuals, that is toward texts. How do we distinguish an invoice from a legal citation? How do we differentiate a colloquium from a declaration? How do we effortlessly determine that a text is a critical review and not a recommendation or endorsement? Although it may seem that linguists deal with the previous, answering these questions is not as straightforward as it seems." (Ciapuscio, 1994, p. 13).

Based on this, *Praxis Pedagógica* has defined its corpus' components to ensure clarity, recognizing that, as a scientific journal, the emphasis will always be on the quantity and quality of scientific articles. For its improvement, two typologies are considered scientific: research results and review articles.

For Praxis Pedagógica, scientific articles are reports of investigations. These investigations consist of a process of inquiry in which data extraction takes place, guided by a methodology. In this structure, the data serve as the foundation of evidence, and the methodology ensures that these data are systematically and rigorously obtained and analyzed (Codina, 2022).

Regarding review articles, *Praxis Pedagógica* adopts the classification proposed by Squires (1989, cited in Icart & Canela, 1994) on review articles. The following are the four types of reviews:

1. Exhaustive review of all published work: These are highly specialized bibliographic reviews, typically lengthy, and do not offer specific information for a professional seeking to answer a particular question.

2. Descriptive review: This provides the reader with an update on useful concepts in constantly evolving areas. This type of review is very useful in education and is of interest to individuals in related fields since reading high-quality reviews is the best way to stay up to date in general areas of interest.

3. Evaluate review: This addresses a specific question, often related to etiological, diagnostic, clinical, or therapeutic aspects. These reviews are commonly known today as clinical questions based on scientific evidence.

4. Case studies combined with bibliographic reviews.

Lastly, reflection articles, according to the stance of Praxis Pedagógica, are texts that "present the results of completed research from analytical, interpretative, or critical perspectives on a specific topic, drawing from original sources." (Colciencias, 2010, p.7). This typology recognizes the subjective nature of the article, as it allows the author- researcher to present reflections, viewpoints, and evaluations derived from or supported by research findings. Reflection articles are commonly called for in indexed journals. To meet these calls, it is crucial to understand their structure. Coy's (2016) proposed design includes: Introduction, Reflection, and Conclusion.

Methodology

The primary purpose of this article is to present an analysis of Praxis Pedagógica's self-perception within the field of education, with particular emphasis on its influence on research investigating pedagogical practices. Publications indexed in Google Scholar during the period from 2019 to 2023 were examined.

The data collection process was managed through a scraping of the Google Scholar profile of Praxis Pedagógica. The sample selection criteria were based on the observation window and the journal classification guidelines defined by Publindex Colombia (January 2019 to December 2023), resulting in the analysis of 132 published documents (across all textual typologies), allowing for an empirical foundation for the research (Hernández *et al.*, 2018). The research approach was descriptive, with a focus on quantitative variables. Due to the volume of data collected, specialized analytic software was not required; Microsoft Excel was sufficient for data processing.

The use of scraping tools to collect data from Google Scholar has proven to be an effective strategy for conducting bibliometric analyses in academic publications. This method not only allows for the collection of information about citations and the visibility of articles but also enables longitudinal studies on the evolution of a journal's impact over different time periods (Thelwall, 2021). The accessibility of tools like Excel facilitates analysis and enables other researchers to replicate this type of study in different contexts.

Method

To recognize the impact of the publications as represented by the citations they accumulated, an analysis was conducted considering three variables: (1) Textual typologies, (2) Concentration of citations in the articles, and (3) Distribution of citations across articles.

Below are the data obtained after performing a scraping using Excel on the journal's website (Google Scholar Profile) and the subsequent interpretation of the data extracted from the journal's digital identity are shown below. This approach allows for greater rigor in the information processing, providing more stable and reliable data, which can be collectively processed and analyzed (Ávila, 2019; Alonso, 2011).

Regarding textual typologies, between 2019 and 2023, *Praxis Pedagógica* published 132 documents, comprising the corpus of issues. The typologies are classified as shown in *Table* 1.

From the systematized data in *Table 1*, it can be observed that the journal maintains a strong scientific character (the result of combining research articles at 61% and review articles at 4%), evidenced by the high percentage of scientific articles published- 85 articles, representing 65% of total productivity within the observation window. The remaining 35% is distributed across Editorials, Reflection articles, and Reviews.

1. Concentration of Citations in the Articles

Once the distributions of textual typologies across the 10 issues within the observation window were analyzed, the

Table 1.
Textual Typologies in the Journal Praxis Pedagógica

Type	Documents	%
Editorial	12	9%
Article	80	61%
Reflection	32	24%
Review	3	2%
Literature Review	5	4%
Total Publications	132	100%

publications were separated according to two criteria: (a) those that received citations and (b) those that did not receive citations. This distinction was crucial for examining the concentration of citations, which reflects the impact of the articles and can help guide decisions regarding publications that have not yet received citations, as well as identifying focal points for visibility on academic and social networks. As noted by Díaz-Samada *et al.* (2020), it is not enough to simply publish articles; in addition, strategies must be developed to enhance visibility, involving author teams in the dissemination of the article through their academic, scientific, and social networks. One of the most used platforms, according to their research, is ResearchGate. Scientific conditions demand differentiation between the options available for both research design and dissemination of results, decisions that must be made collectively once the publication is available online (Artigas & Valencia-Arias, 2024). To illustrate this, *Table 2* shows the distribution of citations.

Table 2.
Concentration of Citations in the Articles

Indicator Name	Works count	%
Total Publications	132	100%
Documents Cited	77	58,3%
Uncited Documents	55	41,6%
Total Publications	345	100%

According to the analysis, the data were examined to identify both the number of citations and the percentage weights in the two analysis categories: (a) articles that received citations and (b) those that did not. Citations were concentrated in 77 out of 132 publications, equivalent to 58% of productivity, while 55 publications have not yet received citations.

2. Distribution of Citations in the Articles

After segmenting the data and separating the publications that did receive citations, the distribution of 345 citations across the 77 articles was analyzed, ranking them from lowest to highest in terms of citations count. From this analysis, the most frequently cited publications were identified, and comparisons were made with those publications that, within their life cycle, have yet to receive citations, which hinders their recognition in the Publindex Colombia measurement process for journal indexing. The risk presented by articles that are published but do not accumulate citations in a timely manner is that they become a negative variable for the Impact Factor. This is because articles that do gather citations will need to divide their citations among the total number of published articles. The more articles with citations, the greater the direct proportion with the journals Impact Factor, which in turn increases its appeal for receiving new submissions and strengthens its reputation (González- Sanabria *et al.*, 2019).

Table 3.
Distribution of Citations in the Articles

Citations Count	Number of Publications	%
1	20	26%
2	16	21%
3	9	12%
4	10	13%
5	6	8%
6	5	6%
7	2	3%
11	2	3%
14	1	1%
16	2	3%
17	1	1%
18	1	1%
20	1	1%
29	1	1%
345	77	100%

A "Button Down" reading of *Table 3* shows that 68 out of 77 articles (88.31%) received between 1 and 7 citations, while 11 articles received between 7 and 29 citations. Notably, 0 (zero) articles fell within the citation intervals of 8, 9, 10, 12, 13, 15, 19, 21, 22, 23, 24, 25, 26, 27, and 28. This observation indicates that 9 articles, representing 11.69%, generated the most significant impact during the observation window. The relationship between the number of citations and the number of articles is inversely proportional. In other words, the more articles there are, the fewer citations each article tends to receive, and the higher the number of citations, the fewer the articles that accumulate those citations.

The use of scraping to collect data from Google Scholar and bibliometric analysis in Excel are appropriate methodological approaches for the study. It would be advisable to include a more detailed discussion of the potential limitations of the use of scraping and bibliometric analysis, as well as the strategies used to ensure the validity and reliability of the data collected.

Potential limitations of the use of scraping and bibliometric analysis

The strategies used to ensure the validity and reliability of the data collected.

Being aware of the possibility, sensitivity and vulnerability of any information system and in our case GS, to generate errors during the processes of collecting information from the Web, it is vital to keep your profile cured, that is, not to use the "automatically update" function, because you can´t control the inclusion or exclusion of new articles to the profile, thereby reducing the existence of papers that were not published in the journal and provide guarantees in the publication of the data-metrics generated (Artigas *et al.*, 2023).

In accordance with the above, the guarantee of the validity and reliability of the data collected is carried out through the content curation process "articles" of the GS profile of Praxis Pedagógica, mitigating as much as possible the risk of committing the following frequent errors and that less reliable data are processed:

a. Including articles that were not published in the journal.

b. Eliminating articles that were published in the journal.

c. Duplicate articles.

d. Combine articles that are not the same.

Once the content curation was done, the data were stabilized and became a reliable source for exporting through Scraping to the Excel document and thus operate the data with rigor and reliability.

One of the great benefits offered by GS metrics is the possibility of configuring a measure of the journal's presence in

the scientific community, through the global calculation, since its indexing field is wider than many other databases and is free of restrictions. In addition to the above, in addition to the OJS platform where the journal hosts its articles to be indexed by GS, there is also an institutional repository DSPACE hosted in the information system of the Learning, Research and Innovation Resource Center (CRAII - Its acronym in Spanish) of the Corporación Universitaria Minuto de Dios - UNIMINUTO.

Another of the benefits of the public profile of GS is its international acceptance; it is free; it provides transparency; it is useful to the journal and has contributed significantly to its presence and visibility in the national and international context.

Results and Discussion

The bibliometric analysis revealed that *Praxis Pedagógica* achieved a five-year H-index of 9, with an upward trend, recognizing that two publications have garnered seven (7) citations, and another has accumulated eleven (11). This suggests that, with appropriate visibility efforts for these two articles, the journal could potentially reach an H-index of 11 if each article receives four additional citations before the end of 2024.

The gap between articles that received citations (58.3%) and those that did not (41.6%) is significant – a difference of 16.7 percentage points. This data allows for the identification of articles to assess potential causes for the lack of citations, whether due to the themes addressed or the visibility strategies implemented, primarily through various academic, scientific, and social networks (Roman-Acosta y Barón-Velandia, 2023).

The results emphasize Praxis Pedagógica's fundamental role as a vehicle for disseminating innovative knowledge and practices in education. Its growing visibility and recognition within the academic community reflect its contribution to advancing pedagogy in Latin America. Moreover, the journal has positioned itself as a key reference in discussions about educational quality and equity – topics of increasing importance in the region. The pedagogical practices that contribute to the journal's object of knowledge are increasingly valued, as they address a wide range of both didactic and thematic concerns (Ripoll- Rivaldo, 2021).

To calculate the *Impact Factor* (IF) of Praxis Pedagógica, we refer to its definition and corresponding formula. First, let us revisit the definition of the IF as described by Codina (2022a):

"Impact is a frequently used (in fact, obsessive) term in the evaluation of science and can refer to many different dimensions: social, economic, technological, etc. It can also, of course, refer to academic impact, which is our focus here. In these cases, the concept of impact is linked to the publication of articles (or other documentary formats) and the citations they receive" p20.

The journal's *Impact Factor* for the last 5 years will be calculated using the observation window or citation window, as defined in this article, with the following formula:

$$\text{Impact Factor} = \frac{\text{Number of Scholar Citations over the last five years}}{\text{Number of Scholar publications over the last five years}}$$

This analysis applies the data to the formula to determine the journal's impact over the past five years. The results help establish a baseline and monitor the journal's progress, allowing decisions to be made if the journal's planning does not meet the established goals or if corrective measures need to be implemented. It should be noted that while impact indicators are not goals in and of themselves, they do serve as indicators that allow us to measure the journal's contributions to various social, academic, and scientific communities on both national and international levels.

$$\text{Impact Factor} = \frac{345 \text{ Scholar Citations over the last five years}}{132 \text{ Scholar publications over the last five years}}$$

$$\text{Impact Factor} = 2,6$$

Praxis Pedagógica, achieved an impact factor of 2.6 over the last five years. Following Codina (2022b) and Delgado-López-Cózar & Martín (2019), the IF was calculated by summing the total number of articles and citations and applying the formula to determine the journal's overall impact, without differentiating between the various textual typologies the journal publishes, nor the citations each typology received.

It is important to highlight that the scientific articles published by the journal have not only been numerous, but they have also addressed emerging topics in education, such as teacher training, innovations in teaching methodologies, and social inclusion. This has allowed the journal to position itself as a reference point in the field of pedagogical practices (García, 2022). The high percentage of scientific articles indicates the journal's methodological robustness and the rigor with which these articles are published.

The concentration of citations in 58% of the articles suggests that *Praxis Pedagógica* has achieved a significant impact within the academic community. However, the 41.6% of articles that have not yet received citations presents a challenge in terms of visibility and dissemination. Implementing visibility strategies, such as increasing dissemination activities, could increase the citation rate for these less-referenced articles (Gorraiz & Gumpenberger, 2020). Additionally, the concentration of citations in a small percentage of articles raises questions about which specific factors contribute to the greater impact of certain articles. Variables such as the topic addressed, accessibility to the content, and international collaboration may influence the visibility of these articles (Van Leeuwen, 2019).

The analysis of *Altmetrics* also highlights the role that social media and other digital platforms play in the visibility of publications. Alternative metrics measure not only academic impact but also the social impact of research (Priem *et al.*, 2021). This dual impact can be crucial for Praxis Pedagógica, as it reinforces the journal's relevance both inside and outside of academia, contributing to the public discussion of educational issues.

The findings made it possible to make decisions about increasing the publication of scientific articles (research results and systematic review articles). The above, because of its natural ceiling, i.e., if *Praxis Pedagógica* publishes 15 scientific articles annually, this would result in an annual indicator of h15, becoming a risk for the categorization processes before Publindex (Colombia), which, as analyzed in the last measurements, should be above h25.

Another of the major decisions taken made because of the data analysis was to reduce the publication of other typologies other than Editorial and Scientific, which will make it possible to reduce the consumption of economic resources available in the journal. In addition to the economic factor, the production processes of an article, except for peer review, are the same, which generates delays in the publication of scientific articles, which is the focus of the journal.

Conclusions

Praxis Pedagógica has played a fundamental role in the evolution of educational research in Latin America. Its impact is measured not only in terms of citations but also in terms of its ability to influence the systematization of pedagogical practices and the training of teachers, particularly in the context of secondary, basic, and higher education.

The journal has established itself as a bridge between theory and practice, recognizing the underlying value that practices have in grounding theories. This is evidenced by the high percentage of scientific, and social networks, the journal can further disseminate the articles it publishes (Castañeda & Camacho, 2012). The advantage of using data in this decision-making process ensures that articles are monitored to establish the correlation between visibility and impact, which can be verified through tracking either *Altmetrics* or traditional metrics.

In this context, it is crucial that the journal continues to implement strategies that strengthen its digital identity and promote a fluid dialogue between researchers and educational stakeholders. This will not only increase the citation and visibility of its articles but also have a more direct influence on educational policies in Latin America (Cobo & Moravec, 2020).

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