Editorial

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Progress in Chemistry Teacher International

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Abstract: IUPAC Committee on Chemistry Education (CCE) started to publish Chemistry Teacher International (CTI) as a peer-reviewed open access journal in 2019 with the aim of enhancing the dissemination of good practices among the chemistry educators worldwide. Since the publication of the inaugural issue in June 2019, the journal has grown internationally. Currently it has authors from 63 different countries representing almost all continents although the majority of the authors are coming from Europe and USA. We are delighted that CTI has been well-received by readers worldwide. This editorial update the basic figures about the journal development process.

Keywords: Chemistry Teacher International; editorial; progress

1 Introduction

Since its establishment in 2019, Chemistry Teacher International (CTI) has successfully cultivated a diverse international author base and readership. The publication has consistently developed and maintained contemporary content, ensuring its relevance within the academic community. Descriptive data for papers published in CTI based on Web of Science (WoS) database are given at Figure 1. It is seen from this data that each paper published in CTI is received average 4.6 citation per documents among journals indexed in WoS, and 5.4 citation per documents among journals indexed in Scopus. It is also good to see that almost one in fifth papers are published with international co-authorship indicating CTI's international nature.

To date, the journal has published the work of 692 authors from 63 different countries, with the most frequently published authors originating from Germany, the USA, Israel, Japan, Austria, Greece, India, Australia, Canada and Indonesia. Figure 1 presents a visual representation of the countries of origin of authors who have demonstrated a consistent publication history in CTI during the period 2019–2025. Compared to the previous years,[1,2] the authors coming from Indonesia and Thailand are much visible now. Figure 1 also shows that the published works are results of collaborative works from different countries. Regarding the number of citation received for the papers, Malaysia is among the top followed by Germany, USA.

The most prolific authors who published papers in CTI are given in Figure 2. Among them Ron Blonder (Israel), Ryo Horikoshi (Japan), Anja Lembens (Austria), Jolanda Hermanns (Germany), Rachel Mamlok-Naaman (Israel), Insa Melle (Germany), Jan Apotheker (The Netherland) sharing the top of the list. The authors are also showing a greater distribution throughout the worldwide.

The content of the published papers exhibits considerable variability. As illustrated in Figure 3, an analysis of the author keywords employed in the published papers reveals that the publications encompass a range of chemistry-related topics. In comparison to the analysis conducted previous years, the pedagogical approaches utilized in the current study exhibit greater diversity. The keywords such as organic chemistry, stoichiometry, concept mapping, problem solving, misconceptions are main teams, green chemistry, artificial intelligence, higher education and student engagements are among the emerging keywords.

CTI will publish four issues in Volume 8. Two of them (Issues 1 and 3) are regular issues while the remaining two issues are themed issues. The issue 2 will be a special issue devoted to the papers presented at 11th European

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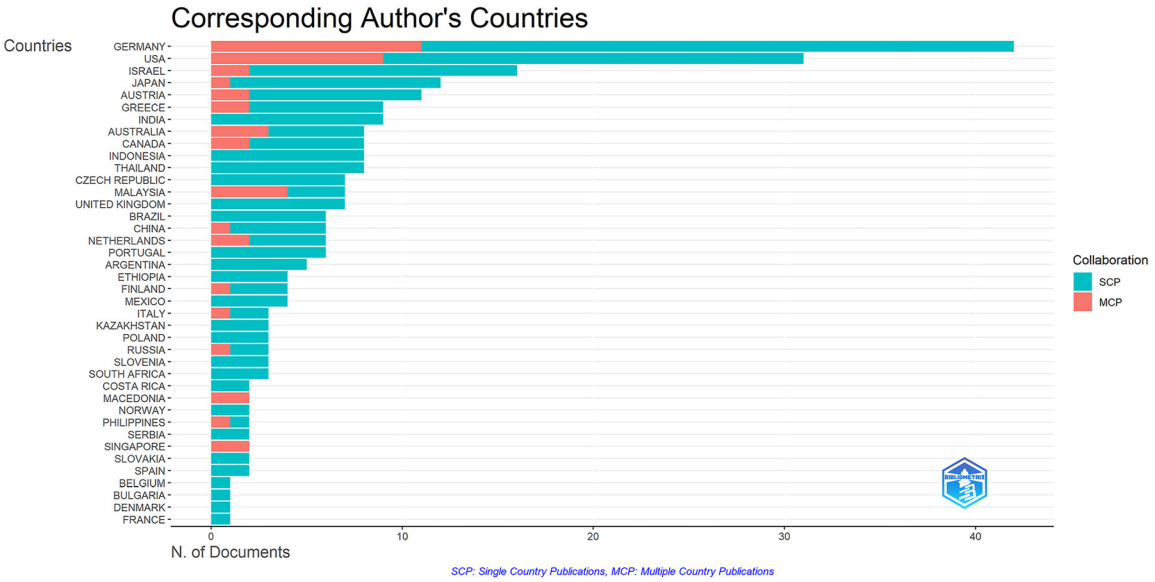

Figure 1: Countries of origin of authors who frequently publish on CTI during 2019–2025.

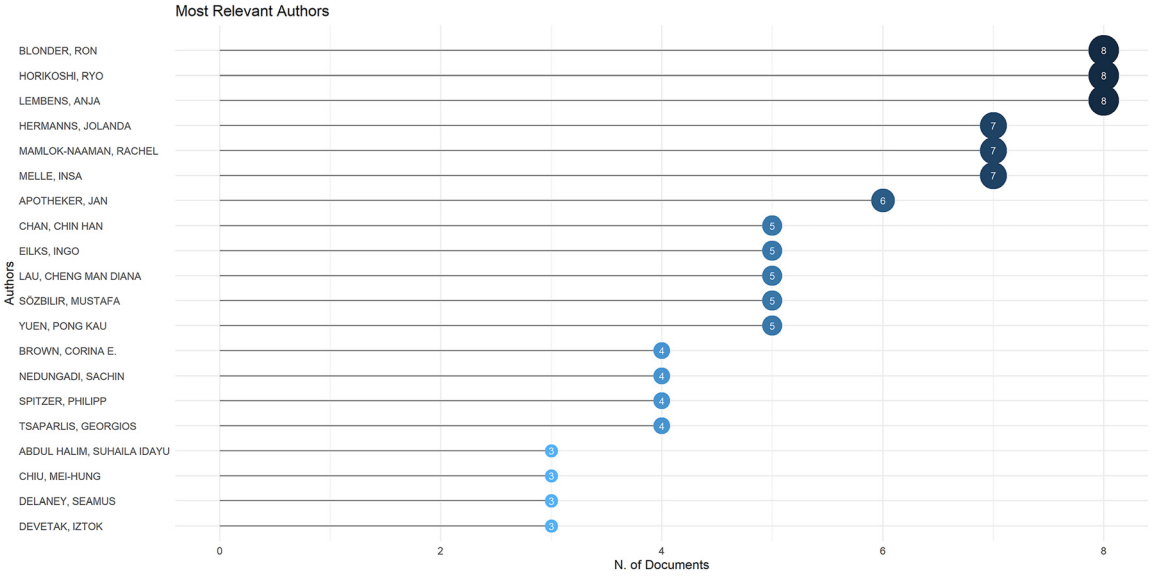

Figure 2: The most prolific authors who publish on CTI during 2019–2025.

Variety in University Chemistry Education (EuroVariety) conference took place from 2 to 4 July 2025 in Kraków/Poland. Finally, issue 4 will be a special issue focusing on good practices of systems thinking in chemistry education under the theme of “From Concept to Classroom: Success Stories of Systems Thinking in Chemistry Education”.

CTI is accepting to submissions from worldwide. It is an open access journal and requires authors pay Article Processing Charge (APC). You may find more information at journal web page under Submit title for APC and the waiver options provided by De Gruyter Brill, the publisher. Open access is particularly important as we want teachers to have free access all around the world. If you are considering submit a manuscript to CTI, please check the CTI Instructions for Authors available under the Supplementary Materials at the journal web page. We recommend authors to use the templates available for the different manuscript formats, such as regular papers

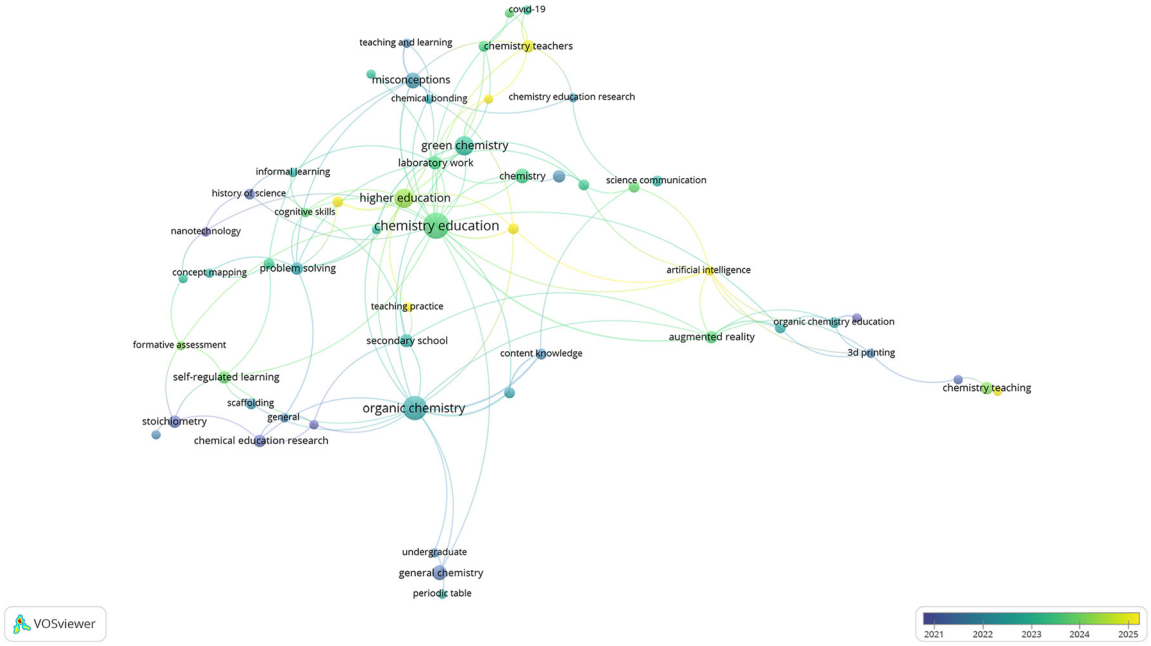

Figure 3: The most frequently used author keywords in papers published in CTI during 2019–2025.

and review papers, at the same page. Finally, I would like to extend my sincere appreciation to the editorial board members, editorial advisory board members, reviewers, authors and the readers of CTI.

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Data availability: Not applicable.

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