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We are pleased to present the new issue of *RUSC. Universities and Knowledge Society Journal*. One part of this issue was published, “in press”, in November 2014, thus making it available to the scientific community two months in advance of the actual publication date of the ordinary issue.

The five articles in the miscellaneous section of this issue report on interesting studies on current topics in education research:

The article by Javiera Atenas (<http://journals.uoc.edu/index.php/rusc/article/view/v12n1-atenas>) is a significant contribution to the debate on the democratisation of content available on massive open online courses (MOOCs). She advocates that the content should be opened up and proposes several strategies for doing so.

Karen Isabel Cabrera Peña (<http://journals.uoc.edu/index.php/rusc/article/view/v12n1-cabrera>) presents us with a comparative study of public policies in open access models in two Latin American countries: Brazil and Argentina. It is an interesting contribution because it highlights different approaches to different problems, the aim of which is to respond to the same need: that of providing open access to quality educational content.

Students and the analysis of their academic and social uses of technology is the topic of the article by E. E. Gallardo, L. Marqués and M. Bullen (<http://journals.uoc.edu/index.php/rusc/article/view/v12n1-gallardo-marques-bullen>). Its findings relate to the face-to-face university system in Catalonia.

In their article, Juan Carlos Torres, Pablo Vicente Torres and Alfonso Infante (<http://journals.uoc.edu/index.php/rusc/article/view/v12n1-torres-infante-torres>) provide an interesting analysis of the various angles of approach to the reality of mobile learning. They advocate the integration of mobile technologies to suit educational needs, and the creation of intelligent systems to support online tutoring on a massive scale.

The use of Facebook in Mexican universities is the topic of the research article presented by Gabriel Valerio, Dagoberto José Herrera-Murillo, Fernando Villanueva-Puente, Natalia Herrera-Murillo and María del Carmen Rodríguez (<http://journals.uoc.edu/index.php/rusc/article/view/v12n1-valerio-herrera-villanueva-herrera-rodriguez>). It analyses the results of a study conducted on students from 28 Mexican universities.

Special Section «“MOOCs: Game Changer or Passing Fad?”»

The special section is the outcome of a call for papers on “MOOCs: Game Changer or Passing Fad?” (<http://journals.uoc.edu/index.php/rusc/article/view/v12n1-daniel-vazquez-gisbert/v12n1-full-monographs>). It includes five research articles and an introduction by the special section coordinators, as well as a review of a book on MOOCs. It was crucial for *RUSC. Universities and Knowledge Society Journal* to deal with such a current topic in a critical manner in order to provide the educational community with relevant research results. We believe that this special section accomplishes the goal that we set out to achieve and constitutes a valuable research-based contribution to reflecting on and defining the present and future of MOOCs.

RUSC. Universities and Knowledge Society Journal's improved ranking in Scopus: SJR and SNIP

The 2013 results of the Scopus impact indices became available in the second semester of 2014: SJR (*SCImago Journal Rank*) (<http://www.scimagojr.com/index.php>) and SNIP (*Source Normalized Impact per Paper*) (posar el link. <http://www.journalindicators.com>). The journal has made considerable progress in both indices. In 2013, it obtained an SJR of 0.268 (in 2012, it was 0.193) and a SNIP of 0.70 (in 2012, it was 0.20), thus making it a journal of reference in the field of university e-learning. *RUSC. Universities and Knowledge Society Journal* ranks 544th out of 1,035 education-related journals and proceedings listed in SJR – Scopus. In addition, it ranks 17th out of 73 e-learning-related journals listed in SJR – Scopus.

These data show that there has been considerable improvement, marking an upward trend that we hope to sustain and better in collaboration with the journal's Scientific Editorial Board, authors and readers.