EDITORIAL

Thoughts on Manuscript Citation Formats of DOI and ORCID

Our journal has adopted Chicago Turabian and APA styles for accommodating citation formats used by scholars across library and information science, and humanities and social sciences. In our issues of recent years, it shows that scholars using APA style have outnumbered the ones using Chicago Turabian style, suggesting a shifting trend of studied topics in library and information science field. The newly published *Public Manual of the American Psychological Association*, 7th edition (2020), is a new edition since the sixth edition of ten years ago, with additions of Digital Object Identifier (DOI) and Open Researcher and Contributor Identifier (ORCID) in Author Note on title pages. In the former sixth edition of APA, a notable space was attributed to introduce syntactic structures and functions of DOI, and an announce was made to use DOI as the first priority choice for website addresses of electronic texts. In the present seventh edition, the adoption of DOI seems even more a matter of fact. In the other hand, the newest Chicago Turabian style is the ninth edition of year 2018, but early in the seventh edition of 2007, it had made clear DOI's precedence.

The reason for using DOI, not a regular URL, as website addresses, is to make sure that availability and accessibility of cited literature could be permanently maintained with an effective management and operation system. Thus through international authoritative citation formats and academic writing manuals, such as APA or Chicago Turabian styles, we can clearly see that DOI has outweighed others and become an international standard as the only manuscript identifier number system. Likewise, in the future the use of ORCID will also be a phenomenon in the international academic community. No matter whether we are now prepared or willing to accept these two identifier systems, DOI and ORCID will become necessary approaches for scholars to join the international academic community.

In this issue (Issue 3, Volume 56), twelve manuscripts have gone through the review process. Four manuscripts have been accepted, with a rejection rate of 66.7%. The articles published in this issue include: "Using Visual Methods to Explore How Students in Information-Related Fields Express the Concept of 'Information'" by Tien-I Tsai, "A Comparative Analysis of English Abstracts and Summaries of Chinese Research Articles Indexed by the Taiwan Social Science Citation Index: Arts Education, Sports & Exercise, and Management Journals

as Examples" by Min-Chun Ku, and "The Application of Quality Talks on the ePUB3 eBook-Based Flipped Design and Teaching of 'Reading Comprehension' Courses" by Tina Pingting Tsai, Chingsheng Hsu, and Jyhjong Lin, and "International Students' Tutoring Experiences and Cultural Awareness in the Digital Learning Companion Project" by Sarah Otanga et al. It is worth noting that some articles in this issue have been published through the open peer review mode "Open Point" with author's and reviewer's reconsents to make part of peer reviews public. Special thanks are dedicated to the reviewer and author.

Jeong-Yeou Chiu
JoEMLS Chief Editor

編者言

DOI與ORCID使用於論文引文格式之啟示

　　教育資料與圖書館學（本刊）向來採用雙引文格式（Chicago Turabian與APA），廣泛接納來自於跨圖資學領域，且分屬人文社會學科學者的引文格式使用習慣。近年來，本刊使用APA格式的學者日增，並已多於採用Turabian格式者。此趨勢正可充分說明了圖資學門研究主題領域的遞變。新近出版的2020年APA格式第七版（*Public Manual of the American Psychological Association*, 7th edition）距離第六版已相隔10年，如今新版再次就「數位物件識別碼」（DOI）；以及增列「開放的研究員和貢獻者識別碼」（ORCID）於題名頁（title page）的「作者說明」（Author Note）欄內。就DOI而言，APA第六版以極明顯篇幅介紹其語法結構及功能，並宣告優先引用DOI碼，作為電子文獻網址的首選；而至此第七版，DOI的採用更為平常且臻於成熟。相對於此，Chicago Turabian引文格式目前最新版本為2018年的第九版，其實Chicago Turabian早在2007年第七版即已宣告DOI的優先性。

　　舉凡種種，優先引用DOI而非一般URL網址的原因，乃在於確保在有效的管理營運制度之下，使被引用文獻的可得性（availability）與可及性（accessibility）得以永久維繫。因此，透過APA或Chicago Turabian此類國際權威的引文格式與寫作規範工具書，我們理當更能清楚了解DOI已儼然成為國際主流通用標準，遠勝於其它相關的文獻唯一識別碼系統。同理，未來ORCID的應用也會在國際學術同儕間取得一席之地。不論你我是否習慣或願意接受這兩項識別工具，DOI連同ORCID的採用都將成為學者們唯一的國際化必要手段。

　　此卷期（56卷3期）總計12篇稿件完成評閱流程，接受刊登其中4篇文章，退稿率為66.7%。本卷期刊登大作分別為：Tien-I Tsai的 "Using Visual Methods to Explore How Students in Information-Related Fields Express the Concept of 'Information'"，以及Min-Chun Ku的 "A Comparative Analysis of English Abstracts and Summaries of Chinese Research Articles Indexed by the Taiwan Social Science Citation Index: Arts Education, Sports & Exercise, and Management Journals as Examples"；還有蔡娉婷、許慶昇、林至中發表的「深度討論應用於ePUB3電子書翻轉式閱讀理解學習之課程設計與教學實務」、Sarah Otanga等四位發表的 "International Students' Tutoring Experiences and Cultural Awareness in the Digital Learning Companion Project"。本期部分審查內容同意經由本刊以開放式同儕評閱「開放觀點」（Open Point）呈現，特以向審查者與作者致意。

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邱　炯友

教育資料與圖書館學 主編

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