

# Ground-breaking of Journal of Applied Research and Innovation

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## Abstract

Journal of Applied Research and Innovation (JARI) was officially launched on the 2<sup>nd</sup> of June 2025, managed by JARI Publisher, under Human Resource University (HRU). JARI was available online, and it is a double-blind, peer-reviewed journal, serving as a dynamic platform for disseminating and exchanging the academic research relevant to practice and innovation of education, instruction, professional development, language, law, business, economy, psycho-pedagogy, public policy, political science, marketing, and technology, in both Cambodian and global contexts. The journal invites scholars, researchers, and practitioners to engage in critical analysis and discussions on themes such as psycho-pedagogical advancement, educational innovation, language acquisition, practice of law, business economics, management, public policy, politics, and technology-enhanced learning. The primary objectives of JARI are to foster knowledge sharing and intellectual discourse, addressing contemporary challenges in education, instruction, language, law, business, economy, and technology. It aims to reach policymakers, educators, and academic institutions by offering diverse perspectives on emerging trends and best practices in teaching and learning. JARI is committed to supporting initiatives that enhance educational quality, promote multidisciplinary practices, and contribute to the sustainable development goals beyond the Cambodian and global contexts.

**Key words:** *Innovation, practice, know sharing, intellectual discourse, perspective, challenge*

## 1. Introduction

JARI is a journal that is officially launched to promote the research on the practice and innovation of education, language or linguistics, instruction, psycho-pedagogy, professional development, law, business, economy, public policy, political science, marketing, and technology. This journal is double-blind, peer-reviewed, and open (online) access. It is served as a dynamic platform for disseminating and sharing the academic research results related to the innovation and best practice. However, transformation is the need for teaching and learning and better the educational quality (MoEYS, 2019). Transformation of education is set with the aim of reforming and advancing

the teaching and learning quality, developing the human resources, and streamlining the 21<sup>st</sup> century-enhanced teaching and learning (Dirk et al., 2021). Hence, transformation of education is a response to the technological era in reforming training and schools, with the development of human skills (Hang-Chuon, 2021).

Transformation is a key factor in improving the quality and significantly contributes to development, innovation, and practice of education, language or linguistics, instruction, psycho-pedagogy, professional development, law, business, economy, public policy, politic science, marketing, and technology. Technological devices are used in transformation to advance the education (Parlak, 2017). Otherwise, transformation can be the system that meets the need of teaching and learning (Taşkıran, 2017). Transformation profoundly influences the educational contexts (Balyer & Öz, 2018). Transformation is the framework for the innovation in teaching and learning.

In brief, JARI aims to invites teachers, scholars, researchers, and practitioners to engage in critical analysis and discussions on themes, such as education, language, instruction, psycho-pedagogy, professional, business, economy, law, public policy, politic science, marketing, and technology. This journal purposively promotes scholars and practitioners share their research results. It is to reach policymakers, educators, and academic institutions by offering diverse perspectives on the theories, trends, innovation, and best practices of learning and teaching, in particular the worked flows and fields.

## 2. JARI Frameworks

JARI journal has a purposive framework, as such home, about, publications, submissions, guidelines, call for papers/books, conference, announcements, and register or login. Home mentions about the journal and contact us. About comprises about journal; focus and scope; editorial team; reviewers; peer-review process; publication policy, frequency, and ethics; open-access policy; editorial policy; submission policy; acceptance and publication; screening for plagiarism; free of charge; indexing and abstracting; journal registry and quality; privacy statement; and copyright notice. About journal covers the overview, vision, mission, and goal. Editorial team states the advisory boards, editor-in-chief, editors, peer-reviews, assistances, and publishing office. Publications address the issues, special issues, book publications, search, current, and archives. Submission provides the platform of the article, book, book-review, article-review, and book-chapter submitting. Guideline of JARI journal focuses on the author guidelines, reviewer guidelines, reviewer forms, JARI templates, and information for readers, authors, and librarians. Call-for-papers expresses call for articles/article-reviews/book-reviews and call for book/book-chapters.

### 3. JARI Scope and Focus

The Journal of Applied Research and Innovation (JARI) welcomes all original papers or books in any discipline, field, and subject where the theory, innovation, technology, best practices, and lessons learned are introduced, related to education, instruction, professional development, language, law, business, economy, psycho-pedagogy, public policy, politics, and technology. Original manuscript can be either academic or applied research in English or in Khmer from national or international that contributes to social, economic, and environmental development. JARI accepts all fields and disciplines, which may prioritize research scopes and focus. JARI journal publishes the original research articles, article/book reviews, and original books biannually based on the empirical data, as well as the theoretical, conceptual and methodological manuscripts. Embracing scholarly resources, JARI welcomes papers on the practice and innovation of education, instruction, professional development, language, law, business, economy, psycho-pedagogy, public policy, politics, and technology. In this effort, JARI encourages the authors to publish the original papers and books, focused on the trends, Innovation, and practice of education; teaching methods; applied linguistics/language; psycho-pedagogical practice; digital technological transformation; trends and practice of management; applications of law; applications of business and economy; financial practice; baking launch and workflows; application of accounting; application of taxation; application of audit; public policy; political science; and marketing launch and workflows.

### 4. Perspectives of Digitalization and Innovation

Digitalization is necessary to system change and improvement in education (Bates, 2015). Reform and innovation of education significantly contributes to the lifelong learning (Sisman, 2016). Transformation of education can be achieved by involving the society and individual needs (Balyer & Öz, 2018). Digitalization of education helps develop the knowledge and digital skills for teachers or learners. In this sense, digitalization of capability helps teachers and students better their teaching and learning quality (Forrester, 2016; IDC, 2015; OECD, 2017). Furthermore, digitalization of teaching and learning competence is the process of upgrading the ability to use digital devices in managing, analyzing, and sharing information. ICT Ability in teaching and learning is about a way of developing the education quality, reform, and transform (Paulo, 2020).

Within education framework, technological skill concerns the improvement of capability of teaching and learning with the digital frameworks. Innovative education is centralized as the process of education to reform the education

system (Dirk et al., 2021). With 21st century-education, innovation of digital education connects teachers and learners to the world through Internet platforms (Hang-chuon 2021; NV, 2017; Paunescu et al., 2022). In this case, higher education institutions (HEIs) should emerge the technologies as a means of bettering education practices to meet key missions for academic institutions (Paulo, 2020; Paunescu et al., 2022). For this mean, educational institutions should develop the digital thinking and digital frameworks to all digital initiatives and approaches - providing rich resources into classroom practice of teaching and learning (Alenezi, 2021; Silva, 2017; Yurev et al., 2020).

## 5. Research Perspectives and Trends

The challenges of doing research at the academic institutions provides how to advance the research skills in pursuing the doctorate programs. Research is a platform that makes doctorate students or scholars be complicated to graduating the doctorate degree. With research process, graduates or PhD students are suggested to familiarize with the research methods, academic research and writing, and reading skills. This is a mean of research framework to enrich the trends of the 21st century-research. To boost research skills, research competence is the need to better critical thinking of research learners – requiring to know how to use the CAF in research (Chhorn, 2025).

Researched perspective is remained the need to present research issues and trends in the real world (Davies & Elder, 2004). Of course, research is central to conditions of professional development, and researched issues are complex and longstanding (Brumfit, 2004). Applied research is emphasized to the disciplinary research-frameworks used to work on problems in pursuing the PhD programs (Grabe & Kaplan, 1996). Applied research extends in a systematic way beyond research teaching and learning. This encompasses the assessment of research skills, policy, and project; the use in the professional settings; and corpus research.

The disciplines of applied research focus on the composition, rhetoric, and literary studies, policy studies, political sciences, psycho-pedagogy, public administration, business, economy, law, and sociology. Research-parallel-coevolution needs to understand how and why applied research is broadly defined. Likely, generative research dominates the applied research landscape, competing formal theories where are available. In this sense, applied research claims variation of research fields and areas. By practicing applied research, abstractness of generative research is central as assumption of a research device. In fact, applied research turns to research knowledge with cognition and description (Robinson & Ellis, 2008). Research can be explained to explicitly drive applied research, as corpus, descriptive, and social research

(Biber et al., 1999). Research theories present realistic applicability to the sorts of research issues.

A variety of research is still central to the areas of inquiring applied research and umbrella discipline of applied research. Research knowledge of various types is very crucial for research description and analysis. In this case, the research-learners are required to draw on knowledge bases of the research methodology, academic research, analytical reading and academic writing. In applied research, the shift to analyzing data and discourse, description, and interpretation in the social or cultural settings indicate a value of observable research (van Lier, 1997). The useful perspectives arisen out of relevant applied-research is about the advancement of register analysis, genre analysis, and resource of corpus research as application to a wide range of research contexts and teaching and learning situations (McCarthy, 2008). Approach to analyzing the research, along with the techniques to analyzing discourse, is hallmarks of the applied research. In fact, applied research carries out the applied research as a genuine role for the researchers, with formal research based upon the real-world and problem-base

## 6. JARI Policy and Strategies

With the research strategical framework, JARI was officially managed by JARI Publisher, under Human Resource University (HRU). JARI is a double-blind peer review and available online access, disseminating and exchanging the academic research relevant to the practice and innovation of education, instruction, professional development, language or linguistics, law, business, economy, psycho-pedagogy, and technology, in both Cambodian and global contexts. JARI has the core values, such as (1) quality by ensuring the high intellectual, methodological, practical, and managerial rigorousness in research, (2) unity by showing collaborative, collegial, institutional, and supportive spirit of the academic community, (3) accountability by being answerable, justifiable, and balanced in reporting research implementation to the stakeholders, (4) leadership by showing an attitude of independence and clear direction towards own research purposes as well as institutional research goals, and (5) trustworthiness by producing research results that can potentially gain trust from audiences and users of the research results.

JARI establishes the main vision that focuses on sharing and publishing the researched results on theory, trend, practice, and innovation of education, instruction, language/linguistics, law, business, economy, psycho-pedagogy, public administration, political science, policy, and technology. In addition, JARI sets the missions, including (1) provide chance to educators, teachers, students, scholars, practitioners, or researchers to share and publish the researched results, (2) building up the research capacities and skills of educators, teachers, students, practitioners, or scholars, (3) engaging in

advancing knowledge in any fields related to the theory, practice and innovation of the education, instruction, language or linguistics, law, business, economy, psycho-pedagogy, public administration, political science, policy, and technology, and (4) reinforcing research support for HRU, promoting the educators, teachers, students, practitioners, or scholars to skillfully and expertly research the related fields in any areas, and utilizing research-based knowledge to inform policy makers. JARI further conducts the goals, such as (1) extending the research engagement and competence of professors, educators, teachers, and students, (2) ensuring active research orientation of postgraduate programs, (3) increasing and improving the different kinds of research resources and inputs, (4) increasing the joint-research activities and projects with the external stakeholders and partners, and (5) yearning by showing a strong desire and commitment to engage in different ways in research activities. Importantly, JARI sets the key strategies of the research aspects, as such (1) strengthening the linkage between research activities and teaching and learning practices, (2) improving researcher and institutional research profiles, (3) building a strong and sustainable research-support system, (4) producing high quality, international research publications, and (5) enlarging HRU's research collaboration, partnership, and network to professors, teachers, scholars, and PhD students of postgraduate schools in research.

Advisory boards of JARI have the responsibility of giving any views about the criteria and principles of the article and book publications to concern with the quality, relevance, and originality of submitted manuscripts with ethical standards and publication policies. Editor-in-chief of JARI has responsibility of making decisions about the acceptance for the articles/books publication with quality, relevance, and originality, which reach the ethical standards and publication policies. Editor-in-chief has the roles to receive and assess the submission of original articles, article/book reviews, and/or books. Editor-in-chief, further, has the responsibility to send the original articles or books to the reviewers and assess the reviews of reviewers in order to accept the original article or book submission for publication. Editors of JARI have the responsibility to edit the accepted original articles or books for publication with the ethical standard and quality. Reviewers of JARI journal have the responsibility to review the original articles, books, and/or article or book reviews, sent by the editor-in-chief, to check the plagiarism, bias, quality, and consistence, with the review form. Assistants of JARI have the responsibility to help editor-in-chief in preparing the accepted articles, books, and/or article of book reviews for publication.

All authors must declare any competing interests related to their article or book, whether financial or non-financial, that could influence their research

and interpretation of results. This includes conflicts of interest with products that compete with those mentioned in their manuscript. If unsure whether to disclose a competing interest, authors should consult their institution. Authors may also check detailed information on competing interest followed by the JARI – Publication Office. A conflict of interest is also called a competing interest, which occurs when the author(s), their sponsor have financial, commercial, legal, or professional relationships with other organizations or people that could affect their research. When submitting paper or book, authors must fully disclose any conflicts of interest. JARI editor-in-chief will use this information to make editorial decisions and may publish the disclosures to help readers assess the article or book. Authors can declare conflicts of interest in their cover letter and in the manuscript submission form in the journal's online system. Conflicts of interest can be financial or non-financial.

## 7. Concluding Remarks

JARI is launched to promote the research shares on innovation and practice. JARI is a double-blinded and peer-reviewed journal, publishing the scientific research results to the real world. Education transformation helps develop the teaching and learning issues, improve the education quality, and ensure the effectiveness of research contexts. The view of education and research offers the chance to identify challenges and best practice of teaching and learning. The researched results publishing and sharing in JARI will contribute to develop teaching and learning and development of the research capability and skills. The shares of researched findings in JARI will provide the mechanisms for the education reform, curriculum development, education digitalization, and instruction. Greatly, JARI will proffer benefits to quality betterment of higher education, as such advancement of research competencies and skills. Integration of teaching is a guideline to better research skills.

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