

From Academic Impact to Academic Discourse Power: A Four-Dimensional Evaluation Theoretical Framework for Academic Journals

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Abstract

Purpose: From the perspective of discourse power, this study constructs a four-dimensional evaluation framework for academic journals to promote theoretical and practical innovation in discourse power and journal evaluation.

Methods: Using methods such as literature research and comparative analysis, this study reviews the current research status of journal evaluation both domestically and internationally, defines the concepts of discourse power and academic discourse power, discusses the formation mechanism of academic discourse power, and based on this foundation, proposes a four-dimensional evaluation framework for academic journals and strategies for enhancing academic journal discourse power.

Results: Academic journal discourse power is formed through the organic coordination and interaction of six discursive elements: subject, content, object, audience, carrier, and feedback. Its evaluation dimensions can be developed across four dimensions: guiding power, originality, influence, and dissemination power. Evaluation methods can be innovated in four aspects: data acquisition, data analysis, model construction, and model application.

Conclusion: In the big data environment, multi-dimensional, multi-element, multi-indicator, and multi-method integrated evaluation of academic journal discourse power is an inevitable choice. To enhance academic journal discourse power, it is necessary to establish academic status, explore hot research fields, construct a diversified and three-dimensional communication pattern, keep pace with global challenges and demand changes, and build an academic discourse system with Chinese characteristics.

Full Text

From Academic Influence to Academic Discourse Power: A Four-Dimensional Evaluation Framework for Academic Journals

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Abstract

[Purpose] To construct a four-dimensional evaluation framework for academic journals from a discourse power perspective, thereby advancing theoretical and practical innovation in discourse power and journal evaluation. **[Methods]** Through literature review and comparative analysis, this paper examines the current state of journal evaluation research domestically and internationally, defines the concepts of discourse power and academic discourse power, elaborates on the formation mechanism of academic discourse power, and proposes a four-dimensional evaluation framework for academic journals along with strategies for enhancing their discourse power. **[Findings]** Academic journal discourse power emerges from the organic coordination and interaction of six constitutive elements: subject, content, object, audience, carrier, and feedback. The evaluation dimensions can be developed across four aspects: guiding power, originality power, influence power, and dissemination power, while evaluation methods can be innovated in four areas: data acquisition, data analysis, model construction, and model application. **[Conclusions]** In the big data environment, evaluating academic journal discourse power through the integration of multiple dimensions, factors, indicators, and methods has become an inevitable choice. To enhance academic journal discourse power, it is essential to establish academic status, identify hot research fields, build a diversified and three-dimensional communication pattern, keep pace with global challenges and changing demands, and construct an academic discourse system with Chinese characteristics.

Keywords: Academic journals; Academic discourse power; Discourse evaluation; Academic guiding power; Academic originality power; Academic communication power; Academic influence

China is currently undergoing profound changes unseen in a century, accelerating the pace of Chinese-style modernization. Enhancing China's discourse power on the international stage and promoting the rise of a major power and

national rejuvenation have been incorporated into national research agendas and have become important directions for implementing China's development strategy. Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has repeatedly emphasized the need to develop first-class academic journals and various academic platforms to strengthen domestic and international academic exchanges [1], and to enhance international communication capacity through multiple channels to improve discourse dissemination power and build an external discourse system with strong guiding power and credibility [2]. As crucial factors in scientific communication, academic influence and academic discourse power have become essential components of building a technologically strong nation and important measures of comprehensive national strength and soft power, receiving increasing attention from the academic community. As an indispensable part of the academic community, academic journals not only broaden channels for exchange and dissemination but also play an increasingly important role in constructing academic systems, disciplinary systems, and discourse systems [3]. Research on evaluating their discourse power addresses both national practical needs and represents a challenging yet theoretically and practically significant new topic in the new era [4].

A review of discourse power literature reveals that foreign research has rarely examined discourse power from an evaluation perspective, mostly situating the concept within linguistics. Domestic research on discourse power focuses on its generation mechanisms and construction, exploring themes such as international discourse power, online discourse power, ideological discourse power, new media discourse power, and discourse power in ideological and political education, connecting multiple research topics [5]. Studies specifically evaluating discourse power of academic journals are extremely rare, though research on single dimensions of discourse power (journal influence, journal dissemination power) is relatively abundant. For instance, regarding journal influence, scholars have proposed a "comprehensive evaluation" system framework comprising six integrated components: evaluation purpose, evaluation subject, evaluation object, evaluation standards and indicators, evaluation methods, and evaluation institutions [6], and developed various index-based metrics such as the e-index [7], htop-index [8], and Q-index [9]. Regarding dissemination power evaluation, most studies track scientific research progress in real-time through social media platforms like Twitter [10], Weibo [11], and Facebook [12]. Concerning journal discourse power evaluation, Wang defines academic journal discourse power as the direct and indirect discursive influence and guidance that academic journals exert on academia, industry, and society during the processes of content production, dissemination, and exchange based on academic quality [13-14], and introduces the concept of "multiple integration" into the evaluation of Chinese academic journal discourse power [15]. Zhao Rongying et al. define the academic discourse power of academic journals as the ability of academic subjects, through dissemination on relevant research platforms, to lead academic research trends, influence academic research directions, and guide academic research innovation

[16].

Exploring issues related to academic journal discourse power evaluation and model construction, and integrating traditional and online scientometric indicators to expand metrics and reconstruct systems, constitutes an important approach to scientifically evaluating academic journal discourse power. Although academia has achieved certain results in evaluation theory and system research, it still faces the dilemma of “more deconstruction than construction,” failing to achieve integration of macro and micro, quantitative and qualitative, and static and dynamic approaches [16]. Current theories, methods, and indicators for academic journal discourse power evaluation are outdated and weakly founded, and no scientific, targeted, and systematic evaluation system has been constructed that integrates the four dimensions of discursive guidance power, originality power, dissemination power, and influence power. In the new media era, academic journal discourse power evaluation should evolve dynamically from single-dimension to multi-dimension, from simple to composite indicators, from single to multiple methods, and from single to multiple data sources [15]. Academic journals are transitioning from traditional models to modern communication, and their discourse power evaluation should adapt accordingly to the current environment [17]. In the big data environment, comprehensively integrating multi-source heterogeneous data, combining theory with empirical evidence, and fusing multiple dimensions, factors, indicators, and methods to comprehensively evaluate academic journal discourse power has become an inevitable choice. Based on this analysis, this paper constructs an evaluation system that integrates the four dimensions of academic journal discursive guidance power, originality power, influence power, and dissemination power, possessing scientific rigor, relevance, and systematicity. This exploratory research on the theoretical framework of academic journal discourse power evaluation aims to provide references for enhancing academic journal discourse power.

2.1 Definition of Academic Discourse Power

Discourse is the cloak of power, while power is the core of discourse. Literally interpreted, discourse power combines “discourse” and “power,” signifying a subject’s right—that is, qualification or freedom—while simultaneously possessing the attribute of authority. Structurally, discourse power is the product of combining discourse and rights, with the two being closely interconnected. Discourse reflects rights, and rights are continuously reinforced through discourse.

Academic discourse power represents an advancement of academic influence and a domain-specific manifestation of discourse power. It cannot exist independently; its generation and formation must attach to a certain subject (such as scholars, institutions, or nations). Regarding the concept of academic discourse power, no consensus currently exists in academia. Most studies cite Zheng Hangsheng’s definition as the unity of the right to speak and the power of speech [18]. Everyone possesses the “right,” manifested as citizens’ freedom to express their opinions, while “power” represents the full embodiment of “right” based

on “capability and strength,” manifested as the influence that discourse subjects’ actions and statements exert on discourse objects. Academic discourse power is the unity of the right and power to speak, as well as discursive qualification and authority, in the academic field, comprising rights such as creation and renewal, meaning attribution, guidance and orientation, and action domination [19]. Essentially, it is a form of academic information, and academic discourse power emerges from the dissemination process of this information. Liu Weiqing et al. argue that the essence of Chinese academic discourse power is “matching national strength and status; accurately interpreting China; and disseminating the real China to the world” [20]. Shen Zhuanghai considers that academic subjects’ ability to lead academic development trends, set academic agendas, and participate in formulating academic evaluation standards constitutes the manifestation of their academic discourse power [21]. Hou Liwen et al. view academic discourse power as, to some extent, a form of academic influence through which academic subjects can dominate and lead academia through their discourse within the academic field [22].

Through analysis of existing research, academic discourse power emphasizes both the right to express discourse and the power derived from the subject’ s strength and capability, manifested as the discourse subject’ s influence, leadership, and public opinion control within the academic field. This paper argues that academic discourse power is the unity of the right and power to speak possessed by academic subjects. Specifically, the right to academic discourse refers to the qualification of academic subjects to express opinions in a certain research field, while the power of academic discourse refers to the ability to influence others in that field. Its formation process is illustrated in Figure 1 [Figure 1: see original paper].

2.2 Formation Mechanism of Academic Discourse Power

Lasswell’ s 5W model [23] is an important theory influencing the empirical communication school. Its communication process model revolves around five questions—Who? Says what? To whom? Through what channel? With what effect? The application of the 5W model in communication and political science also provides new perspectives for discourse power research. This paper combines Foucault’ s discourse theory with Lasswell’ s “5W” communication model, abstracting the generation process of academic discourse power into three stages and five elements. The three stages correspond to Foucault’ s analysis of discourse power: the production stage of academic discourse, the dissemination stage of academic discourse, and the influence stage of academic discourse. The five elements correspond to Lasswell’ s “5W” communication model: academic discourse power subject (Who), academic discourse content (What), academic discourse communication channel (In Which Channel), academic discourse power object (Whom), and academic discourse power effect (What Effect) [24], as specifically shown in Figure 2 [Figure 2: see original paper].

The three-stage and five-element formation mechanism of academic discourse

power proposed in this paper is elaborated as follows:

Figure 2 Formation Mechanism of Academic Discourse Power²

The first stage is the production stage of academic discourse. This stage involves two elements—producer and product—corresponding to the academic discourse subject and academic discourse content in the formation mechanism diagram. The academic discourse subject is the behavioral agent producing academic discourse, which can be an individual or an institution. Academic discourse content is the product of the academic subject, namely achievements from academic activities such as papers, books, reports, etc.

The second stage is the dissemination stage of academic discourse. This stage comprises the element of academic discourse communication channels. In the information age, diverse communication channel selection is crucial to the effect of academic discourse. Channel diversity manifests not only in different communication methods but also in different communication platforms.

The third stage is the influence stage of academic discourse. This stage comprises the elements of academic discourse object and academic discourse effect. The academic discourse object is a concept relative to the academic discourse subject, referring to the target group of discourse content [25]. Academic discourse effect manifests as influence and guidance, realized not through the compulsion and obedience of public power but through interactivity and equality, generating emotional and value identification when the audience enjoys complete intellectual freedom.

In summary, the formation process of academic discourse power is a process in which academic discourse evolves from generation to dissemination and finally to influencing the audience's cognition and behavior. Throughout this process, academic discourse subjects present their discourse through academic achievements and apply their discourse to objects through communication channels.

3.1 Connotation and Manifestation of Academic Journal Discourse Power

Academic journals concentrate scholars' wisdom, demarcate dynamically aggregated research fields, and play important social roles in providing knowledge dissemination, academic evaluation, and scientific and technological services to the public. The entire process from publication to dissemination, influence, and utilization of academic achievements in journals is progressive and cyclical. The authority formed during this process to lead academic trends and gain public recognition constitutes the concrete manifestation of academic journal discourse power.

Academic journal discourse power refers to the direct and indirect discursive influence and guidance that academic journals exert on academia, industry, and society during the processes of original content production and dissemination

based on academic quality, as well as information feedback throughout the entire production and dissemination process [26]. Its connotation can be defined as academic subjects (academic authors, research teams, or nations) producing academic research achievements, using certain discourse expression platforms to voice their opinions to the academic community and gain recognition and acceptance, thereby forming certain authority in relevant academic fields and inducing research behaviors among individuals or groups in the academic environment [27]. Academic journal discourse power is the utility achieved through the dissemination process, a result of audience choice that influences and guides the ideology, terminology, trends, and judgment standards of academic research [4].

First, the objects of academic journal discourse power encompass multiple discourse modes, presented from different perspectives as an open academic discourse system. They are controlled by discourse power subjects and constrained by discourse power carriers, rich in refined disciplinary discourse with distinctive characteristics, such as academic subjects' value identification, academic debates, and evaluation standards, which are communicated to discourse audiences through discourse platforms [28].

Second, in a clear context, discourse audiences can not only understand and receive academic discourse content but also, from their own positions, exert personal autonomy and agency to express individual viewpoints, generate new academic ideas, comprehend academic thoughts and insights conveyed by discourse objects from different perspectives and in unique personal ways, and reach consensus or offer opinions. Finally, the manifestations of influence that discourse subjects' academic papers and paradigms exert on discourse audiences include feedback behaviors such as reading, screening, adopting, and citing academic achievements. Discourse effects gradually become apparent, discourse modes are dynamically shaped during the discourse power formation process, and under the effect of cumulative advantage, academic achievements change the audience's ideological concepts, achieving the effect of disseminating ideas.

3.2 Theoretical Framework for Academic Journal Discourse Power Evaluation

Academic journal discourse power represents potential guidance and influence of academic discourse, generated alongside the circulation of academic achievements in academic exchange activities. The influence of academic achievements is a superficial characteristic, while the subtle role of discursive authority is a deep characteristic. In the process of discourse power generation, "power" specifically emerges from the comprehensive effect of four factors: subject discourse guidance power, academic originality power, academic information dissemination power, and academic achievement influence power. The specific evaluation theoretical framework is shown in Figure 3 [Figure 3: see original paper].

3.2.1 Evaluation Dimension of Academic Journal Discourse Power—Guidance Power

Discourse guidance power refers to the discursive efficacy of leading discourse objects to regard their own development as an important principle of practical activities, encouraging them to consciously and voluntarily unify their development with that of society and the nation in social practice through observation and transcendence of the discourse field [29]. The guiding nature of academic discourse power manifests when powerful academic discourse power subjects, due to their established academic status and long-accumulated academic reputation, possess the authority to authenticate and interpret academic authenticity issues and formulate academic rules, thereby guiding the public to act according to their conclusions and standards.

Academic journals generally represent the latest research progress in their fields, with research topics and methods at the forefront. They can explore and set academic agendas, guiding academic development directions through research topic setting and leading or guiding the thoughts and behaviors of academic subjects/objects in the academic field. To enhance academic journal discourse power, journals can explore and set academic themes with Chinese characteristics, guide international scientific research directions through topic setting, attract the attention of international researchers, gradually gain academic support and recognition, and thereby achieve the goal of enhancing discourse power. In summary, academic journals are weathervanes of academic research, possessing a certain guiding role in academic development, mainly manifested in grasping academic research directions and determining research agendas.

3.2.2 Evaluation Dimension of Academic Journal Discourse Power—Originality Power

Originality power refers to the ability to independently employ creative thinking for innovation, research and development, and pioneering work. For journals primarily providing information, ideas, and viewpoints, the principle of “content is king” or “product is king” remains timeless. Especially in today’s information-rich, diversified, and brand-oriented era, this viewpoint directly manifests as the journal’s “originality power.” Without excellent original content, everything else loses its foundation and basis. Journal originality represents a comprehensive embodiment of academic journals in terms of recognition, academic value, credibility, manuscript quality, overall image, service level, and editorial team, representing a natural identification with the journal by editors, authors, readers, and other users, with distinctive characteristics and features of the discipline and field [30].

Academic journal originality power refers to characteristics of published papers regarding academic innovation, independence, and quality. Specifically, it includes but is not limited to: first, the ability to focus on and explore the latest research achievements, namely the journal’s acuity and accuracy regarding dis-

disciplinary frontiers; second, the ability to conduct in-depth analysis of existing research achievements and propose new research questions and ideas, namely the journal's reflection and innovation regarding research achievements; third, the journal's ability to encourage and guide authors, namely its recognition and promotion of high-quality and original articles; and fourth, a strict publishing ethics review system, namely the journal's adherence to and maintenance of academic ethics and norms.

3.2.3 Evaluation Dimension of Academic Journal Discourse Power–Dissemination Power

In the formation process of academic journal discourse power, dissemination serves as an important link conducted through media such as newspapers and networks. Dissemination activities can be divided into academic dissemination as knowledge and academic dissemination as discourse, mainly referring to communication aimed at knowledge inheritance and information sharing, such as reports on academic lectures, research developments, and project achievements, as well as academic viewpoints or discourses with specific value orientations expressed by different subjects in public spaces [31].

Academic journals can disseminate academic achievements while also producing them, serving as both discourse dissemination media and discourse production subjects. The ideas, theories, and methods generated by academic journals are disseminated through the journals themselves, representing the initial stage of academic discourse in the dissemination system. Journal achievements are disseminated through journal websites, publications, social media, and other forms, laying the foundation for forming academic journal discourse influence. Therefore, academic journals must pay attention not only to dissemination hardware and scope but also to dissemination effects. Academic journal dissemination power represents a balanced unity of both, namely the ability of dissemination subjects to achieve effective dissemination by fully utilizing various means. In the “Internet Plus” era, academic journal dissemination power is the ability of academic journals to use internet information technology and various means to disseminate scientific research achievements to relevant groups in the fastest way and broadest scope possible, representing a combination of dissemination capacity and effectiveness.

3.2.4 Evaluation Dimension of Academic Journal Discourse Power–Influence Power

The publication and development of academic journals promote the dissemination and diffusion of academic achievements. Academic journal influence refers to the relevant impacts that articles published in academic journals produce for the journals themselves and scholars in the academic community in terms of thought and behavior during the dissemination process, with its essence being article influence.

In academic journals, academic content based on academic quality exerts direct or indirect discursive influence on academia and industry during the dissemination process, representing a unidirectional formal scientific communication. Academic journal discourse influence mainly manifests as the discursive impact that the journal's intrinsic value and quality bring to the audience, as well as the discursive control power that its academic reputation, brand, and quality bring to the journal, manifested as changes in scholars' thoughts or content after reading articles [32]. Academic journal discourse influence is a non-coercive force, different from secular power exerted by governments and states through laws, policies, military, and diplomatic means. Its discursive power takes effect through dissemination and diffusion. In other words, the influence of discursive power on the audience is not realized through rules but through the self-reception of discourse audiences.

3.3 Innovation in Academic Journal Discourse Power Evaluation Methods

In the big data era, academic evaluation models have evolved from traditional peer review qualitative evaluation and bibliometric quantitative evaluation to big data evaluation based on computer network technology [33]. With the development of artificial intelligence technology, academic journal evaluation will further advance to the intelligent algorithm stage, achieving automation of evaluation systems. The integration of intelligent methods such as deep learning also injects new vitality into academic journal discourse power evaluation, particularly achieving breakthroughs and innovations in data acquisition, data analysis, model construction, and model application.

Regarding data acquisition, intelligent methods represented by deep learning automatically extract bibliographic and semantic information from literature sources, employ semantic segmentation and other technical means for data structuring, and construct training datasets readable by deep learning models. Second, they enable the identification and mapping of citation content at different discourse structure levels (sentences, paragraphs, chapters), forming traceable citation links. Regarding data analysis, intelligent methods represented by deep learning can be used for citation classification to reveal citation motivations and determine evaluation directions, as well as for similarity analysis to track the dissemination of citation ideas, ultimately achieving comprehensive evaluation analysis based on semantic and relational spaces. Regarding model construction, model building and training can automate academic discourse power evaluation, enhancing its scientific rigor and accuracy. Regarding model application, models constructed using intelligent methods represented by deep learning can be applied to various scenarios of academic discourse power evaluation, such as predicting short-term or long-term citation situations of literature [34].

4 Strategies for Enhancing Academic Journal Discourse Power

Against the backdrop of integrated innovation in omnimedia technology, academic journal discourse power has been rapidly enhanced in terms of discursive guidance power, originality power, influence power, and dissemination power, profoundly influencing and changing the knowledge structure of audiences and striving to guide academic research and disciplinary development directions. Currently, to enhance academic journal discourse power, we must be guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, adhere to the correct direction of journal operation, be grounded in national conditions while facing the world, and strive to forge a path of development for academic journals with Chinese characteristics [32]. Based on our analysis of the formation mechanism, connotation, and evaluation dimensions of academic journal discourse power, this paper proposes feasible strategies for enhancing academic journal discourse power from four aspects: discursive guidance power, originality power, dissemination power, and influence power.

4.1 Establish Academic Status to Enhance Academic Journal Discourse Guidance Power

Enhancing academic journal discourse power requires obtaining academic support and recognition to establish academic status through high academic reputation. First, attention should be paid to constructing the journal's academic committee by inviting scholars with high academic status and influence as members to enhance the journal's academic reputation and authority. Second, academic reputation is closely related to journal achievement quality. Academic journals should standardize requirements and guidance for authors, ensure fairness and rigor in academic review, regularly assess journal academic quality and standards, and ensure published papers possess high academic value and standards. Third, academic journals should keep pace with global challenges and changing demands, strengthen academic exchanges with international peers and expert groups, actively set research topics, academic agendas, and academic frameworks, and effectively guide scholars' research—this constitutes the core measure for enhancing academic journal discourse guidance power. Simultaneously, academic journals should be adept at refining identifying concepts, creating new concepts, categories, and expressions that are easily understood and accepted by the international community, publishing theoretical paradigms and academic trends that facilitate practical research, guiding the international academic community to resonate and converge, thereby generating intense discussion and in-depth research to enhance discourse guidance power [32].

4.2 Identify Hot Research Fields to Enhance Academic Journal Discourse Originality Power

Excellent original academic content is an important condition for external communication, a prerequisite for attracting academic attention, and a crucial foun-

dation for continuously enhancing academic discourse power. The competition over discourse power represents a new arena for ideological contestation in the new era. We should maintain institutional confidence and cultural confidence among discourse subjects, enhancing journal content originality power based on upholding socialism with Chinese characteristics and promoting excellent traditional Chinese culture. Journals should increase their focus on and exploration of research hotspots and frontier fields, cultivate editorial teams with high professional competence, guide authors to conduct original research, and thereby enhance the journal's academic innovation and independence. Strengthening paper review and revision, emphasizing academic depth and breadth, and promoting authors' in-depth analysis of existing research achievements while proposing new research questions and ideas will improve journal academic quality.

4.3 Build a Diversified and Three-Dimensional Communication Pattern to Enhance Academic Journal Discourse Dissemination Power

Currently, Western mainstream institutions dominate international public opinion, and the same discourse can become ambiguous and transformed through secondary and tertiary dissemination. Many "Chinese voices" and "Chinese stories" become "distorted" during dissemination. Under circumstances where Western media dominate public opinion, enhancing the international discourse dissemination power of academic journals requires diversified layout and constructing a three-dimensional promotional pattern.

Information technology and network development are profoundly influencing, driving, and even overturning traditional academic exchange paradigms. On one hand, we need to establish a comprehensive media perspective, take the initiative to seek out and integrate effective traditional media resources to form synergy, and construct a three-dimensional, diversified, and multimodal communication pattern to reshape journal academic exchange paradigms. Journals can establish cooperative relationships with relevant academic organizations, institutions, and academic media to conduct cooperative exchanges and enhance journal visibility. On the other hand, we must adapt to new technological trends and use new media communication channels to seize online discourse power positions. Academic journals should actively adapt to current network communication characteristics, transform communication concepts, emphasize the operation of social media communication platform accounts such as WeChat official accounts and Weibo accounts, and expand journal dissemination scope and influence in all directions. When expressing discourse internationally, we should establish international competition awareness, identify discourse objects, use new media to seize international public opinion arenas, and enhance journal discourse dissemination power.

4.4 Emphasize Content Quality, Strengthen Brand Building to Enhance Academic Journal Discourse Influence Power

The core of academic discourse power competition lies in the strength competition among academic subjects. An academic subject's academic influence is closely related to its own strength. Only by emphasizing journal content quality and establishing powerful and influential brands can academic journals make their discourse more easily accepted by academia and thereby generate academic influence. On one hand, we should strengthen and enhance journal quality and intrinsic value, improve academic reputation and brand, and enhance discourse control power. On the other hand, cultivating first-class editorial teams, review experts, and authors to ensure the academic quality of published content is also an effective way to enhance journal influence [32]. Additionally, academic journals can attempt brand building and promotion to create academic brands and images that resonate deeply with audiences, enhancing journal credibility. Beyond improving academic journals' own academic influence, discourse audience influence also reflects discursive effect—the breadth and number of audiences both affect the magnitude of journal academic discourse power [24]. Expanding readership and improving journal readability also help enhance academic journal influence.

Chinese academic journals lead the weathervane of academic research and influence academic terminology and judgment standards. Possessing academic journal discourse power is key to whether Chinese academia can stand independently in the global academic community, guide academic public opinion, and contribute world-influential academic theoretical viewpoints and practical transformation of scientific and technological achievements. This study constructed a four-dimensional academic journal discourse power evaluation framework including academic guidance power, academic originality power, academic dissemination power, and academic influence power based on analyzing the formation process and mechanism of academic discourse power. Evaluation methods can be innovated across four levels: data acquisition, data analysis, model construction, and model application. Finally, strategies for enhancing academic journal discourse power were proposed from four perspectives: establishing academic status, identifying hot fields, constructing communication patterns, and strengthening brand building. This study has limitations: it only theoretically explored the evaluation and innovation of academic journal discourse power without combining theory with empirical evidence. In subsequent research, we will attempt to integrate multi-source heterogeneous data for empirical evaluation of academic journal discourse power and propose targeted suggestions and strategies for enhancing discourse power in different fields.

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Author Contributions Statement

Zhao Rongying: Proposed research direction, paper guidance, paper revision;
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² The diagram of academic discourse power formation mechanism is improved based on the team's previous research. The previous research can be found in: Zhao Rongying, Liu Zhuozhu, Zhang Zhaoyang, Li Xinlai, Chang Ruru. On Academic Discourse Power and Its Evaluation [J]. Library and Information Service, 2022, 66(11): 14-23.

Note: Figure translations are in progress. See original paper for figures.

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