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When considering learning processes and educational designs today, it is necessary to consider and navigate from a double perspective which both adheres to society's demands and to the technological developments within learning. On the one hand Society's demand for learning and the change of contexts in which learning takes place influence the expectations from elearning technologies, but it is also the case that technological development challenges human practices such as pedagogy, teacher and student roles, and people's conceptualization of learning and knowledge. Therefore innovation, development and adaption from both sides of human-technology-interaction have become ongoing issues. The articles in this issue take different approaches to explore this widening range of possibilities for elearning and offers complementary views into the possibilities through technological experimental work with algorithms in the laboratory, two studies of actual users in real learning settings and their encounter with technology and learning, as well as a survey that compares students from different national and cultural backgrounds. While the laboratory study has not yet reached the point of considering the use of real users, the empirical work finds that both human and technological issues are of importance for further development of elearning.

Sabitha, Mehrotra and Bansal take their point of departure with the claim that in order to achieve holistic learning, knowledge enriched teaching skills are required, which can enhance and increase the thinking skills of the learner to a higher level. Their research argues that present day Learning Management Systems (LMS) do not meet this demand as their development and design primarily addresses ease of use, search facilities, content and performance. According to the authors, knowledge should also be delivered along with the domain information and in the paper they propose the idea of an enhanced Learning Object (LO) called Knowledge Driven Learning Object (KDLO) aimed at delivering better learning to the user. According to their experiment that tests developed algorithms, users queries for learning material in courses resulted in KOs that are associated with relevant LOs. In the conclusion the authors point to the need to study other approaches that justifies the need of the user.

Tarhini, Scott, Sharma and Abbasi finds that the use of Really Simple Syndication (RSS) offers a means for university students to receive timely updates from virtual learning environments. However, a survey at a university in the Lebanon shows that despite the assumed utility of RSS, only 21% of home students claim to have ever used the technology. In order to investigate whether national culture could be an influence on the intention to use RSS, the survey was therefore extended to British students in the UK and explored the students' attitude towards behavioral intention to use; attitude towards benefit; perceived usefulness; and perceived ease of use. Although there were a higher percentage of users in the UK, the picture appeared similar to that of the Lebanese students. The study also found significant differences between perceived usefulness and perceived ease of use across the two contexts studied, and that it is not clear whether educational technology that has been developed in one location will be perceived in a similar way in a

different location. Therefore future research should examine potential moderators which may influence these variables and their relationships in other learning contexts.

Tarhini, Hassouna , Abbasi and Orozco points at the dilemma faced by higher educational technology and engineering disciplines between resources and the focus on pedagogy and instructional designs that emphasize peer instruction and rich formative feedback. They also point at the challenge to maintain student engagement outside the traditional classroom environment and ensure that students receive feedback in time to help them with ongoing assignments. The authors see that virtual learning platforms and web feed syndication such as Rich Site Summaries (RSS) can help institutions to overcome such challenges. However, an initial pilot at an institution in the Lebanon showed that only one fifth of students used the facilities. In the current study the Technology Acceptance Model (TAM) was used to guide the development of a scale to be used to investigate antecedents to the use of web feeds. The results revealed adequate face, content, and construct validity. Thus RSS feeds in education were found to significantly improve the content presented by the instructors to the e-learning user. However, perceived ease of use was not a significant predictor of attitude towards use. This suggests that aspects of the model may lack criteria validity in the Lebanese context. Consequently, it may be necessary to extend the scale to capture cultural values and subjective norms. In the discussion the authors point at the limited scale of the study and suggest that longitudinal studies be employed in future research along with the inclusion of diverse theoretical models and diverse antecedents. According to the authors this will provide more insight into the phenomena of adoption and usage of technology.

Mettiäinen aimed at studying nursing teachers' and students' attitudes to and experiences of using an electronic assessment and feedback tool (eTaitava) in the supervision of clinical training, during a real setting pilot project. Nursing teachers participated in interviews and a survey while students responded to the survey. The study found that four-fifths of the students responded to teacher produced questions via eTaitava almost daily and found the software easy to use. Based on the students' and teachers' experiences, the use of the electronic assessment and feedback tool showed that electronic assessment and feedback can make it possible for teachers and students to promote learning during clinical training by challenging students to reflect on their learning experiences. The findings of the pilot study were encouraging, and indicate that the method is worth further development and will be potentially useful in supervision in all fields of education. However, attention should be paid to the software features, such as user-friendliness, in the introduction of the programme.

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