Editorial for EJEL Volume 16 Issue 2

In this issue we get an interesting view into the global scale at which empirical research at EJEL is carried out. We are literally all over the world, and the research demonstrates the breadth of the e-Learning concept.

Among others, we visit two blended learning settings. First, in a case study from the Department of Computer and Systems Sciences, Stockholm University, in Sweden, Thashmee Karunaratne investigated blended learning formats during students' thesis work at both the bachelor and master level. Her study entails working with five identified phases. The results point to the premise that through the use of an ICT system, the administration (as, for example, the automatic matching of students to supervisors, and collecting the student projects and materials) is made easier, the supervision activities run better (as in scheduling meetings) and collaboration is of a better quality; not only in student / teacher relations, but also through peer feedback and review tools.

Similarly, Adriana Huertas-Bustos, Omar López-Vargas and Luis Sanabria-Rodríguez report on a blended learning course in chemistry, from Bogotá D.C., in Colombia. In the paper "Effect of a Metacognitive Scaffolding on Information Web Search", their intention is to research and improve students' internet searches. The paper commences with an investigation into the concepts of metacognition and scaffolding, which leads up to describing the context of an experimental design-inspired process, with three different setups. The three setups involved three groups of students interacting with the blended learning process, applying fixed, voluntary and non- scaffolding processes. The results showed improvements when working with scaffolding, but slightly different from what was anticipated, which is discussed thoroughly in the paper.

The third paper is situated within teacher education, and is written by Zuzana Straková and Ivana Cimermanová, from Slovakia. The paper investigates the reflective practices of student teachers, when teaching as part of their teacher training. A design was implemented that moved reflection from taking part immediately after students had taught part of a lesson, to an online environment, where the idea is that time is given for self and peer reflection on critical instances of the teaching situation, as well as to move beyond mirroring the trainers input. The results, which rest on a two-semester investigation, are discussed and point to the result that the e-Learning "provided the opportunity to focus the reflection and critical thinking of student teachers, not only in the behavioural domain but also in cognitive and emotional domains."

From South Africa, Gail Drennan and Ian Moll, in the paper "A Conceptual Understanding of how Educational Technology Coaches help Teachers Integrate iPad Affordances into their Teaching" claim that iPads technological affordances can lead to the development of new pedagogical affordances. The authors review affordance literature and then argue for conceptual links between the iPads technological capabilities, which create technological affordances leading to pedagogical affordances. They have conducted interviews with five educational technology coaches and the five teachers they were coaching. From the literature and the empirical data, six ways are developed in which iPad technological affordances can create new pedagogical affordances, and change pedagogy, and the paper concludes that teachers can change their pedagogy through using these six relationships.

Researching a military education in the Philippines, Christopher Chua and Joseph Archog report on the use of a LMS on a Squadron Officer Course, in Moodle. Here, 47 officers' satisfaction with the course were investigated, where satisfaction in terms of learner interface, learning community, content and usefulness were surveyed through a questionnaire. The intention was to provide input to the design and implementation of this and other military environments, which is the reason for also investigating whether the satisfaction varied across profile variables. The results are that the officers are satisfied, without much variation across profiles, and the paper concludes that this also points to the timeliness, and that military education can officially integrate such technologies into the officer training.

Finally, this issue ends with a paper from Pakistan, on "Factors Influencing the Adoption of e-Learning in an Open and Distance Learning Institution of Pakistan", authored by Moiz Uddin Ahmed, Shahid Hussain and Shahid Farid. The paper provides a rich country specific overview of the major institutes offering e-learning and distance education, the challenges of e-learning and the influencing factors for the adoption of e-learning in Pakistan. It then surveys selected students in two programs within Computer Science, with 250 answered

questionnaires, which finds strong preferences for e-Learning activities, but also identifies challenges, ranging from electricity shortfall to lack of specialized content.

Journal Editors
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