Editorial / Éditoiral

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Our first article, ***The reality of assessing 'authentic' electronic portfolios: Can electronic portfolios serve as a form of standardized assessment to measure literacy and self-regulated learning at the elementary level?***, investigates e-portfolios as an assessment tool for student literacy and self-regulated learning. The results indicate that e-portfolio assessment is time-consuming and difficult to do, requiring shared guidelines or tasks.

Our second article, ***Shifting Views: Exploring the Potential for Technology Integration in Early Childhood Education Programs***, identifies how collegial dialogue supports teachers teaching with technologies. The authors conclude that technology can create collaborative inquiry, though further exploration is required.

Our third article, ***Student Perceptions of Using Tablet Technology in Post-Secondary Classes***, investigates students' attitudes about using tablets. Their findings show that students have very positive views about tablets and experienced an easy transition to their use. An interesting additional finding is that students' use of tablets tend to reduce their 'off-task' behvaiours (e.g., social ntetworking apps) that are often associated with laptops.

Our fourth article, ***Examining Informal Learning using Mobile Devices in the Healthcare Workplace,*** examines the use of mobile devises as a learning tool for informal learning in the workplace. Findings of this mixed method study indicate that workplace-related influences are relevant to informal learning experiences with the mobile devices.

Our fifth article, ***Barriers to Systemic, Effective, and Sustainable Technology Use in High School Classrooms***, reports on strategies to improve high school completion rates using technology and student-centered approaches. Findings suggest minimal change resulted using these strategies, as well as barriers to sustainability.

Our sixth article, ***Using Tablet Computers with Elementary School Students with Special Needs: The Practices and Perceptions of Special Education Teachers and Teacher Assistants***, found that teachers and assistants were very positive about the value of iPads. Frequent uses reported include student language and literacy skills, as well as mathematics learning. Enhanced student motivation was the most frequently reported benefit.

Our last article, ***Learning Analytics: Readiness and Rewards***, is a position paper on the relatively new field of learning analytics. This paper presents the meanings of both "learning" and "analytics," and the two main levels at which learning analytics can be, or has been, implemented in educational organizations. This paper concludes by advising an incremental approach to institutional preparedness.