

## Editorial / Éditorial –

**Heather Kanuka**, *University of Alberta*

The first manuscript for this issue, *Designing for Learning Engagement in Remote Communities: Narratives from North of Sixty*, explores the history of educational initiatives in remote Arctic communities, focusing on traditional knowledge, the role of Indigenous culture in school learning materials and activities, and how and why technology might be used to preserve traditional knowledge, language, and culture. The authors conclude that design principles for engaging learners in remote communities should be approached through a focus on reflective presence, interaction, educator support, and simplicity of design.

The second manuscript, *Investigating Teachers' Exploration of a Professional Development Website: An Innovative Approach to Understanding the Factors that Motivate Teachers to use Internet-based Resources*, is a qualitative study that examines the combination of screen capture technology and a retrospective think aloud for use by elementary teachers. Results of the study revealed useful insights related to factors that motivate teachers to use professional development websites. The authors conclude that the findings contribute to the ongoing development of high quality online learning environments.

The third manuscript, *Things I Have Learned about Meta-Analysis Since 1990: Reducing Bias in Search of "The Big Picture"*, provides an in-depth examination of potential bias in systematic reviews and meta-analyses resulting in a misrepresentation of findings, ultimately leading to problematic interpretations and application by practitioners and policymakers. This article is a must read for anyone conducting a meta-analysis. Information in this article will help to ensure there is a good reliability and accuracy of reviews, ensuring that practitioners can trust the results and use them effectively.

The final manuscript, *What is Educational Technology? An Inquiry into the Meaning, Use, and Reciprocity of Technology*, is a position paper that explores the ambiguity of educational technology. This article provides a history of the definitions of educational technology, as well as an examination of conceptions of hard (material) technology and of soft (process) technology. Three case studies are presented that reveal a bias toward hard technology in contemporary discourse. The author argues that there is a misconception that soft technology begins with pre-authenticated knowledge, obscuring the reciprocity between technology and intellect.



This work is licensed under a Creative Commons Attribution 3.0 License.