

Editorial / Éditorial –

Heather Kanuka, University of Alberta

The first manuscript for this issue, “Digitizing Practical Production Work for High-Stakes Assessments” explores problems with, and alternatives for, external assessment (reliability, validity, manageability of scoring). One alternative is the use of digital technologies to address the identified problems. The results of this study reveal the use of digital technologies to create and submit digital representations is a viable alternative to current approaches to assessment.

The second manuscript, “L’utilisation d’internet par les parents d’enfants ayant un trouble du spectre de l’autisme,” is a study that investigates the frequency of Internet use by parents of children with autism spectrum disorder. The results of this study raises the issue of judgment by the parents with respect to the quality of information and the impact of their searches, and their ensuing choice of interventions.

The third manuscript, “Investigating the Benefits and Challenges of Using Laptop Computers in Higher Education Classrooms,” evaluates laptop use within the higher education sector. This mixed methods study reports specific benefits and challenges of using laptops inside and outside the classroom. The findings of this study will assist instructors in making an informed decision on whether to use laptops, or not.

The fourth manuscript, “Research Priorities in Mobile Learning: An International Delphi study,” seeks to obtain consensus from experts in the areas in need of further research on mobile learning. The study identifies consensus in ten areas in need of further research. These findings will assist researchers on areas in need of further research in mobile learning.

The final manuscript, “Co-Teaching an Online Action Research Class,” reports a case narrative that describes the experience of co-teaching an online action research course. This manuscript outlines considerations (modifications and problems) required when designing course elements required for achieving learning excellence. The authors also reflect on the role of theory with respect to facilitating learning excellence and student inquiry processes.



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