

## Editorial / Éditoiral

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The first paper in the summer issue revolves around screen capture technology as a tool that can be used in second language literacy. Drawing on research data from case studies of university second language writers, the results indicate that screen capture can contribute to our understanding of second language writers and their interactions.

The second paper conducted a study using Chickering and Gamson's research on good principles for undergraduate teaching as a framework to explore instructors' and students' perceptions of good teaching in a blended learning environment. Results of this study reveal that the off-campus classroom (using a LMS) is perceived as an ineffective replacement to the on-campus classroom experience. Of particular note in this study is that students particularly enjoy instructors who share their interests and passion in teaching in their on-campus classrooms. The authors discuss the implications of these findings.

The authors of the third article in this issue conducted a study on the use of cloud-computing applications to support collaborative scientific inquiry by pre-service teachers. The results of this study adds to the literature on teachers' perceived first and second order barriers to many new and emerging technological tools, focusing specifically on cloud computing. This study concludes with a discussion of how to remove these barriers.

The fourth paper explores the effects of blogs in elementary-school students' writing. Using the theoretical framework of self-determination, writing relationships and transactional theory, this research team found that students' motivation to write increased when using blogs. Further implications are provided relevant to using blogs for writing in the elementary classroom.

The final article in our summer issue investigated digital technologies to support a triad approach for student assessment within the postsecondary sector. The findings of this study reveal that digital technologies tend to be most effective when (1) students are actively involved in the assessment process and (2) the instructor places emphasis on formative assessment.