

Editorial / Éditoiral

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In our first issue for 2013 (Winter), we have five articles that offer a diversity of interests for our readers.

The first article, *A Comparison of Participation Patterns in Selected Formal, Non-formal, and Informal Online Learning Environments*, explores whether online learner participation varies depending on the learning context. The contexts these researchers explore are formal, non-formal and informal learning. Conducting a transcript analysis of each context, the researchers provide further insights on the differences between each context in the online environment.

The second article investigates significant differences in perceived student satisfaction and personality types in blended and online environments at the graduate level. While significant differences were found in blended and online courses based on personality type, overall there was perceived satisfaction with both kinds of environments.

The third article examined the use of student-developed PowerPoint games and achievement of stated learning outcomes. The results of this study are important in that they are in conflict with the assumption that students who develop their own games will write higher-order questions. The results of this study indicates that this is not the case; the researcher further suggests that changes to the question-writing aspect need to be implemented by the teacher when working with students.

The fourth article investigates an authentic design studio model. The aim of the model is to improve enhance the learning experience. Working with a 'shared space,' this approach provides opportunity for participants to exchange ideas and artifacts to develop a community deeply and quickly through the use of authentic tasks. This applied study describes this approach, how it was implemented and what was learned.

The final article studies collaboration indices for monitoring potential problems in online small groups. This study tests the validity and reliability of factors that are associated with quantity, equality and shareness in online small groups. The results of this study are of significance for facilitators who use small groups in their online courses. The researcher concludes that these indices are valid and practical for monitoring and identifying problems in small groups in online courses.