

Editorial / Éditoiral

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In this issue, as with most of our past issues, we have a collection of seven rather eclectic articles in English and French.

The first article examines the use of video podcasts in secondary math classes. The results of this study reveal that when students learn at their own pace with video podcasts alongside a step-by-step explanation with diagrams, learning performance increases significantly. The results of this study should be of interest to senior elementary and junior high school teacher, academics and curriculum developers.

The second article in this issue investigated the use of online annotation tools for inquiry learning. The results of this study revealed that the online annotation tool (Diigo) was a promising tool to facilitate active reading in an inquiry-based learning environment. The results of this study should also be of interest to junior high school teachers, secondary education academics and curriculum developers.

The third article in this issue conducted an analysis of recent literature on digital natives in institutions of higher education. This article exposes the largely unsubstantiated conceptions of digital natives in the literature. The author argues that basing decisions about digital natives requires a critical discussion, concluding that further research on this issue related to the Canadian context is needed. This article should be of interest to anyone concerned with undergraduate education.

The fourth article of this issue is concerned with timely online PD activities for teachers in small rural schools. The results of this study identified the types of PD offered. This article should be of interest to those interested in teacher professional development.

The fifth article of this issue investigated the use of social media (Wikipedia) in learning. While Wikipedia has been criticized on a variety of fronts with respect to credibility and reliability, the finding of this study suggest that beliefs of information-seekers are influenced by a variety of factors. Instructors, researchers and administrators in the postsecondary sector would be interested in the results of this study.

The sixth article of this issue was concerned with rethinking the notion of assistive technology for disabled students. The author asks key questions about how we define and construe assistive

technologies and provides thought-provoking responses. Educators concerned with assistive technologies will find this article of interest.

The seventh article of this issue conducted an analysis of teacher's reflections on e-portfolios. Based on the current Quebec educational context, the results of this study reveal that e-portfolios can be a valuable experience for teachers who believe in the reform of education. For those teachers who advocate traditional teaching methods, e-portfolios were considered a challenge. The results of this article will be of value to teachers and researchers concerned with the effects of using e-portfolios.



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