

Editorial / Éditoiral

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In this issue we have a number of articles on diverse issues dealing with learning and technology.

One study explores K-12 learners' perceptions of collaborative wiki use. Conclusions of this study include the ability of collaborations using Wikipedia can, in fact, promote higher order thinking and can foster meaningful knowledge construction under certain conditions.

In this issue we also have a case study about using debate as a teaching strategy in the online classroom. Specifically, this reflective case study uses interdisciplinary, narrative inquiry, action research and self-evaluations by instructors to explore the use of debate as a teaching strategy. The findings of this study suggest that debates in text-based paced and un-paced courses at the online undergraduate and graduate levels can be a valuable undertaking when the objective is to facilitate higher-ordered thinking.

Another article in this issue conducted an inquiry of self-efficacy beliefs as a component of preparing new teachers for teaching with technology in the classroom as compared to in-service teachers' self efficacy. The findings of this qualitative, descriptive study reveal no significant difference between pre-service and in-service teachers' self-efficacy beliefs regarding their preparedness to integrate technology into their teaching. Both segments of the sample reported specific instances from practice that caused them to experience feelings of low self-efficacy related to technology integration.

When you come to a fork in the road – should you take it? This study investigated effectiveness of teaching social work online, highlighting the challenges of adequately preparing students for face-to-face practice by way of web-based technologies. This paper contributes to the debate about the value of using net-based technologies when teaching social work practice and will be helpful to educators from within many disciplines who are wishing to critique their own development processes when designing and teaching practice courses using blended learning.

We also have an article that conducted a systematic review, drawing on the work of Abrami et al. (2006) and McGreal and Anderson (2007). This article provides a synthesis and discussion of publicly available government policy documents about e-learning in Canada. This review confirms that Canadian policy makers view technology as offering various potential benefits to learners, but also reveals a troubling lack of specific details, consistency and coordination in facilitating the development of e-learning to fulfill these optimistic expectations.

Our final article presents computerized measures of reading for French-speaking students in kindergarten through grade three (n=1130) using the *Indicateurs dynamiques des savoirs essentiels en lecture (INDISSE)*. The results of this study reveal that the INDISSE can supplement teachers' information based on their observations in class, bringing useful data and essential knowledge of the students in a manner that results in successful reading.



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