

Editorial / Éditorial

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Welcome to the first issue of the Canadian Journal of Learning and Technology / La Revue canadienne de l'apprentissage et de la technologie (CJLT/RCAT) published from the University of Alberta! The new editors are Heather Kanuka (English publications) and Donald Ipperciel and Anne Boerger (French publications). We also have Martha Burkle as our Associate Editor and Marla Epp as Managing Editor. Many thanks to Michele Jacobsen and François Desjardins for their assistance with the transition to the University of Alberta.

In this first issue, we have four articles that deal with diverse topics about learning and technology. The first article is a study on mobile learning. A qualitative research project was conducted to test the viability of augmenting an e-learning program for workplace learners using mobile content delivered through smart phones. Results of this study revealed that participants who were regular users of mobile phones found the mobile learning materials to be user-friendly, offering increased convenience and flexibility. Use of the mobile content tended to increase as learners spent more time away from locations where Internet-linked computers could be found. Interestingly, the authors also found video was to be the most effective means of presenting content, followed by audio and text. The findings of this study also indicate that the most promising role of mobile learning appears to be to augment rather than replace e-learning or blended learning.

The second article explores the benefits and challenges of using laptop computers. The purpose of this study was to analyze and assess beneficial and challenging laptop behaviours within the higher education context. Both quantitative and qualitative data were collected. The findings revealed benefits (i.e., note-taking activities, in-class laptop-based academic tasks, collaboration, increased focus, improved organization, and efficiency) as well as challenges (i.e., distracting laptop behaviours, instant messaging, surfing the web, playing games, watching movies, and decreased focus). These researchers conclude that the integration of meaningful laptop activities is a critical determinant of benefits and challenges experienced within the higher education context.

The third article investigates digital learners within the higher education sector. The authors conducted an empirical study about digital learners at a postsecondary institution in Canada. Their findings suggest there are no meaningful generational differences in how learners say they use ICTs or their perceived behavioural characteristics. The study also concluded that the post-secondary students at the institution in question use a limited set of ICTs and their use is driven

by three key issues: familiarity, cost, and immediacy. The results of this investigation add to a growing body of research that questions the popular view that generation can be used to explain the use of ICTs in higher education.

The fourth article provides a synthesis of what we know based on work of the Comité d'experts sur l'apprentissage de l'écriture (Committee of experts on learning to write), which published a report entitled, « Mieux soutenir le développement de la compétence à écrire » (Better Support for the Development of Writing Skills) in January 2008. The results revealed in this article revealed that blogs can motivate students to write, add authenticity to the writing process, and facilitate students to produce writing products.



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