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## Editorial

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Over a 24-month period, as e-learning professionals we had the privilege to engage with over 300 other e-learning professionals at seven separate eAgenda events around the globe. Debates and thought leadership activities took place in Australia, the USA, the UK, Finland and Singapore involving key industry, government and higher education representatives.

With such a rich fabric of information and insight emerging from each of the events, it was only natural to pursue the concept of bringing together a collection of emerging and important concepts, observations and research into a special edition of the *International Journal of Learning Technologies*.

The seven articles in the following special edition represent what we believe to be a coherent blend of such critical issues, observations and visions for the future in the e-learning, e-training and e-knowledge arenas. Each of the authors has made a significant contribution to eAgenda actions and outcomes in the past and have now augmented this with their professional insight into an array of issues relevant to a wide range of our professional colleagues.

The first article (Rossiter and Crock) creates a framework to assess the impact and importance of change and innovation, and from this we have attempted to structure a special edition that provides a concise and focused compendium of resources on e-learning.

Reeve's critical reflections on how we are travelling with respect to being able to apply professional and appropriate measures to assess the paedagogical impact of our e-learning endeavours and Rossett and Schafer's excellent contribution on job aids and performance support provide the next contextual layer in the special edition. These papers are well complimented by Sloman's examination of e-learning in the corporate sector and Salmon's insights on the criticality of rewards and recognition in the e-learning arena.

The special edition is then rounded off with an historical and substantive review of the frameworks that support e-learning standards by Baker and an exploration of the fit between e-learning policy and organisational culture by McNaught and Vogel.

We would like to thank Lorna Uden, Editor-in-Charge, and Jon Mason, a fellow member of the Editorial Board, for this opportunity and their support in preparing this special edition. We trust and hope it reflects the ongoing outcomes of a vibrant community of practice, of which the eAgenda is but one manifestation.