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## Editorial

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### Lorna Uden

Faculty of Computing, Engineering and Technology,  
Staffordshire University,  
The Octagon, Beaconside, Stafford, ST18 0AD, UK  
E-mail: L.uden@staffs.ac.uk

**Biographical notes:** Lorna Uden is Emeritus Professor of IT Systems in the Faculty of Computing, Engineering and Technology at Staffordshire University. Her research interests include technology learning, HCI, activity theory, big data, knowledge management, web engineering, multimedia, e-business, service science and innovation, mobile computing, cloud computing, social media, and problem-based learning.

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Welcome to V8N3 issue of *IJLT*. This issue consists of five papers. The first paper is 'Using comments and track changes in developing the writing skill: learners' attitude toward corrective feedback' by Ali AbuSeileek. This paper investigates undergraduate learners' attitude toward using modes of comments and tracking changes in giving and receiving peer corrective feedback while writing. A quantitative and qualitative study design based on two instruments was used. The first instrument was a five-point Likert scale which included ten modes of commenting and tracking changes and their ten features. The other is an open-ended question survey about the advantages, disadvantages, and development of modes of commenting and tracking changes in writing. Participants consisted of one group which was taught for ten sessions, and they used only one mode of commenting and tracking changes in each session. According to the author, results from the quantitative and qualitative analysis revealed that students have a positive attitude toward using some modes of commenting and tracking changes in writing (marginal comments and inline tracking changes, inline tracking changes, marginal comments, inline comments, and inline footnote/endnote) as they help them to develop their writing skill. However, they did not feel comfortable about the others (horizontal reviewing panel, vertical reviewing panel, marginal tracking changes, and bottom footnote/endnote) and reported that they do not enhance their writing performance. Further studies are needed to validate the results.

The second paper is 'GOALS: generator of adaptive learning scenarios' by Karim Sehaba and Aarij Mahmood Hussaan. According to these authors, the problem of generating personalised learning activities for learners is a difficult task. This difficulty is compounded if the learning activity is mediated or presented through a serious game. In their paper, they present a system, called generator of adaptive learning scenarios (GOALS), that is capable of generating learning scenarios taking into account the learners' interaction traces, pedagogical objectives and the specificities of serious games. The generator they proposed is generic, i.e., independent of the application domain and serious games. To achieve this, they proposed an architecture that organises the knowledge in three layers: domain concepts, pedagogical resources and serious game resources. This work has been conducted in the context of Cognitive Linguistic Elements

Stimulations (CLES) project. This project targets the development of an on-line serious game, dedicated to persons with cognitive disabilities. To validate their approaches, the authors conducted experiments in the context of the CLES project. These experiments are based on comparative method that compares the results generated by our system with that of an expert. It is necessary to carry out more evaluations to validate the work.

The third paper is 'Situated learning in accident investigation: a virtual world simulation case study' by Liz Falconer. In this paper, the author shares her experience of using virtual worlds for postgraduate environmental health students. The author argues that overall the students found the experience authentic and that it facilitated social interaction, two of the key characteristics of situated learning. They also felt that the experience in the virtual world had a sense of realism that could be effectively transferred into their work activities in the physical world. Analysis of performance in summative assessment demonstrated slightly higher achievement in the part of the module that incorporated the accident investigation exercise and a wider discrimination between high and low performance than the other parts of the module. Evidence from the study demonstrated that simulated accident investigation in a virtual world can have significant benefits for learning. Further research is needed to verify the study.

The fourth paper is 'Alternative assessment methods in technology enhanced project-based learning' by Maria Boubouka and Kyparisia Papanikolaou. The authors of this paper investigate how peer assessment may support the student evaluation process in a web-enhanced project-based learning environment. In particular, they investigate how assessment can be interwoven with learning in a web-based project-based learning environment promoting learners' engagement and reflection. To this end, MyProject, a project-based learning environment that aims to support learners throughout the life cycle of a project, has been extended with two peer assessment functionalities:

- a a peer review process for the project final deliverables
- b a mechanism allowing the provision of peer feedback in the form of agreement, disagreement or neutral.

In their study, they proposed two peer assessment approaches, peer feedback and peer review, aiming at promoting provision of frequent and timely feedback at main phases of the project elaboration process. Results reveal the potential of both approaches as well as directions for further improvements. It will be useful to investigate how assessment skills may be cultivated through alternative types of feedback.

The final paper is 'Engaging students in computer-supported cooperative learning' by Consolación Gil, María G. Montoya, Rosario I. Herrada, Raúl Baños and Francisco G. Montoya. According to these authors, their work is to highlight the advantages of computer-supported cooperative learning to improve the performance of active learning methodologies, including cooperative and problem-based learning, with the aim of developing the competencies of self-directed work teams, and critical thinking for engineering degree students. This teaching-learning process is supported by the use of the well-known platform 'WebCT'. This study has been carried out in two different subjects from two academic years of the informatics engineering degree. Results obtained show the advantages provided by computer-supported cooperative learning for the

acquisition of both competencies by the students. Furthermore, these methodologies have also been applied in a student-to-student tutoring experience where fourth-year students tutor second-year students, with very promising results. An important study concerning competences is how do we measure them? Research will need to address this.