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## Editorial

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**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, internet of things and problem-based learning.

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Welcome to V11N1 of *IJLT*. There are four papers in this issue.

The first paper is ‘The effect of feedback during computerised system training for visual temporal integration’, by Nirit Yuviler-Gavish and Hagit Krisher. This paper examines whether having feedback during training is beneficial to trainees.

The research focuses on the effect of feedback given to trainees using a computerised training system to improve visual temporal integration. Two training groups were compared: one that received feedback during training (feedback group) and one that did not (no feedback group), with 15 trainees in each group. The results demonstrated that the feedback group’s performance was significantly poorer compared to the no feedback group as assessed by two very important measures – number of errors in new sets (measured during training) and number of commission errors in the d2 test of attention (the post-training transfer task). According to these authors, although the guidance hypothesis predicts the decline in the transfer task, the deterioration observed in performance during training is not a common phenomenon. Theory of overconfidence was used to explain the results.

The second paper is ‘Students’ perceptions of the use of a flipped classroom teaching approach: application to environmental scanning and economic intelligence course in the Tunisian university system’ by Kamoun-Chouk Souad. This paper investigates factors that could positively or negatively impact the students’ perceptions of the flipped classroom (FC) pedagogy. The theoretical model examines the impact of the following:

- 1 the use of videos and social media
- 2 time
- 3 pacing
- 4 knowledge transferability and deeper learning about the students’ perceptions of the FC pedagogy.

A quantitative exploratory study involving 80 master's degree students attending a semester-long course on economic intelligence and environmental scanning (EI and ES) showed the impact of the dimensions related to time, pacing, and video and social media that were not statistically significant. The study shows that the dimension of knowledge transferability and deeper learning has a positive impact on the student's perceptions of FC. The regression analysis shows that only knowledge transfer and deeper learning significantly affected the students' perceptions. Further research is needed.

The third paper is 'Using an online homework management system in tax accounting: does it advance learning?' by Ramon P. Rodriguez Jr. and L. Murphy Smith. This paper presents effects of an online homework management system (OHMS) in a tax accounting course. An examination is made of student performance and perceptions with and without use of an OHMS in an undergraduate upper-level tax accounting course. Students indicated that they perceived their learning performance was enhanced due to use of the OHMS; however, this perception was not supported by the actual performance results. Empirical evidence indicates that an OHMS does not increase student learning performance. At the same time, an OHMS does provide an objective measurement of homework performance along with instant and convenient feedback to students.

The fourth paper is 'Using virtual world simulators (Second Life) in social work course assignments' by Scott Anstadt, Belinda Bruster and Senthil Girmurugan. This paper describes an initial exploration of Second Life (SL), a virtual platform that affords immersive opportunities for students to sensitise and educate themselves in a structured yet self-directed course-design framework. With the use of SL as a virtual reality platform, students are able to choose which resources are used to train them in basic navigation and which communities, representing a wide variety of cultural practices of interest to them, they would choose to study. In a two-year study, student attitudes of engagement and desire to learn cultural competencies through this media are compared, using two methods of course design introducing students to SL. Student surveys show significant improvement in SL navigation when entry into SL include interviews with key informants and a central teleportation hub for exploration to key sites. Student surveys show significant increase in student involvement and appreciation for the use of SL regarding the EPAS core competencies as published by the Council on Social Work Education in 2008 for cultural diversity and application to client assessment.