
Editorial

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Biographical notes: Simon K.S. Cheung is the Director of IT from the Open University of Hong Kong, and was the Director of IT Services in SPACE, the University of Hong Kong. He received his BSc and PhD in Computer Science from the City University of Hong Kong, and MPA from University of Hong Kong. He is a Chartered Engineer, Chartered Scientist, and Fellow of the BCS, IET, IMA, HKIE and HKCS. He has served as an editorial board member or a Guest Editor of international journals, Guest Editor of book series, Conference Chair, Technical Chair and Program Chair of international conferences. His publications include one research monograph, 25 edited books or volumes in book series, and 150+ refereed journal articles, book chapters and conference papers, mainly in two distinct areas, namely, software and system engineering, and technology in education.

Fu Lee Wang is the Dean of the School of Science and Technology at the Open University of Hong Kong and was the Vice President of Research and Technology at Caritas Institute of Higher Education and faculty member at City University of Hong Kong. He received his PhD from the Chinese University of Hong Kong. He has over 250 publications in international journals and conferences and led more than 20 competitive grants with a total greater than HK\$20 million. He is a Fellow of the BCS, and the past Chair of ACM Hong Kong Chapter and IEEE Hong Kong Section Computer Chapter.

Oliver T.S. Au received his BA, MSc and PhD in Computer Science from the York University, University of Toronto and Loughborough University, respectively. He teaches software engineering and distributed systems at the Open University of Hong Kong. His research interests include pedagogy of blended learning and UX design. He is currently the Chairperson of the International Hybrid Learning Society which organises conferences in education technology annually.

Steven Kwan Keung Ng received his BBA from the University of Hawaii, MBA from Chaminade University of Honolulu, and DBA from University of South Australia. He is currently the Campus Director of the University of

Sunderland in Hong Kong, and was the Head of Department of Business and Hospitality Management cum Associate Professor in Caritas Bianchi College of Careers and Caritas Institute of Higher Education, respectively. He has served as an editorial board member, Organising Co-Chair, Registration Chair and Finance Chair of international conferences. He has published over 40 research papers in peer-reviewed journals and international conferences.

Blended learning is one of the promising approaches to teaching and learning that aims to integrate traditional learning with innovative and technological means in order to create a new learning environment that can enhance learning effectiveness and enrich learning experience. For over two decades, we have witnessed many innovations in the teaching and learning process through the effective use of technology. With a focus on new and innovative teaching and learning practices, this special issue on 'Enhancing learning effectiveness with multifaceted learning' explores how learning effectiveness can be enhanced and how learning experience can be enriched through the technology-enabled multifaceted learning.

This special issue contains seven selected papers from the 11th International Conference on Blended Learning and the 4th International Symposium on Educational Technology, both held in the Kansai University, Osaka, Japan on 31 July to 2 August 2018, with substantial expansion and revision.

The first two papers investigate the use of videos in teaching and learning. The paper, 'Teaching and learning with video modelling: production with limited budget and influence of familiar faces on learning effectiveness' shares the experience on how instructional videos can be produced with limited budget by leveraging the manpower of student helpers. The impact of face familiarity on learning outcomes is analysed using Mayer's cognitive theory of multimedia learning. The second paper, 'The use of 360-degree videos to facilitate pre-learning and reflection on learning experiences', investigates the effective use of 360-degree videos recorded during student fieldwork. Learning effects in the three stages of fieldwork, including pre-learning, onsite fieldwork, and post-learning, are examined and evaluated.

The third paper, 'Motivating students' learning in science and technology by using robots', investigates students' learning motivation using robots through a case study conducted in the Macau University of Science and Technology where robots are used for teaching and learning. The authors aim to evaluate how a robot or a group of robots can help stimulate students' interest in science and technology and motivate them to learn science and technology. An online questionnaire survey was carried out to assess the effects on their learning interest and learning motivation.

The fourth paper, 'Design and evaluation on interface for screen operation for supporting practical training using ICT in elementary and secondary education', aims to help teachers operate the computer screen while maintaining face-to-face interactions with students. An interface design of screen operation for use in practical training using ICT is proposed and evaluated. Also focusing on elementary and secondary education, the next paper, 'Understanding K-12 students' information literacy in informal learning environments: a literature review' reveals that students engage in a range of digital meaning-making practices in informal learning environments. It is recommended that the evaluation standards and approaches for students' information literacy should be changed. For promotion of information literacy, a collaborative relationship should be established among schools, families and the society.

The sixth paper, 'Peer assessment of peer assessment plan: a deep learning approach of teacher assessment literacy' explores the teacher assessment literacy. A deep learning approach is implemented to enhance the assessment literacy of a group of pre-service teachers, and positive evaluation results are obtained. The last paper, 'Older adults as the internet users: age and gender approach', brings us to another context. It explores the use of the internet among older people in Czech Republic with respect to age and gender. Through a questionnaire survey, it is revealed that age is a determining factor in the use of the internet whilst gender is not. It is also revealed that older people mostly use the internet for socialising purposes.

We would like to thank Dr. Kongkiti Phusavat, the Editor-in-Chief of the *International Journal of Innovation and Learning*, for his kind acceptance of publishing this special issue. We would also like to express our appreciation to Ms. Janet Clements for her efforts in assisting the publication of this special issue.

We hope that you would enjoy reading the papers.