Editorial

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Biographical notes: Simon K.S. Cheung is currently the Director of IT at 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 Master's of Public Administration from the University of Hong Kong. His publications include one research monograph, 17 edited books or edited volumes in book series, 11 edited journal issues, 120 journal articles, book chapters and conference papers, mainly in two distinct areas, software and system engineering, and technology in education. He has delivered ten keynote speeches at international conferences in these areas.

Lam-For Kwok received his PhD in Information Security from the Queensland University of Technology, Australia. He is an Associate Professor in the Department of Computer Science and the Executive Director of CUBIC (CityU Business and Industrial Club) at the City University of Hong Kong. His research interests include information security and management, intrusion detection systems, and computers in education. He has extensive teaching and academic planning experience. He actively serves the academic and professional communities and was the conference chair of the International Conference on Blended Learning 2017.

Will W.K. Ma is currently the Head of Learning Commons at the Technological and Higher Education Institute of Hong Kong. His research focuses on the use of information systems for communication, knowledge sharing and knowledge creation. He has papers in *Computers & Education*, *Computers in Human Behaviour*, *Journal of Computer Assisted Learning*, *International Journal of Communications, Law, and Policy*, and *Information & Management*. He served as the co-editor of the *Journal of Communication and Education* and editor of the *Cogent Social Sciences*. He is also the President of the Hong Kong Association for Educational Communications and Technology.

Harrison Hao Yang is a Professor in the School of Education at the State University of New York at Oswego, USA. He is also a Distinguished Professor in the School of Educational Information Technology at the Central China Normal University, China. His research specialisation includes assessment and e-folios, distance education, information literacy, technology diffusion and integration, and e-learning experience management.

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Unquestionably, technology has become an irreversible force driving changes in the teaching and learning practices. With a focus on technology-enhanced learning, including blended learning, collaborative learning, mobile learning, personalised learning and open online learning, this special issue on 'Innovative application of technology in education' aims to disseminate the latest research results and share the good practices for enhancing teaching and learning effectiveness through technology. It contains seven refereed papers, which are mainly selected from the papers presented at the 10th International Conference on Blended Learning and the 3rd International Symposium on Educational Technology, both held in the City University of Hong Kong, Hong Kong on 27 to 29 June 2017, with substantial expansion and revision.

The first two papers investigate the adoption new technology in English language teaching and learning. The paper, 'Improving the experience of teaching and learning kindergarten-level English vocabulary using augmented reality', explores the use of augmented reality through two mobile applications, one for students to learn English vocabulary through a mobile device, and the other for teachers to prepare for classroom teaching. The authors share some insights on how practitioners can use augmented reality

technology in early childhood education. The second paper, 'Improving English pronunciation via automatic speech recognition', reviews the application of automatic speech recognition technology in English pronunciation for university students in China. A mobile application based on automatic speech technology is used for teaching and learning English pronunciation. Positive results are obtained.

Enabled by the web technology and open licensing, massive open online courses or MOOC provide free and open access to university courses through the internet. The next two papers review the adoption of MOOC in higher education institutions. The paper, 'Advancing teaching with massive open online courses: a review of case studies', identifies the characteristics of MOOC adoption through 28 case studies. The authors discuss the division of labour in implementing MOOC, the effective use of technology, and the course redesign based on experience with MOOC. In the paper, 'Massive open online courses as open educational resources in a blended teaching and learning mode of instructional delivery in higher education', the potential of using MOOCs in a blended teaching and learning mode of instruction is examined. Learning effectiveness, and the advantages and challenges are discussed.

The fifth paper, 'Instructional support for the faculty members to promote flipped classroom based on the IDEAL model in Japanese higher education', investigates the instructional support for faculty members to promote effective flipped classroom. An integrated design, evaluation, and assessment of loading (IDEAL) model is proposed. Key points on the instructional supports are identified, and the challenges are discussed. The next paper, 'Evolution and effectiveness of e-learning in accounting education: the case of Hong Kong', describes the evolution of e-learning in accounting education in Hong Kong. The practices are also reviewed. Based on the review, it is found that the effectiveness of e-learning may be influenced by factors such as the institutional technical support and the continuous investment on upgrading infrastructure to cope with the latest technological development.

Learning analytics has become one of the fields of educational technology that receives growing attention from educational researchers and practitioners. It refers to the processes of collecting, evaluating and analysing the traces left by students and teachers in teaching and learning, and aims to use the knowledge developed from these processes to understand and improve the effectiveness of teaching and learning. The last paper, 'A review on learning analytics' presents a comprehensive literature review on the recent publications related to learning analytics. By analysing the publications between 2014 and 2016, the authors discover the trends in learning analytics applications, and propose some future research directions.

Finally, 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 Miss Janet Clements for her efforts in assisting the publication of this special issue.

We hope that you would enjoy reading the papers.