Editorial

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Welcome to the V14N1 issue of *IJLT*. This issue consists of five papers. The first paper is, 'Self-efficacy and self-esteem in online learning environments of adult learners', by Chang Zhu. This paper examines two psychological aspects of adult learners which are related to the learning processes associated with online learning. Especially the relationship between specific self-efficacy (computer and internet self-efficacy and self-efficacy in terms of online learning environments) and self-esteem in the online learning of adult learners were investigated. According to the author, the participants included 260 adult learners in Belgium who were following courses in Adult Education Centres and Employment Training Centres. Quantitative cross-sectional correlational research was conducted.

Zhu concludes that the results show that there were no significant differences in terms of specific self-efficacy (computer and internet self-efficacy and self-efficacy in online learning environments) and about self-esteem in the online learning of adult learners with regard to their gender, age, and educational levels. Among the influencing factors, the daily use of computers was found to influence specific self-efficacy and self-esteem in such an environment. In addition, the findings indicate that specific self-efficacy (computer and internet self-efficacy and self-efficacy in online learning environments) was positively related to the self-esteem in online learning of adult learners. Further studies are required to validate the results. But there are limitations that need to be addressed. Firstly, the number of participants was relatively small. Secondly, the computer and internet self-efficacy, self-efficacy in OLEs and self-esteem in OLEs data was based on self-reported measurements. Thirdly, regarding the learners' computer and internet use, the daily hours of use was asked for.

The second paper is 'How compulsive social media use influences college students' performance: a structural equation analysis with gender comparison' by Haya Ajjan, Yingxia Cao and Richard Hartshorne. According to these authors, college students today are extensively using social media applications, the effect of compulsive use of social media on social, physical, and academic performance, as well as factors that impact compulsive use, is still unclear. The authors in this paper investigate antecedents that can predict compulsive social media use by college students and examines the impact of such use on their academic, social, and physical performance. They also attempt to explore such differences to understand the role gender plays in determining compulsive use of social media as well as the impact of performance. This paper reports the findings from an online survey with 223 respondents at one university in Taiwan.

The study shows that college students' compulsive use is predicted by hedonic technology characteristics and negatively related to student's academic, social, and physical performance; male students who use social media to strengthen their friendships online are less likely to be compulsive users; compulsive use of social media is found to have a higher negative impact on academic performance for male students than for female students. These authors argue that in view of their findings, both practitioners and researchers should consider the unique characteristics and complex nature of social media applications and their use. They further stressed that this paper provides a research model of the relationships among technology characteristics, impulsive social media use, and college students' academic, social, and physical performance, and offers several important recommendations regarding social media use. More empirical studies are needed to validate the model.

The third paper is 'Digital tools will never take the place of a good teacher: understanding teachers' resistance to using technology through Glasser's choice theory', by Anat Wilson, Orly Fuhrman and Kristina Turner. According to these authors, the development of adaptive technologies presents new challenges regarding teachers' resistance to the use of technology and questions their role and autonomy. This paper presents findings from a qualitative case study with a group of Australian teachers who trialled a new reading comprehension tool developed by the Centre for Educational Technology, Israel. Drawing on notions from Glasser's choice theory, findings emerged to be aligned with five basic needs:

1 a need for survival in a changing workplace

2 a need to be free from disturbances and free to make one's own choices

3 needing to feel a sense of professional belonging

4 a need for power over what students do and over how learning is experienced

5 the need for enjoying work and fun in learning.

These authors argue that a renewed focus on interventions for teacher training could help alleviate the prevalence of existing resistance approaches. They suggested that one possible paradigm for teacher training could be to implement the same debriefing strategies choice theory utilises in facilitating discussions between teachers and educational leadership, which would validate and address teachers' basic needs. Through the creation of a new form of dialogue, developers, school leaders and trainers could possibly come to see teachers as valuable contributors to the conceptualisation and development of technologies. Further research and validations are needed to verify the theory.

The fourth paper is 'Impact of tablet PCs on learning outcomes in a classroom environment' by Yasir Javed and Khalid Samara. These authors suggested that that information and communication technology (ICT) plays a vital role in educational settings. According to them, it is also important to determine how learners use ICT in different settings. Currently, ICT is mostly used as a supporting tool for the existing learning process, however, it is still unable to revolutionise the learning and teaching process. The reason for this can be its failure to unleash its original potential and capabilities. This paper investigates if there is an impact using tablet personal computers (TPCs) on the learning of children in a classroom environment.

This study adopted a quasi-experimental method to measure the impact of using tablet PCs on the learning outcomes of 255 children inside classrooms. Data was collected from both types of classroom, i.e., classrooms using and not using mobile tablets for learning and the difference-in-differences technique has been coupled with a t-test to make the comparison. The results show that children using tablet-PCs in the classroom have better learning outcomes. However, this study has limitations. It does not investigate the individual pedagogical concepts and their impact on learning outcomes. This is because, to investigate an in-depth impact of each pedagogical concept on learning outcomes will require different experimental design. To verify the effectiveness of this approach, further empirical studies are required.

The fifth paper is 'Perceptions of the 'flipped classroom': a case study from a developing country' by Budour Al. The study aimed to examine university students' level of access to the digital technologies needed for flipped learning and their perceptions of a flipped classroom instructional model in an educational technology-related course. A mixed methods study design was used which included a survey and a pre-post quasi-experiment. Data were collected using a questionnaire and interviews over two rounds. The results showed that the students had easy access to the needed digital technologies for flipped learning, including video technology. The study examined students' perceptions of flipped classroom learning before and after the use of the flipped classroom instructional model.

According to the author, the majority of the students had positive perceptions of the use of flipped classroom learning. The author believes that the reasons for their positive perceptions were mainly related to the ease of use of the video technology and the pedagogical advantages of the flipped classroom model. Further studies are required to verify the effectiveness of the research.