
Editorial

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Welcome to the V14N3 issue of *IJLT*. It consists of four papers. The first paper is ‘E-learning design issues for high-order learning – an application and empirical study in the knowledge domain of digital marketing’ by Luis Manuel Vaz and Nuno David. These authors argue that the success of e-learning can be hampered by a lack of pedagogical support for the intended outcomes. They further point out that the design of learning activities through mediating tools (MTs) moderates this difficulty, allowing the adaptation of instructional designs in order to become pedagogically appropriate to the learning outcomes.

In this paper, they propose a pattern of alignment among learning outcomes, learning activities and MTs that facilitate the instructional design, using pedagogical principles based on Bloom’s taxonomy and problem-based learning (PBL). The authors provided a framework to classify, model and implement teacher-centred content into organised student-centred activities that are clustered in MTs with higher-order learning capabilities. The results confirm that high levels of Bloom’s taxonomy were achieved, particularly with respect to requirements of learning model centricity and collaborative learning. Further empirical studies are needed to verify the results.

The second paper is ‘Perceived effectiveness of students programming indigenous symbols in Ghanaian context’ by Ebenezer Anohah and Jarkko Suhonen. According to these authors, there is minimal investigation into students programming their indigenous projects in relation to blocks of code and mainstream languages in computing education. Their study examines high school students’ experiences of programming non-Western symbols using visual and text-based learning technologies. The high school students were exposed to a contextualised teaching strategy whereby cultural symbols were created using a web-based platform and an integrated development environment. These authors point out that quantitative data revealed three key findings that were preferred to learning environments:

- 1 students’ realisations of computers and perceived usefulness in cultural contexts
- 2 students’ motivations to succeed in computing education
- 3 students’ gradual assimilations of basic programming concepts.

These findings seem to suggest that cultural referents stimulate students’ interests to create indigenous projects in computing education that are also worthwhile outside the school walls. They argue that indigenous symbols are not mere objects but convey

inherent ideologies that are worthwhile and likely to motivate students. Further empirical studies with more samples are needed to verify the results.

The third paper is 'The use of using social networking sites in teaching and learning among educators and learners' by Wardatul Hayat Adnan and Nurhidayah Bahar. This paper investigates how learners and educators use social networking sites (SNSs) for education-related activities and identify the factors that influence their usage. The study was conducted at a private institute for higher learning (IHL) in central Malaysia involving learners at different levels of study (diploma, undergraduate and postgraduate) and educators from various positions (professors, associate professors, assistant professors, lecturers and teaching assistants). Chi-square analysis has been used to measure the influence of demographic factors (dichotomous data), namely education and gender, using regression analysis with the aim to identify any significance between demographic factors and other factors such as perceived privacy, perceived security, perceived trust, web experience, computer anxiety, social norms, enjoyment, desire to give information and desire to get information towards the usage of SNSs among learners and educators. According to these authors, the results show that demographical factors do influence the use of SNSs among learners and educators. Factors such as social norms (SN), perceived security (PS) and enjoyment (ET) constitute the main three factors that influence learners' usage of SNSs. However, educators are more concerned with perceived security (PS), perceived trust (PT), web experience (WE), computer anxiety (CA) and enjoyment (ET). The results vary due to difference in usage between the two groups. There are several limitations that need to be addressed. These include: research was conducted only among the learners and educators of the same IHL; the results were based the views, perceptions and experiences of learners and educators and learners' perceptions and satisfaction levels have not been linked to the grades or achievements of the learners and the professionalism of the educators in this study. This requires further research.

The fourth paper is 'Saudi academic perceptions of e-learning systems' by Stephen J. Thorpe and Hassan M. Alsuwayed. Cloud computing presents a highly promising pathway to digital transformation for universities. This study investigates the opportunity for cloud-based e-learning in the university environment in Saudi Arabia by first looking at current e-learning systems from the perspective of the academics as experts within the provision of e-learning, and with a focus on the learning needs of their students. A survey was undertaken to explore whether current e-learning systems were serving tertiary learning requirements as articulated by those academics teaching and providing the e-learning services in Saudi Arabian universities. The online survey collected 55 responses. Categorical data was tabulated, and themes were identified in the open questions using open coding. According to the authors of this paper, the study had initially hoped to develop a new e-learning framework based on an academic perspective of student learning needs; however, sufficient data was not realistically available for this purpose. The small sample size of 55 out of an estimated population of 50,000 is a limitation on the generalisation of the study. Further studies are needed to address this issue.