Editorial

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Biographical notes: Simon K.S. Cheung is the Director of IT from the Open University of Hong Kong. He received his BSc and PhD in Computer Science from the City University of Hong Kong, and MPA from the University of Hong Kong. He is a Chartered Engineer, Chartered Scientist, and Fellow of BCS, IET, IMA, HKIE and HKCS. His publications include one research monograph, 27 edited books, and 150+ refereed journal articles, book chapters and conference papers, mainly in two distinct areas, namely, software and system engineering, and technology in education. He won the Outstanding Research Publication Award from the Open University of Hong Kong in 2016. He has delivered 12 keynote speeches in relevant international conferences.

Ivana Šimonová is an Associate Professor in the Faculty of Education, University of Ostrava. For 20 years, she was teaching English for specific purposes, mostly for IT professionals, at Faculty of Informatics and Management, University of Hradec Kralove, Czech Republic. In 2012, she habilitated in English language didactics. Currently, she works for the University of Ostrava, preparing prospective teachers and PhD students in English for academic purposes. During her whole career, her research activities focus on the field of ICT in education, particularly blended learning in foreign language instruction. The research results have been available in nearly 200 publications, most of them listed in recognised databases (Web of Science, Scopus, etc.).

Miloslava Černá received her PhD in System Engineering and Knowledge Management at the University of Hradec Kralove. She has been teaching cultural studies and English for specific purposes at the Faculty of Informatics and Management at the University of Hradec Kralove for two decades. She has also been a member of national and international projects at all levels of the educational system from primary to tertiary education including life-long education. In these projects, ICT in education is the core topic. Blended learning belongs to the main areas of her professional interest. Utilisation of social applications in tertiary education, language portals and usability testing are further areas of her research.

Reggie Kwan is the Provost of the Open University of Hong Kong. He received his BS in Computer Science, MS in Computer Science and Doctor of Education from Montana State University, Bozeman, Montana, USA. He started his teaching career in Montana in the mid-80s and reaching the rank of full professor in the late '90s before returning to Hong Kong. He served as the Chair of Computer Science at Montana Technological University, the Head of Computing and Mathematics at the Open University of Hong Kong, and the President of the Caritas Institute of Higher Education. Though trained as a computer scientist, he has been fascinated by e-learning and open and distance learning, and has contributed over 100 publications in these areas.

Technology has enabled many new and innovative practices in teaching and learning with promising results. Examples include blended learning, computer supported collaborative learning, mobile learning, open online learning and game-based learning. One distinctive advantage is to create active, individualised or personalised learning environments that cater for the individual learning differences and special needs. The call of this special issue on *Technology-Enabled Active and Personalised Learning* aims to report the latest findings on how technology can be effectively used to enable these active, personalised or individualised learning environments.

This special issue contains eight selected papers from the 12th International Conference on Blended Learning and the 5th International Symposium on Educational Technology, both held in the University of Hradec Králové, Hradec Králové, Czech Republic on 2 to 4 July 2019, with substantial expansion and revision.

Active, individualised or personalised learning requires openness and flexibility in the learning process. To enable open and flexible learning, a common way is to digitise the learning materials and deliver them via an open online platform. The first paper conducts an analysis and evaluation of digital forms of teaching in universities through a literature review and a survey. The teaching experience using digitised materials are analysed, and some recommendations are made. The second paper reviews the use of open educational resources in higher education institutions, based on 59 case studies. The authors identified a number of good practices in customising the learning materials and formulating the policy support.

The next four papers report how technology can be used in the teaching and learning process to address individual learning needs. Gybas et al. investigate the use of iPads in special educational needs (SEN) in Czech Republic, especially on how the SEN learners can be categorised for individualised learning. Li et al. explore the use of virtual reality to deploy experiential learning for children with autism spectrum disorder. It is found that more facilitation is critical to the success of their learning. Lee et al. share the experience of developing a cross-platform game for learning computational thinking for computer

science students, where the core elements of computational thinking are incorporated in the game design. Lu and Yang examine the students' perceptions on higher order thinking skills in relation to their peer interaction.

The last two papers focus on interaction and feedback in relation to the students' academic performance. Zhong et al. investigate the students' learning behaviour in a collaborative learning environment, and analyse the impact of group collaboration on the students' learning performance. It is revealed that more advanced courses induce more group collaboration. Based on the findings, a flexible assessment system with improved scoring criteria is established to better analyse the effectiveness of collaborative learning. Hui et al. explore students' engagement in a blended learning environment, where the challenges in analysing how the students' academic performance is related to formative feedback from different stakeholders are identified. A conceptual model studying this relationship is proposed accordingly.

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.