Editorial

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Welcome to V 17 N 2 issue of *IJLT*. There are five papers in this issue. The first paper is 'A flipped classroom to personalise learning for engineering students' by Thi Thuy Hang Bui, Amrita Kaur and Tran Van Hung. According to these authors, flipped classroom promotes self-directed learning and can facilitate a personalised learning experience for students. This paper presents a pre-post experimental design to test the effectiveness of a soft skills course designed based on the flipped classroom model.

A total of 155 (44 female, 111 male) students with a mean age of 20.35 years participated in this study. A paired t-test analysis showed significant differences in students' reports of self-directed learning, personalised learning, learning engagement, and assessment between pre-test and post-test. More empirical studies are needed to validate the claim.

The second paper is 'How elementary students experience the use of immersive technology' by Francisco Javier Sandoval-Henríquez and María Graciela Badilla-Quintana. The purpose of this study is to understand how elementary school students experience the use of immersive technology from three perspectives: interactivity, presence and flow. A natural science pedagogical study that incorporated the use of virtual reality and augmented reality was conducted. It involves 231 students from four schools in Concepción, Chile. After the experiment, evaluations were carried out to learn about the immersive experience. The findings indicate a high degree of agreement with the instrument's statements, which allows the authors to determine favourable levels of interactivity, presence, and flow, as well as the significant and positive association of these technological properties. The authors in this paper also provide guidelines to help teachers to maximise the capacity of immersive technologies in learning environments.

The third paper is 'E-learning ecosystem metaphor: building sustainable education for the post-COVID-19 era' by Naglaa Ali Megahed and Ehab Mahmoud Ghoneim. These authors argue that the aim of this study is to develop a conceptual framework to understand the concept of an e-learning ecosystem for building sustainable education to overcome COVID-19 or a similar crisis. According to these authors, the conceptual research mainly focuses on developing and proposing:

a   the systematic model considering of e-learning guidelines and possible scenarios

b   a model to inquire, classify, design and evaluate e-learning ecosystems

c   a matrix to design different e-learning ecosystems

d   a holistic framework that integrates all the extraordinary measures, protocols, and procedures for the e-learning ecosystem.

However, the research findings are based on a theoretical approach but not tested practically. Further empirical studies must be carried out.

The fourth paper is 'Learning management system success: the role of student experience explored' by Gali Naveh and Amit Shelef. These authors argue that learning management system (LMS) should be of concern for educators and administrators in institutions of higher education. In their research, these authors investigated whether student LMS experience, in terms of the time elapsed since first use, affects their perception of the LMS.

Following the replacement of an old LMS platform with a new one, student perceptions about system quality, and net benefit in terms of contribution to learning and student satisfaction with the system, were explored by these authors. Their findings show that with respect to the new system, the quality rating and student satisfaction were lower for relatively shorter user experience of one year of use, but did improved for extended student experience of two or three years of use. As a result, these authors argue that student experience should be taken into consideration by administrators when deploying a new key LMS platform.

The fifth paper is 'Self-proctored mechanism for online high-stake assessments in university courses' by Chun Yin Cham, Kwok Wing Chow and Chi-Un Lei. The authors in this paper claim to have developed a cost-effective form of online proctoring mechanism that can serve as a scalable and secure solution to cater to high-stake assessments in institutions, with a particular focus on attaining high levels of flexibility and user-friendliness. According to these authors, the self-proctored assessment mechanism was successfully tested in a practical setting and proved to function at a satisfactory level. These authors further state that the technical functions worked without major issues and most students were able to submit their recordings as instructed. More empirical validations are needed to verify its effectiveness.