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## Editorial

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Welcome to V 17 N 3 issue of *IJLT*. This issue consists of four papers. The first paper is ‘Improving a hand-therapeutic application for fine-motor skill development through usability evaluation’ by Smitha John and V.G. Renumol. According to these authors, due to recent advances in learning technologies, researchers have begun to explore the benefits of touch-based applications to reinforce handwriting skills in children with writing difficulties. Because of this, the authors explored the use of an Android application that was developed for children with writing difficulties. More specifically, the authors explain how improvements were made based on user feedback. The authors found that a user evaluation approach was effective in identifying the usability issues, user interfaces, and the functionalities of the application. More empirical studies are needed to verify its effectiveness.

The second paper is ‘Can ‘fear of human interaction’ be one of the factors that affect the acceptance and use of technology?’ by Zaki Shoheib, Nasrina Issa Mauji and Emad Abu-Shanab. Because the internet has changed the landscape of communication, this manuscript focused on how an individual’s ‘fear of human interaction’ potentially impacts technology acceptance. The results from the study found that social influence and fear of physical interaction were not significant predictors. However, performance expectancy, effort expectancy, facilitating conditions, hedonic motivation, perceived value, and social anxiety were significant predictors of behavioural intentions.

The third paper is ‘Designing learner control in instructional software: a lens of ‘time spent on tasks’ to determine the mental effort’ by Ünal Çakiroğlu, Dilara Arzugül Aksoy, Ayşegül Gencan and Hasan Şen. Should instructional software control the learning process itself? Should the control be given completely to the learner? Should there be a balance between the two of them? Because controlling the learning process in instructional software is a challenging issue, the authors aimed to determine the relationship between mental effort and the use of learning controls using instructional software. The authors found that students who used more controls spent more mental effort. It is still not clear if this mental effort hinders learning.

The fourth paper is ‘An effective evaluation system to grade programming assignments automatically’ by Md. Afzalur Rahaman and Abu Sayed Md. Latiful Hoque. This manuscript emphasises the ubiquitousness of programming courses and how students are now more likely to use an e-learning platform compared to traditional systems. The authors sought to mitigate instructors’ jobs with a satisfactory level of confidence by developing a system using TF-IDF, generalised graph isomorphism and

token edit distance. Results found that the authors' proposed system was capable of measuring a program's correctness level with an accuracy of 87%. More studies are needed to evaluate the results.

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